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THE ROLE OF THE COUNTY CLUB AGENT IN KANSAS

by

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To his wife, Marlene, the author expresses his appreciation for her patience, understanding and encouragement.

## AUTOBIOGRAPHY

The author was born in Hartford, Connecticut on September 14, 1937. He received the majority of his elementary education in Storrs, Connecticut and graduated from Windham High School in Willimantic, Connecticut. He was awarded a Bachelor of Science Degree in General Agriculture from the University of Connecticut in 1960.

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In 1959 he married Marlene Dreher. They have three children: Diane Lois, Robert MacDonald, and David Randolph.

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## CHAPTER I

### INTRODUCTION

Various writers have written about the success of the 4-H Club program and the importance of youth work to the future of our country. As was stated in A Guide to Extension Programs for the Future:

Four-H Club work has been a successful method of working with young people for more than 50 years. Priority has in the past been given to the needs of farm youth, but Extension must interpret its responsibilities as also applying to young people in rural non-farm homes and in suburban or urban families.

.....

The future of any society depends on how well it prepares its young people to make the decisions and carry the responsibilities of mature citizenship. This task can challenge the best educational efforts of the entire society. Chance and circumstances can not be counted on to provide the experiences that will help young people become useful, well-informed, self-reliant, responsible adults.<sup>1</sup>

As was indicated in The Cooperative Extension Service Today, the role of the 4-H Club Agent has constantly been changing since the beginning of 4-H Club work.<sup>2</sup>

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<sup>1</sup>Bryant E. Kears, and O. B. Copeland (eds.), A Guide to Extension Programs for the Future, The Agricultural Extension Service, North Carolina State College (Raleigh: July, 1959), pp. 28-29.

<sup>2</sup>Subcommittee on Scope and Responsibility, The Cooperative Extension Service Today (A Statement of Scope and Responsibility, Washington: Federal Extension Service, April, 1958), p. 5.

A Guide to Extension Programs for the Future indicated that continual re-evaluation and re-alignment of the agent's job have become necessary with the development of new concepts of youth work.<sup>1</sup> (Further information related to the evolution of 4-H Club work can be found in Chapter II.)

#### I. PURPOSE AND NEED

This study was initiated in an attempt to clarify the responsibilities and duties of the Kansas Club Agent through the process of role analysis. There was a recognized need by the Kansas Extension Service to determine what the Kansas Club Agent's role was at the time of this study and what it should be. The following statement appeared in the "Report to Director of Extension from the State Committee on Extension Training:"

Many Extension workers do not have a clear concept of what is expected of them in their job, nor do they have a clear-cut standard by which they can measure their own performance.<sup>2</sup>

The writers of the above report made the following recommendation: "Develop job descriptions and standards of

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<sup>1</sup>Kearl, op. cit., pp. 28, 48.

<sup>2</sup>"Report to Director of Extension from State Committee on Extension Training" (Manhattan: Kansas State Extension Service, April, 1963), p. 9. (Mimeographed.)

performance which Extension workers will accept."<sup>1</sup> They considered this the first step in determining training needs.

This study was a part of a larger study conducted by the Kansas Agricultural Extension Service and was designed to assist staff members in writing job descriptions for Extension personnel. (See Appendix A.)

The specific purpose of this study, then, was to identify and define the role of the County Club Agent as perceived by himself, other county agents, District Agricultural Agents, and the executive board members of the County Agricultural Extension Council.

At the time of this study the Kansas Agricultural Extension Service was devoting considerable time and, in addition to other money used for training, was spending approximately \$50,000 annually on the training of new agents.<sup>2</sup> It was assumed by Extension personnel that results from the study would prove fruitful in directing the existing training program. This thinking was supported by Sabrosky when she stated:

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<sup>1</sup>Ibid., p. 10.

<sup>2</sup>Statement by W. E. Ringler, Assistant Director for Programs and Training, Kansas Extension Service, Kansas State University, Manhattan, Kansas, personnel interview.

We in Extension need to clarify very well . . . the role of the County Club worker--and this means the county worker as well as the State supervisors and administrators. This has real implication to the training program.<sup>1</sup>

## II. OBJECTIVES

Three objectives were formulated for this study. The opinions of four groups of people were considered; however, the objectives placed major emphasis upon the opinions of County Club Agents and the executive board members of the County Agricultural Extension Council. The objectives were as follows:

1. To determine opinions concerning the order of importance of the functions of the County Club Agent as they should be and are currently being performed as perceived by:
  - a. County Club Agents
  - b. other county agents
  - c. District Agricultural Agents
  - d. executive board members
2. To determine relationships between the opinions of County Club Agents concerning the order of importance of functions which Club Agents feel

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<sup>1</sup>Laurel K. Sabrosky, "Role Perception of the County 4-H Club Agent" (talk to New Jersey County Club Agents' Conference, April 10, 1958), p. 3. (USDA ER&T-153(6-58) Mimeographed.)

they should perform and:

- a. formal education
- b. induction training
- c. experience in county Extension work
- d. age

3. To determine relationships between the opinions of the order of importance of functions which executive board members of the County Agricultural Extension Council feel the County Club Agent should perform and:

- a. age
- b. sex
- c. education
- d. township group represented
- e. years served on the County Agricultural Extension Council (experience)

### III. DEFINITION OF TERMS

Certain terms were used in this study which were peculiar to the situations involved and, for the purposes of this study are defined for the benefit of the reader.

1. Certain groups: Included were groups composed of District Agricultural Agents, the executive board of the County Agricultural Extension Council, and other County Extension agents.

2. Consensus: High consensus, a consensus score of 70 or above. Medium consensus, a consensus score from 50 through 69. Low consensus, a consensus score of 49 or below.
3. Considerable: Indicates a difference of three or more ranks in comparisons of ranking of functions.
4. County Agricultural Extension Council: The group of elected people from each township in the county responsible for planning and administering the county Extension program.
5. County Club Agent (CCA): The individual responsible for the County 4-H Club program. Included were the County Club Agent and the Assistant County Club Agent.
6. District Agricultural Agent (DAA): The supervisor of the County Club Agent at the state level.
7. Executive board (EBM): The group of nine individuals elected from the County Agricultural Extension Council responsible for supervising the Extension program in their county.
8. Full staff: Counties with at least one Club Agent, one Agricultural Agent, and one Home Economics Agent.

9. Other county agents (OCA): Included were the County Agricultural Agents, County Home Economics Agents, Assistant County Home Economics Agents, and Associate Agents.
10. Role: ". . . the functions and relationships of the agent in the community or in the total society."<sup>1</sup>
11. Role consenses: Agreement among or within the groups regarding the role.
12. Role perception: How one sees his or someone else's job.

#### IV. SCOPE AND PROCEDURE

The approach to this study was a combination of two designs, exploratory and descriptive, with major emphasis on descriptive. As was stated by Selltiz and others:

Any given research may have in its elements 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 functions.<sup>2</sup>

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<sup>1</sup>Eugene A. Wilkening, The County Extension Agent in Wisconsin, Perceptions of Role Definitions as Viewed by Agents, Research Bulletin 203, University of Wisconsin, (Madison: September, 1957), p. 2.

<sup>2</sup>Claire Selltiz, et al., Research Methods in Social Relations (New York: Henry Holt and Company, Inc., 1959), p. 51.

Selitz et al. further noted that each study has its own purposes and they grouped the purposes in the following manner:

(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 hypothesis); (4) to test a hypothesis or a casual relationship between variables.<sup>1</sup>

They stated further:

The investigator must be able to define clearly what it is he wants to measure and must find adequate methods of measuring it. In addition, he must be able to specify who is to be included in the definition of "a given community" or "a given population." In collecting evidence for a study of this sort what is needed is . . . a clear formulation of what and who is to be measured, and techniques for valid and reliable measurements.<sup>2</sup>

#### Source of the Data

Data were collected from four different sources through the use of a mail questionnaire. The four sources were: (1) County Club Agents in Kansas, (2) other county agents in Kansas, (3) District Agricultural Agents in Kansas, and (4) executive board members of County Agricultural Extension Councils from counties which had a full

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<sup>1</sup>Ibid., p. 50.

<sup>2</sup>Ibid., p. 66



staff as of November 1, 1964. Figure 1 shows the distribution of the twenty-nine counties with full staffs at the time of this study.

#### Development of the Data Collecting Instrument

Jahoda, Deutsch and Cook state:

When the survey emphasizes the obtaining of information about feelings, beliefs, future plans, etc., interviewing, questionnaires, and projective techniques are the appropriate methods.<sup>1</sup>

The instrument used for gathering data for this study consisted of a structured mail questionnaire developed by a group of Kansas Agricultural Extension personnel and graduate students. The questionnaire was used in the collection of information from all members of the Kansas Agricultural Extension Service and selected executive boards from the County Agricultural Extension Councils in Kansas. The portion of the questionnaire used for this study was designed to reflect the degree of importance that certain of these people felt should be placed upon fourteen pre-listed County Club Agents' functions and the degree of importance they felt was being placed on these functions at the time of this study. The respondents were asked to rate

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<sup>1</sup>Marie Jahoda, Morton Deutsch, and Stuart W. Cook, Research Methods in Social Relations (New York: Dryden Press, 1951), I, 51.



the importance of each function from one (1) to five (5), with five being the most important and one indicating the least important. The fourteen functions used in the questionnaire were identified through research from the works of Robinson,<sup>1</sup> Biever,<sup>2</sup> and others. (A copy of the questionnaire will be found in Appendix A.)

#### Collecting and Assembling the Data

Prior to mailing the questionnaires, all questions were pre-coded to facilitate the use of IBM equipment. As questionnaires were returned, they were checked, numbered, and all data were punched and verified on IBM cards. The data were then sorted and tabulated by the use of equipment at Kansas State University. (Detailed tables related to mathematical calculations will be found in Appendix B.)

In that the number of respondents involved in the study was relatively small, questionnaires were administered to the total population. Ninety-three per cent, or 30 of the 31 County Club Agents contacted, responded. All 5 of the District Agricultural Agents responded. Of the 227

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<sup>1</sup>Russell Dean Robinson, "Perception of the County 4-H Club Agent's Role in Wisconsin" (unpublished Ph. D. dissertation, University of Wisconsin, 1963).

<sup>2</sup>Lawrence Biever, "Roles of County Extension Agents as Perceived by County Agricultural Committee Members in Wisconsin" (unpublished Ph. D. dissertation, University of Wisconsin, 1957).

other county agents contacted, 82 per cent or 189 responded. Sixty-seven per cent, or 181 of the 271 executive board members of the County Agricultural Extension Councils contacted, responded.

The major techniques employed in the analysis of data were: mean weighted score, Spearman's Rank Order Coefficient of Correlation ( $r = 1 - \frac{6 \sum d_i^2}{N^3 - N}$ ), Kendall's coefficient of concordance ( $w = \frac{S}{1/12 K^2(n^3 - n)}$ ), and percentage distributions.

#### Limitations of the Study

No attempt was made to generalize the findings of this study beyond the Kansas Agricultural Extension Service.

## CHAPTER II

### REVIEW OF SELECTED LITERATURE

The objective for the review of literature made in preparation for this study was to survey selected writings for the purpose of developing a fuller understanding of the role of the 4-H Club Agent. An extensive review of selected available literature pertaining to the history of the Extension Service, the job of the 4-H Club Agent, and role theory was made. For the purposes of review, the literature was classified into categories--(I) History of 4-H, (II) 4-H in Kansas, (III) Role Concept, (IV) The Postulate of Role Consensus, (V) Perception, (VI) Role Definers, (VII) Related Literature, (VIII) Related Studies, and (IX) Other Studies.

#### I. HISTORY OF 4-H

The roots of the 4-H program were deeply emplanted and, according to the writings of Reck,<sup>1</sup> can be traced back to 1828 when a boarding school teacher in Ohio began instructing in growing corn, cucumbers, tomatoes, and other crops.

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<sup>1</sup>Franklin M. Reck, The 4-H Story (Ames: Iowa State College Press, 1951).

According to Reck it is hard to say just who was the "father" of 4-H Club work. As Reck said, the real answer is "Club work began wherever a public-spirited man or woman did something to give rural boys and girls respect for themselves and their way of life."<sup>1</sup>

Before 1900, a number of contests were being held for rural youth. Most of these programs were being organized and supervised by school superintendents; however, these contests were scattered and seldom repeated for more than two years. As Reck wrote: "In the inspired, creative programs introduced by these scattered schoolmen may be found the materials out of which modern 4-H Club work was built."<sup>2</sup>

Noordhoff and Winner wrote concerning the fifty year progress of Cooperative Extension and pointed out that:

Largely unknown is the substantial private and local support of Extension work in the South during 1906-14.

.....

These funds helped the new "county agent" idea and youth work spread far and fast before 1914 . . . In youth work, Dr. Knapp borrowed the boys' corn club idea in 1907 and within 5 years, enrollment soared to nearly 100,000. Girls' canning clubs followed immediately in 1909 and in 3 years, 30,000 girls were enrolled in 14 states.<sup>3</sup>

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<sup>1</sup> ibid., p. 4.

<sup>2</sup> ibid., p. 10.

<sup>3</sup> Lyman Noordhoff, and E. B. Winner, 50 Years of Cooperative Extension 1914-1964, Federal Extension Service, USDA (Washington: Division of Information, FES), p. 5.

In 1914 the Smith-Lever Act put Extension on a firm foundation and gave emphasis to teaching boys and girls.

As Mr. Lever wrote in his report to Congress from the Committee on Agriculture, ". . . one of the main features of this bill is that it is so flexible as to provide for the inauguration of a system of itinerate teaching for boys and girls."<sup>1</sup>

Congressman Lever further emphasized this point by saying:

. . . My efforts to secure the passage of the Smith-Lever Act . . . had the most encouragement from the achievements of the members of the corn and tomato clubs and I hope sincerely that a large share of this money will be devoted to an expansion of the work with the young folks.<sup>2</sup>

The agents needed to gain acceptance, and according to Noordhoff and Winner, "One natural avenue to parents was through their children."<sup>3</sup> Often the father was shown how to get double yields and the mother how the family could eat better by the boys' and girls' corn and canning clubs.

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<sup>1</sup>United States Congress, House of Representatives, Committee of the Whole House on the state of the Union, Cooperative Agriculture Extension Work, Report No. 110, 63rd Congress, 2nd Session, December 8, 1913 (Washington: Government Printing Office, 1914), p. 6.

<sup>2</sup>O. H. Benson and Gertrude Warner, Organization and Results of Boys' and Girls' Club Work, USDA Dept. Circular 66 (Washington: Government Printing Office, 1920), p. 5, citing Illinois Club Clippings, Vol. II, No. 3.

<sup>3</sup>Noordhoff, op. cit., p. 6.

From this early beginning, 4-H Club work has grown and prospered with the nation.

Following a period of readjustment after each World War, 4-H Club work has shown continual growth. Sound, long-time aims and objectives have emerged. The function of the club as an educational tool has come to be better understood.<sup>1</sup>

In 1964 Noordhoff and Winner wrote concerning Cooperative Extension Work: "Nearly 2½ million youth--coming from farm and non-farm homes--participate in the program today."<sup>2</sup>

## II. 4-H IN KANSAS

The history of 4-H in Kansas can be traced back to as early as 1905 when "home culture, corn, poultry, and garden clubs were active in Kansas . . . being sponsored by Farmers Institutes of Kansas State College and other organizations."<sup>3</sup>

4-H Club work, as it was known at the time of this study, had its beginnings with the Smith-Lever Act in 1914. The status of the early 4-H Clubs has been described in the

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<sup>1</sup>Lincoln David Kelsey, and Cannon Chiles Hearne, Cooperative Extension Work (second edition, Ithaca: Comstock Publishing Associates, 1955), p. 25.

<sup>2</sup>Noordhoff, op. cit., p. 11.

<sup>3</sup>Kansas State College Extension Service, Kansas 4-H Club Leaders Manual (Manhattan: Kansas State College Extension Service, 1958), p. 22.



Kansas 4-H Club Leaders Manual as follows: "By 1915 approximately 2,500 boys and girls from 10 to 18 years old were enrolled in Kansas."<sup>1</sup> According to Noordhoff and Winner, "The first clubs for boys and girls were pig clubs, corn clubs and canning clubs."<sup>2</sup>

The various writers indicated that, as 4-H Club work grew, a requirement for leaders developed. According to the Kansas 4-H Club Leaders Manual,

. . . the first State Club Leader started working in 1916. The first temporary 4-H agent went to work in 1918.

. . . . .  
The first permanent club agent position was created in Sedgwick County in 1927.<sup>3</sup>

The 4-H Club program in Kansas continued to grow and the 1963 Annual Report 4-H and Other Extension Youth Programs reported that there were 32,220 4-H Club members and 1,231 4-H Clubs.<sup>4</sup> According to the October 1964

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<sup>1</sup>Kansas State College Extension Service, loc. cit.

<sup>2</sup>Noordhoff, op. cit. (Kansas Supplement), p. 13.

<sup>3</sup>Kansas State College Extension Service, loc. cit.

<sup>4</sup>Kansas State University of Agriculture and Applied Science, Annual Report 4-H and Other Extension Youth Programs, Project No. 6, January 1, 1964 to December 31, 1964, Supplemental Report, (Manhattan: Division of Extension), p. 12.

Official Roster of Kansas Extension Service Personnel, there were thirty-three counties with permanent 4-H Club Agent positions.<sup>1</sup>

### III. ROLE CONCEPT

The opening statement of an industrial study by Jacobson, Charters and Lieberman suggested a logical approach to the discussion of role concept by saying:

The search for insights into the functioning of complex organizations has led to the development of a variety of systematic frameworks within which organizations may be described and measured. One of the approaches used stems from the common observation that people in organizations tend to have relatively uniform expectations about the behavior of persons in various positions and that the behavior of these persons is interpreted in terms of such expectations. These observations suggest the usefulness of some of the concepts developed in connection with role theory.<sup>2</sup>

Neiman and Hughes wrote in their re-survey of literature:

The concept of role is at present still rather vague, nebulous, and non-definitive. Frequently in the literature, the concept is used without any attempt on the part of the writer to define or delimit the concept, the assumption being that both

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<sup>1</sup>Kansas State University Cooperative Extension Service, Official Roster of Kansas Extension Service Personnel (Manhattan: October 1, 1964), pp. 7-12.

<sup>2</sup>Eugene Jacobson, W. W. Charters, Jr., and Seymour Lieberman, "The Use of the Role Concept in the Study of Complex Organizations," Journal of Social Issues, 7:18, 1951.

writer and reader will achieve an immediate compatible consensus. Concomitantly, the concept is found frequently in popular usage which adds further confusion.<sup>1</sup>

According to Gross, "Three basic ideas which appear in most of the conceptualizations considered, if not in the definitions of the role themselves, are that individuals: (1) in social locations (2) behave (3) with reference to expectations."<sup>2</sup>

The writer found many definitions of role in literature; however, according to Trent<sup>3</sup> most of the definitions can be traced back to Parsons<sup>4</sup> work in Sociology, Linton's<sup>5</sup> work in Anthropology, and Newcomb's<sup>6</sup> and Sarbin's<sup>7</sup> work in Social Psychology.

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<sup>1</sup>Lionel J. Neiman, and James H. Hughes, "The Problem of the Concept of Role--A Re-Survey of the Literature," Social Forces, 30:149, 1951.

<sup>2</sup>Neal Gross, Warren S. Mason, and Alexander W. McEachern, Explorations in Role Analysis (New York: John Wiley and Sons, Inc., 1958), p. 17.

<sup>3</sup>Curtis Trent, "The Administrative Role of the State 4-H Club Leader in Selected States--A Study in Role Perception" (unpublished Ph. D. thesis, University of Wisconsin, 1961), p. 9.

<sup>4</sup>Talcott Parsons, The Social System (Glencoe: The Free Press, 1951).

<sup>5</sup>Ralph Linton, The Cultural Background of Personality (New York: Appleton-Century Crofts, Inc., 1945); and The Study of Man (New York: Appleton-Century Company, Inc., 1936).

<sup>6</sup>Theodore M. Newcomb, Social Psychology (New York: The Dryden Press, 1950).

<sup>7</sup>Theodore R. Sarbin, "Role Theory," Handbook of Social Psychology, ed. Gardner Lindzey (Cambridge: Addison-Wesley Publishing Company, Inc., 1954), I, pp. 223-58.

Gross, in his writings, identified three concepts of role that represented most of those mentioned in social science literature. Role was defined as (1) "normative culture patterns," (2) "The individual's definition of his situation with reference to his and others' social position," and (3) the behavior of actors occupying social position."<sup>1</sup>

In this first category (normative culture patterns) Linton defined role in The Cultural Background of Personality as:

The term . . . used to distinguish the sum total of the culture patterns associated with a particular status. It thus includes the attitudes, values and behaviors ascribed by the society to any and all persons occupying this status. It can even be extended to include the legitimate expectations of such persons with respect to the behavior toward them of such persons in other statuses within the same system.<sup>2</sup>

Linton in The Study of Man gave the following definition for role: "A role represents the dynamic aspect of a status . . . . When he (the individual) puts the rights and duties which constitutes the status into effect, he is performing a role."<sup>3</sup>

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<sup>1</sup>Gross, op. cit., pp. 12-14.

<sup>2</sup>Linton, The Cultural Background of Personality, p. 77.

<sup>3</sup>Linton, The Study of Man, p. 114.

Linton maintained:

Role and status are quite inseparable, and the distinction between them is of only academic interest. There are no roles without statuses or statuses without roles . . . . Every individual has a series of roles deriving from the various patterns in which he participates and at the same time a role, general, which represents the sum total of these roles and determines what he does for his society and what he can expect from it.<sup>1</sup>

Newcomb wrote that "the ways of behaving which are expected of any individual who occupies a certain position constitute the role . . . associated with that position."<sup>2</sup>

Parsons' definition of role fell into the second category (individual's definition of his situation with reference to his and others' social position):

A role . . . is a section of the total orientation system of an actor which is organized about expectations in relation to a particular interaction context, that is integrated with a particular set of value-standards which govern interaction with one or more alters in the appropriate contemporary roles.<sup>3</sup>

Sargent wrote: "A person's role is a pattern or type of social behavior which seems situationally appropriate to him in terms of the demands and expectations of those in his group."<sup>4</sup>

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<sup>1</sup>Ibid.

<sup>2</sup>Newcomb, op. cit., p. 280.

<sup>3</sup>Parsons, op. cit., pp. 38-39.

<sup>4</sup>Stansfeld S. Sargent, "Conception of Role and Ego in Contemporary Psychology" in John H. Rohrer and Muzaffer Sherif (eds.), Social Psychology at the Crossroads (New York: Harper and Bros., 1951), p. 360.

The third category (which deals with role as the behavior of actors occupying social position) refers to what actors actually do. One of Parsons' definitions fell into this category. Parsons defined a role as ". . . what the actor does in his relations with others seen in the context of its functional significance for the social system."<sup>1</sup>

Sarbin's definition of role also fell into this category: "A role is a patterned sequence of learned actions or deeds performed by a person in an interaction situation."<sup>2</sup>

For the purposes of this study the author accepted the definition of role used by Wilkening. His definition also fell in the third category. He defined role as ". . . the functions and relationships of the agent in his community or the total society."<sup>3</sup>

#### IV. THE POSTULATE OF ROLE CONSENSUS

For the purpose of this study it was assumed that role consensus was important in the determination of a

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<sup>1</sup>Parsons, op. cit., p. 25.

<sup>2</sup>Sarbin, op. cit., p. 225.

<sup>3</sup>Eugene A. Wilkening, The County Extension Agent in Wisconsin, Perceptions of Role Definitions as Viewed by Agents, Research Bulletin 203, University of Wisconsin (Madison: September, 1957), p. 2.

person's role. Some of the literature reviewed agreed with this assumption.

According to Julian:

When a position is created by the social system, it becomes interrelated with other positions of the system and to the total system as well, regardless of the amount of independence and interdependence that it possessed. The interrelationships of positions in the social system requires a certain amount of consensus on what it is the occupants of the position are expected to do.<sup>1</sup>

Gross, Mason and McEachern point out that:

Involved in many but not all formulations of the role concept in the social science literature is the assumption that consensus exists on the expectations applied to the incumbents of particular social positions.<sup>2</sup>

Jacobson, Charters and Lieberman state:

The system of shared expectations in a formal organization can be looked upon as the basis for the behavior of individuals in the organization and for their interpretations of the behavior of others. Thus, the degree of integration existing within an organization at any time stems in part from the degree of consensus or sharing of expectations about the behavior of people who occupy various positions.<sup>3</sup>

Wilkening says:

Effective relationships between people require that there be some agreement or consensus with respect to objectives of the system and how these

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<sup>1</sup>Joseph Julian, "Some Determinants of Role Consensus Within And Between Organizational Strata" (paper read at meeting of the Pacific Sociological Association, Sacramento, California, April 5-7, 1962), p. 1. (Mimeographed.)

<sup>2</sup>Gross, op. cit., p. 21.

<sup>3</sup>Jacobson, op. cit., p. 20.

objectives are attained. Because of its strategic position in the system, the degree of consensus . . . is of crucial concern for an effective . . . program.<sup>1</sup>

Trent identified two major aspects of role consensus that the author felt had significance for this study. They are "(1) The degree of agreement as to the perceived ideal and actual role. (2) The extent of disagreement or variability among the position groups as to the perceived ideal and actual role."<sup>2</sup>

#### V. PERCEPTION

The author felt that for the purposes of the study a better understanding of perception was necessary to fully understand the role concept. This feeling was verified by Trent:

Since the beginning of time, man has interpreted the world and its phenomena in light of his own past experience. Human beings react to stimuli, not in terms of actual reality, but in terms of their perception of reality. No two individuals have had identical experiences, therefore, it follows that each individual will interpret phenomena differently and from his own unique frame of reference.<sup>3</sup>

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<sup>1</sup>Eugene A. Wiikening, "Consensus in Role Definition of County Extension Agents Between the Agents and Local Sponsoring Committee Members," Rural Sociology, 23:185-6, August, 1958.

<sup>2</sup>Trent, op. cit., pp. 37-8.

<sup>3</sup>Trent, op. cit., p. 37.



Sargent wrote:

Perception as a process appears even before learning in the individual's attempt to organize his behavior. His sensations gradually become structured into meaningful relationships which are the essence of perception.<sup>1</sup>

Allport defines perception as:

. . . The way things look to us, or the way they sound, feel, taste, or smell . . . perception also involves . . . an understanding awareness, a "meaning" or a "recognition," of these objects . . . We can include all the senses and can interpret perception as covering the awareness of complex environment situations as well as of single objects.<sup>2</sup>

Straughn identified the following factors which influence perception:

A. The sensitivity and effectiveness of an individual's sense organs (eyes, ears, nose, mouth and sense of feeling).

B. Set and prior experiences and the accompanying mental structure developed in each individual.

C. Ability to interpret new experiences by associating or relating them to past experiences.

D. Strength of stimulus(1) impingement(s) [impingement] on the perceiver.

E. Memory or ability to recall.<sup>3</sup>

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<sup>1</sup>Stansfeld S. Sargent, and Robert C. Williamson, Social Psychology (New York: The Ronald Press Company, 1958), p. 198.

<sup>2</sup>Floyd H. Allport, Theories of Perception and the Concept of Structure (New York: John Wiley and Sons, Inc., 1955), p. 14.

<sup>3</sup>Alto A. Straughn, "A Study of the Perceived Role of County Extension Agents in Program Planning in Florida and Kansas" (unpublished Ph. D. thesis, University of Wisconsin, 1963), p. 16.

Sabrosky defined role perception as ". . . how one sees his job--what he thinks he ought to be doing and how he ought to be doing it."<sup>1</sup> She went on to write that "Role Perception is developed from two sources: From one's own ideas of what he ought to be doing, and from what he thinks other people think he ought to be doing."<sup>2</sup>

## VI. ROLE DEFINERS

This section of the review of selected literature was made to determine the opinions of the writers as to who should be considered as role definers.

Jacobson et al., in their study of complex organizations wrote:

The definition of role in terms of shared expectations must take account of the question of whose expectations are relevant. We shall refer to the relevant populations as "criterion" populations. In hierarchical organizations, at least three such groups should receive consideration. One is composed of persons who occupy like positions. Another is composed of persons who have a high degree of functional interdependence with the position in question. A third is composed of persons who do not have direct functional interdependent relationships with the position, but who nevertheless are related to it

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<sup>1</sup>Laurel K. Sabrosky, "Role Perception of the County 4-H Club Agent" (talk to New Jersey County Club Agents' Conference, April 10, 1958), p. 1. (USDA ER&T-153(6-58) Mimeographed.)

<sup>2</sup>Ibid.

through a concern with the formulation and implementation of the broader purposes of the organization.<sup>1</sup>

Robinson identified role definers as follows:

The nature of the role is such that a person occupying the position must, at the same time and to some degree, fulfill the expectations of his supervisors, his co-workers, lay leaders, and perhaps others.<sup>2</sup>

## VII. RELATED LITERATURE

The author found that a great deal of literature had been written regarding what the 4-H Club Agent's job is and what it should be. Section two of the Smith-Lever Act states:

Cooperative agriculture extension work shall consist of the giving of instruction and practical demonstrations in agriculture and home economics and subjects relating thereto to persons not attending or residing in said colleges in the several communities, and imparting information on said subjects through demonstrations, publications, and otherwise . . . .<sup>3</sup>

Kelsey and Hearne point out:

They [the members of the county staff] perform these main functions.

1. As teachers they help rural people to discover and understand their problems and acquaint them with possible solutions and encourage their adoption.

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<sup>1</sup>Jacobson, op. cit., p. 20.

<sup>2</sup>Russell D. Robinson, "Examining the Role of Agents in 4-H," Journal of Cooperative Extension, 2:112, Summer, 1964.

<sup>3</sup>Smith-Lever Act of Congress, 1914.

2. As organizers they help farm people to understand how group action may improve their situation.

3. As leaders they are alert to situations affecting the welfare of farm people and help them find solutions to problems arising from these situations.<sup>1</sup>

They went on to say: "The duties of the county extension agent are legion, and he or she must be constantly alert to the social and economic changes that vitally affect the lives of farm people."<sup>2</sup>

They listed the following functions that county extension workers perform.

1. Represents the state land-grant institution and the United States Department of Agriculture in the county in carrying on an educational program to improve rural life.

2. Studies the county, the people, and its agriculture and rural life to ascertain its problems and possibilities.

3. Develops or aids in maintaining the necessary organization of rural people to help determine and carry out the county extension program.

4. Develops with the people of the county a long-time and current agricultural and rural life educational program based on the major problems and needs of individuals--adult and youth--and families.

5. Develops rural leadership.

6. Assists local organizations with their educational programs when their objectives coincide with the objectives of the county extension programs.

7. Promotes friendly relationships and the coordination of activities of all agricultural and country-life groups within the county.

8. Maintains a public office where rural people and others may call, telephone, or write for information on all problems relating agriculture and rural life.

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<sup>1</sup>Kelsey, op. cit., p. 45.

<sup>2</sup>Ibid., p. 76.

9. Keeps informed regarding social and economic changes affecting the farms and homes of the county, and keeps up-to-date professionally through attendance at conferences, reading, participation in in-service training courses, and otherwise.

10. Develops interest and cooperation of various organizations and individuals in the solution of farm, home, and community problems.

11. Assists local leaders by supplying supplementary material, visiting farms and homes, providing helpful literature.

12. Arranges for help of specialists.

13. Provides information to individuals and groups other than those regularly organized.

14. Helps evaluate work done by obtaining and analyzing records and preparing statistical and narrative reports for county, state, and federal use.

15. Encourages the interest and cooperation of various organizations and of rural people in the development of boys and girls through club work.

16. Assists people in the communities in the organization of local 4-H Clubs, in the selection and training of local leaders, and in the development of club programs.<sup>1</sup>

At the 1962 Pennsylvania District Training Meeting for county extension workers, Laurel K. Sabrosky stated:

A county extension worker should consider himself a supervisor--a supervisor of local leaders. Supervisor here . . . means the acts of training, helping, planning, encouraging, recognizing, shifting responsibilities, evaluating, providing materials and ideas.<sup>2</sup>

Randolph W. Whaples, looking back over his thirty-seven years experience in Extension work, wrote:

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<sup>1</sup>Ibid., pp. 76-77.

<sup>2</sup>Laurel K. Sabrosky, "The Professional Role of the Agent in a Leader Training Program" (prepared for Pennsylvania District Training Meeting for County Extension Workers, January, 1962), Washington: Federal Extension Service, p. 3. (USDA ER&T-27(2-62) Mimeographed.)

. . . The 4-H Club Agent is one who works most of his official time and much of his personal time on activities. These activities might and usually include: planning, organizing, teaching, personal service and evaluation . . . . I have observed a big change as to the relative importance of the above in the minds of members, parents, leaders, committeemen and supervisors.<sup>1</sup>

In a time data study kept by Vermont 4-H Club Agents and summarized by Laurel K. Sabrosky, of the sixty-one hour week that an agent worked, twenty-one and one half hours were spent taking part in 4-H events. Four-H Club events received more of the agent's time than any other activity.<sup>2</sup>

In an address to the thirteenth annual national meeting of 4-H Club Agents, five major points were considered by Robert C. Clark regarding the 4-H Club Agent.

1. . . . The 4-H Club Agent is expected to be a student of his profession.

. . . . .

2. The 4-H Club Agent is expected to serve as an educational spokesman of both Land Grant College . . . and the U.S.D.A. He is also a symbol for what 4-H Club stands for.

. . . . .

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<sup>1</sup>Randolph W. Whaples, State 4-H Club Leader, Connecticut, retired (personal letter, December 5, 1964, from Box 1528, Kampala, Uganda, to Gene C. Whaples, N-10 Jardine Terrace, Manhattan, Kansas), p. 1.

<sup>2</sup>Laurel K. Sabrosky, "Statistical Summary of Time Data Kept by Vermont 4-H Club Agents May 1950-May 1951" (Washington: Federal Extension Service, 1951). (USDA 1009 (9-51) Mimeographed.)

3. The 4-H Club Agent is expected to be a leader of group planning.

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4. The 4-H Club Agent is expected to be a specialist in leader training and development.

.....

5. The 4-H Club Agent is expected to be a person of high personal and professional ideals and standards.<sup>1</sup>

Clark also stated:

. . . the major function of the Cooperative Extension Service of which 4-H Club work is an integral part is an educational function. This is in contrast to an organizational, secretarial, or a scheduling service with which . . . 4-H Club work, is so often identified.<sup>2</sup>

In a talk at the 1963 New York State 4-H Club Leaders Conference, Laurel K. Sabrosky summarized the role of the county extension 4-H Club worker as:

. . . an adult educator, a youth educator, a public relations person, . . . a leader of a program of people, a change-agent, an authority on children and youth, an authority on learning, an authority on organization, . . . an evaluator, [and] a program planner.<sup>3</sup>

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<sup>1</sup>Robert C. Clark, "Extension Takes a Look at the 4-H Club Agent" (address before the 13th annual meeting of the National Meeting of 4-H Club Agents, Chicago, Illinois, December 2, 1959), pp. 2-9. (Mimeographed.)

<sup>2</sup>Ibid., p. 2.

<sup>3</sup>Laurel K. Sabrosky, "The Role of the 4-H Club Agent" (talk presented at New York State 4-H Club Agents Conference, Binghamton, New York, October 29, 1963), Washington: Federal Extension Service, p. 10. (USDA, Mimeographed.)

The Handbook for County Agricultural Extension

Councils of Kansas defines the job of the county 4-H Club agent as follows:

The county 4-H club agent is responsible for the leadership in the county 4-H club program. He consults with the other agents in the county and plans with them for the successful execution of the 4-H club program and renders assistance to the entire county extension program in whatever manner may be feasible. The 4-H club agent counsels with the county agriculture agent on matters pertaining to office management, purchase of supplies, budgetary needs and other matters contributing to the success of the 4-H club program in the county.<sup>1</sup>

The "Organization Plan and Duties for Kansas Extension Service" defines the duties of the county 4-H Club agent as follows:

The county club agent shall be responsible for the development of the county 4-H club program, including organization of the work, schedules, travel, reports and achievement of county 4-H goals.

The county club agent shall have the specific duty of work with the 4-H representatives of the County Agricultural Extension Council.

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

In exercising these responsibilities the county club agent will consult with the county agricultural agent in keeping with his responsibility as director of the county Extension service. It is expected that the county club agent shall be consulted by the county agricultural agent regarding office management and personnel, budgets and other phases of his responsibilities as county director. The county club agent

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<sup>1</sup>Kansas State University of Agriculture and Applied Science, Handbook for County Agricultural Extension Councils (Manhattan: Kansas State University, 1963), pp. 24-25.



may assist the county agricultural agent in presenting program and budgetary matters to the executive board of the County Agricultural Extension Council and to the county board of commissioners.<sup>1</sup>

#### VIII. RELATED STUDIES

In Wilkening's study, which included thirty counties in which each of the three agents had been in the county one year or longer, agents were asked to rank four major functions of the Extension Service. He listed these functions:

Providing information on specific farm and home practices, teaching the underlying principles of farming and home making, consulting in the analysis and management of the total farm and home enterprise, [and] providing information and leadership for Community services and activities.<sup>2</sup>

4-H Club agents agreed ". . . that 'providing information on specific farm and home practices' has received main emphasis in the past."<sup>3</sup> When ranking according to the emphasis that should be given, 4-H Club agents ranked ". . . the management consulting function, first . . ."<sup>4</sup>

Wilkening went on to say:

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<sup>1</sup>"Organization Plan and Duties for Kansas Extension Service" (Manhattan: Kansas State University, January, 1960), pp. 21-22. (#N387-1, Mimeographed.)

<sup>2</sup>Eugene A. Wilkening, The County Extension Agent in Wisconsin, Perceptions of Role Definitions as Viewed by Agents, Research Bulletin 203, University of Wisconsin (Madison: September, 1957), p. 17.

<sup>3</sup>Ibid., p. 13.

<sup>4</sup>Ibid., p. 16.

On the basis of time spent . . . 4-H Club agents order their top 3 activities [out of nine] as follows: Organizing and coordinating clubs, training local leaders, providing information directly.<sup>1</sup>

Wilkening also reported:

The county agricultural committee members . . . agreed with the . . . 4-H Club agents that providing practice information should receive high emphasis, they feel that providing information and leadership for community services and activities should receive as much as or more emphasis than either of the other two [teaching underlying principles of farming and home making and consulting in the analysis and management of the total farm and home enterprise].<sup>2</sup>

He stated further:

There is considerable divergence between the ranking of the nine types of activities [providing information directly, training local leaders, organizing and coordinating clubs, advising and consulting groups in county, acting as secretary and other services for associations, fairs, etc., public relations, coordinating university and U.S.D.A. programs, program planning and administration] for 4-H Club agents by county committeemen and by the agents. The committeemen rank "training local teachers leaders," "organizing and coordinating clubs" and "providing information directly" among the top three activities; 4-H Club agents include "program planning" rather than direct teaching among the top three. Also, committee members rank "advising and consulting with groups in the county" and "coordinating University and U.S.D.A. programs" higher than 4-H Club agents.<sup>3</sup>

Robinson summarized Duncan's finding as follows:

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<sup>1</sup>Ibid., p. 47.

<sup>2</sup>Eugene A. Wilkening, "Consensus in Role Definition of County Extension Agents Between the Agents and Local Sponsoring Committee Members," Rural Sociology, 23:189, August, 1958.

<sup>3</sup>Ibid., p. 192.

(1) There are differences in the way the 4-H advisor sees his role and the way he thinks the 4-H Club leaders see it; (2) through performing the role of teacher, organizer, counselor and coordinator, the 4-H Club advisors are more apt to achieve the objectives than if he were performing to a great degree some of the minor roles (that is, there is a relationship between the objectives of the 4-H Club program that the advisor believes to be of major importance and the role he performs); (3) there are a number of tasks that 4-H Club advisors do that could be done by someone else; (4) the 4-H Club advisors tend to do those tasks they especially like to do; (5) the 4-H Club advisors base their schedule on annual plan of work (however, their working schedule is changed frequently to meet current requests); and (6) the 4-H Club advisors like most of the roles they are asked to perform in carrying out their responsibilities in the 4-H Club program.<sup>1</sup>

Robinson summarized Reinecke's study, in which data were collected by questionnaire from fifty-seven full-time 4-H Club Agents and was designed to provide information regarding the degree of administrative responsibility of 4-H Club Agents, as follows:

The study shows that 4-H Club agents perceived their job as highly "administrative" in nature, and they were in agreement on the major functions which they performed. They ranked these functions as to the degree of administrative importance as follows: planning the 4-H Club program; organizing, directing and maintaining county 4-H groups, taking part in the management of the county Extension office; organizing 4-H Clubs and coordinating their plan of

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<sup>1</sup>Dorothy E. Duncan, "4-H Club Advisor's Concept of their Roles" (unpublished Master's thesis, University of Wisconsin, 1957) cited in Russell Dean Robinson, "Perception of the County 4-H Club Agents' Role in Wisconsin" (unpublished Ph. D. dissertation, University of Wisconsin, 1963), pp. 28-29.

work into a uniform county program; training local leaders; coordinating 4-H activities such as fairs, camps, judging, etc.; publicizing the 4-H programs; and personal farm visits.<sup>1</sup>

In a study by Robinson, which included twenty-one of the fifty-nine counties in Wisconsin having 4-H Club positions, respondents rated four aspects of the 4-H Club Agent's role with respect to the importance being given at the time of the study and with respect to the importance the four aspects should be given. Data were collected by group and individual interviews.<sup>2</sup> Robinson found that "Supervisors, agents and leaders had significantly different perceptions of the role of the county 4-H Club agent."<sup>3</sup>

He also determined that:

Respondent groups were in more agreement with respect to the importance they felt should be given the four selected aspects of the role of the county 4-H Club agent than with respect to the degree of importance perceived as now being given.<sup>4</sup>

He went on to say:

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<sup>1</sup>Harold A. Reinecke, "The Role of the 4-H Club Agent as Administrator of the County 4-H Club Program as Perceived by the Wisconsin 4-H Club Agents" (unpublished Master's thesis, University of Wisconsin, 1959) cited in Russell Dean Robinson, "Perception of the County 4-H Club Agent's Role in Wisconsin" (unpublished Ph. D. dissertation, University of Wisconsin, 1963), pp. 29-30.

<sup>2</sup>Russell Dean Robinson, "Perception of the County 4-H Club Agent's Role in Wisconsin" (unpublished Ph. D. dissertation, University of Wisconsin, 1963).

<sup>3</sup>Ibid., p. 150.

<sup>4</sup>Ibid., pp. 150-151.

All groups felt that the planning and evaluation aspect is and should be accorded top priority and further emphasized. Personal service was deemed the least important of the aspects and de-emphasized. There was less agreement with respect to the instructional and organizational aspects. Supervisors felt instruction was being given more importance than organization . . . . Agents agreed with the supervisors that instructional activities should be the more important of the two aspects. But leaders felt that organizational activities ought to remain dominant. However, all agreed that instructional activities should receive somewhat more emphasis and organizational somewhat less.<sup>1</sup>

Robinson had each of his aspects divided into ten activities. His study showed that:

All respondent groups agreed that "work with program planning committee" was one of the most important of the job activities comprising the planning and evaluating aspect, and they felt that this was as it should be.

.....

[Of the instructional aspect.] All respondent groups agreed, . . . that "teaching methods of organizing and teaching to leaders" ought to be the one accorded priority. All felt that this was not the case now. Respondents agreed that less relative importance should be given "accompany on planned home visits," "teach recreational and social skills," and "visit local meetings to take part in program."<sup>2</sup>

[Of the organizational aspect.] Leaders consider it [ "securing awards, scholarships and prizes" ] one of the most important activities. Other respondents consider it one of the least important. Leaders felt that "organize fair and achievement committees" was relatively one of the more important in activities in the organizational aspect. Both agents and supervisors consider it one of much less importance . . . .

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<sup>1</sup>Ibid., pp. 153-154.

<sup>2</sup>Ibid., pp. 154-155.

4-H Supervisors consider "organizing new clubs" to be one of the more important activities. County 4-H agents, home agents, and leaders consider it relatively much less important. Leaders and county 4-H agents consider "assist in finding new leaders" to be relatively much less important than other activities. Others give it much more importance.

All respondent groups agreed that activities comprising the personal service aspect should be given less importance than they perceive each as now receiving . . . . All respondents agreed that "fix clean-up halls, camp, fairgrounds" and "check and grade every member's record book" were the least important of all job activities considered . . . .<sup>1</sup>

in a study by Biever, data were collected from one hundred and twelve County Agricultural Committee members and thirty 4-H Club Agents. Of the nine types of activities listed on the questionnaire, committee members ranked "training of local leaders," "organizing and coordinating clubs," and "providing information directly" as the top three activities. Four-H Club Agents included "program pianning" rather than "providing information directly" among the top three.<sup>2</sup>

Agricultural Committee members ranked "advising and consulting with groups in the county" and "coordinating university and U.S.D.A. programs" higher than did 4-H Club Agents.<sup>3</sup>

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<sup>1</sup> ibid., p. 155.

<sup>2</sup> Lawrence Biever, op. cit., p. 37.

<sup>3</sup> ibid.

Biever wrote:

When a comparison regarding role perception was made, the agricultural committee members perceived the role of teacher, educator, or demonstrator as being an important role for . . . 4-H club agents . . . .<sup>1</sup>

## IX. OTHER STUDIES

Some other studies which were reviewed included Brown and Deekens'<sup>2</sup> "Roles of the Extension Subject-Matter Specialist," Bible, Nolan and Brown's<sup>3</sup> "Consensus on Role Definition of the County Extension Executive Committee Member," Bible and Brown's<sup>4</sup> "Role Consensus and Satisfaction of Extension Advisory Committee Members," Trent's<sup>5</sup> "The Administrative Role of the State 4-H Club Leader in Selected States--A Study in Role Perception," Griffith's<sup>6</sup>

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<sup>1</sup>Ibid., p. 111.

<sup>2</sup>Emory J. Brown, and Albert Deekens, "Roles of the Extension Subject-Matter Specialist," Rural Sociology, 23:263-276, September, 1958.

<sup>3</sup>Bond L. Bible, Francena L. Nolan, and Emory J. Brown, "Consensus on Role Definition of the County Extension Executive Committee Member," Rural Sociology, 26:146-156, June, 1961.

<sup>4</sup>Bond L. Bible, and Emory J. Brown, "Role Consensus and Satisfaction of Extension Advisory Committee Members," Rural Sociology, 28:81-90, March, 1963.

<sup>5</sup>Trent, op. cit.

<sup>6</sup>Paul W. Griffith, "Formual Feed Operators' Perception of the Kansas Agricultural Extension Service" (unpublished Ph. D. thesis, University of Wisconsin, 1961).

"Formula Feed Operators' Perception of the Kansas Agricultural Extension Service," and Raudabaugh's<sup>1</sup> Functions of Extension Specialists.

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<sup>1</sup>J. Neal Raudabaugh, Functions of Extension Specialists, Iowa State College, ST 383 (Ames: Agricultural Extension Service, 1952).



CHAPTER III  
PERCEPTIONS OF THE ROLE OF THE  
COUNTY CLUB AGENT IN KANSAS

This chapter is concerned with the interpretation of data collected from the four groups considered by the author as the role definers of the County Club Agent's job. Figure 2 is a schematic diagram of the organization of the Kansas Extension Service. This diagram shows the lines of responsibility which existed between the County Club Agents and the District Agent, the executive board of the County Agricultural Extension Council, and also the County Agricultural Agent, who was at the time of this study the county director. To accomplish the objectives of this study as outlined in Chapter I, primary emphasis was given to the interpretation of data from the County Club Agents themselves and from the executive board members. However, data from the other county agents and the District Agricultural Agents were also studied.

The data analyzed are presented in detail in Appendix Tables. These data were taken from a questionnaire administered to members of the Kansas Extension Service and executive board members of County Agricultural Extension Councils. The respondents were asked to react to fourteen selected functions of the County Club Agent in terms of:



(1) The degree of emphasis they felt the function should receive and (2) The degree of emphasis they felt the function was currently receiving.

The fourteen functions listed were:

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

12. Reporting program progress and accomplishments.
13. Evaluating quality and quantity of county staff performance.
14. Keeping up to date in subject matter and teaching methods.

Five degrees of emphasis were defined, and respondents were asked to mark the one that applied. The degrees of emphasis were as follows:

Major emphasis--a function which receives, or should receive, a great deal of attention and top priority of time.

Important emphasis--a function which is seldom, or seldom should be, neglected, but might be postponed for top priority work.

Intermediate emphasis--a function which is done, or should be done, but might be postponed for more urgent work.

Minor emphasis--a function which might be, or might ought to be done, but only if a person finds time.

No emphasis--a function on which no time is, or ought to be, spent.

The respondents were asked to circle a number from 5 to 1, indicating the degree of emphasis they felt the function was receiving or should be receiving.

Among the steps taken to analyze the data for this chapter was to have a program designed for use with the IBM computer. This program furnished the number of

responses to each function, the number and per cent rating of each function, and the mean weighted score for each function.

The fourteen functions were then entered in tables in descending order according to the mean weighted score. Consensus between groups was determined through the application of Spearman's coefficient of rank correlation and Kendall's coefficient of concordance.

The method used to determine consensus within position groups was to examine the appendix tables and determine the percentage distribution of responses and then select the highest percentage in any one cell.

In comparing the ranking of the functions in this study the word "considerably" indicates a difference of three or more ranks.

## II. OBJECTIVE ONE

The first objective established for this study was:

To determine opinions concerning the order of importance of the functions of the County Club Agent as they should be and are currently being performed as perceived by:

- a. County Club Agents
- b. other county agents
- c. District Agricultural Agents
- d. executive board members.

Emphasis That Should be Given

The data in Table I reflect the opinions of the 30 County Club Agents, 189 other county agents, 5 District Agricultural Agents, and 181 executive board members included in the study as to emphasis that should be given the fourteen selected functions. The total of these groups ranked "Training leaders," "Developing and maintaining good public relations," and "Keeping up to date in subject matter and teaching methods" as the three most important functions. It was noted that the District Agricultural Agents ranked "Keeping up to date in subject matter and teaching methods" considerably lower than did any of the other groups.

The rankings of the functions by County Club Agents and the other county agents were relatively close, with only minor variations in ranking. The rho correlation between these two groups was +.97.

When comparisons were made between the ranking of functions by County Club Agents and District Agricultural Agents, it was noted that the County Club Agents ranked "Keeping up to date . . .," "Providing specific information . . .," and "Performing administrative functions . . ." considerably higher, and "Reporting program progress . . ." considerably lower than did District Agricultural Agents.

The executive board members considered "Keeping up to date . . ." the number one job, and ranked it, along

TABLE I

RANK ORDER OF FUNCTIONS OF THE COUNTY CLUB AGENTS IN  
KANSAS AS TO EMPHASIS THAT SHOULD BE GIVEN, 1964

Functions	Total	*Rank by Groups			EBM
		CCA	OCA	DAA	
Training leaders.	1	1	1	1.5	2.5
Developing maintaining good public relations.	2	2.5	2	1.5	4
Keeping up to date in subject matter and teaching methods.	3	4	3	7	1
Providing specific information on agriculture and/or home economics and/or club work and related subjects to the people of the county.	4	2.5	5	7	5
Planning annual and long-time programs.	5	5.5	4	4	2.5
Organizing and coordinating clubs, units, and/or special interest groups.	6	5.5	6	7	6
Reporting program progress and accomplishments.	7	8.5	8	3	10
Relaying needs of the people to the University.	8	7	7	7	9
Assisting in the development of the community and its resources.	9	8.5	9	7	11
Coordinating University and U.S.D.A. programs at the county level.	10	12	10.5	10	7
Helping specialists evaluate projects that have been carried out in specific subject matter areas.	11	10	10.5	11	12
Performing administrative functions including budgeting, reporting, coordinating, office management and etc.	12	11	12.5	14	8
Evaluating quality and quantity of county staff performance.	13	13	12.5	12.5	14
Acting as secretary and/or performing services for associations, fairs, shows, camps, etc.	14	14	14	12.5	13

\*Groups: (CCA) County Club Agents, (OCA) other county agents, (DAA) District Agricultural Agents, and (EBM) executive board members of the County Agricultural Extension Council.

with "Planning annual and long-time programs," "Coordinating University and U.S.D.A. programs . . .," and "Performing administrative functions . . .," considerably higher than did the County Club Agents. The rho correlation between these two groups was  $+0.82$ .

A comparison between District Agricultural Agents and executive board members reflected that executive board members ranked "Keeping up to date . . .," "Coordinating University and U.S.D.A. programs . . .," and "Performing administrative functions . . ." considerably higher, and ranked "Reporting program progress . . .," and "Assisting in the development of the community and its resources" considerably lower than did the District Agricultural Agents.

The rho correlation between the District Agricultural Agents and executive board members was  $+0.63$ . This correlation was the lowest correlation between any of the groups represented in this table. The other rho correlations were: other county agents to District Agricultural Agents  $+0.88$ , and other county agents to executive board members  $+0.86$ .

These correlations reflected that relatively high agreement existed between groups as to what the job of the County Club Agent should be.

Kendall's coefficient of concordance reflected high agreement among all groups with a  $W$  of  $+0.86$ .



High agreement existed between all groups that "Evaluating quality and quantity of county staff performance" and "Acting as secretary . . ." should be ranked lowest among the functions listed.

Using as the consensus figure the highest percentage response to any degree of emphasis, it was noted that the consensus for all groups was above 70 in the "Training leaders" function and above 60 for the "Developing and maintaining good public relations" function. These figures are recorded in Appendix Table I. A lower inter-group consensus existed in the functions ranking low, with no consensus figure above 45 for the three lowest ranked functions.

Assuming that a consensus score of 70 or above represented a high consensus, 50 to 69 represented medium consensus, and a 49 or below represented a low consensus, the highest inter-group consensus was among the District Agricultural Agents, who had perfect agreement on two functions: "Training leaders" and "Developing and maintaining good public relations."

High consensus among the County Club Agents was found on only one of the fourteen functions, "Training leaders." The other county agents had a high consensus with functions "Training leaders" and "Developing and maintaining good public relations." Consensus among the District Agricultural Agents was high in three functions: "Training leaders,"

"Developing and maintaining good public relations," and "Reporting program progress and accomplishments." High consensus among the executive board members was found on three functions: "Training leaders," "Keeping up to date . . ." and "Planning annual and long-time programs."

Medium consensus among County Club Agents was found on four of the fourteen functions. They were: "Developing and maintaining good public relations," "Providing specific information . . .," "Planning annual and long-time programs," and "Organizing and coordinating . . . ." The other county agents had medium consensus on two functions, "Keeping up to date . . ." and "Providing specific information . . . ." The District Agricultural Agents had medium consensus on two functions, "Providing specific information . . ." and "Planning annual and long-time programs." In addition to having medium consensus on "Providing specific information . . ." the executive board members had medium consensus on "Developing and maintaining good public relations" and "Organizing and coordinating . . . ."

One function received high consensus by all groups. That function was "Training leaders." In addition one function received high or medium consensus by all groups. That was "Developing and maintaining good public relations." One function received a medium consensus by all groups. That function was "Providing specific information . . . ."

Seven functions received low consensus by all groups.

They were:

1. Relaying needs of the people . . . .
2. Assisting in the development of the community and resources.
3. Coordinating University and U.S.D.A. programs.
4. Helping specialists evaluate . . . .
5. Performing administrative functions . . . .
6. Evaluating quality and quantity of county staff performance.
7. Acting as secretary . . . .

#### Emphasis Currently Being Given

When considering the opinions as to the emphasis currently being given these functions, the data in Table II reflects that the County Club Agents felt that "Providing specific information . . ." was the function being given most emphasis. However, this function was ranked considerably lower by all other groups. "Training leaders" was ranked in the top three by all groups, and "Developing and maintaining good public relations" was ranked in the top three by all groups except executive board members, who ranked it fourth.

There was complete agreement that "Evaluating quality and quantity of county staff performance" was being given least emphasis.

Comparing the opinions of the County Club Agents and other county agents revealed that in addition to ranking "Providing specific information . . ." considerably higher,

RANK ORDER OF FUNCTIONS OF THE COUNTY CLUB AGENTS IN KANSAS  
AS TO EMPHASIS CURRENTLY BEING GIVEN, 1964

Functions	Total	*Rank by Groups			EBM
		CCA	OCA	DAA	
Training leaders.	1	2	2	3	3
Developing and maintaining good public relations.	2	3	1	3	4
Providing specific information on agriculture and/or home economics and/or club work and related subjects to the people of the county.	3	1	4	7	5
Organizing and coordinating clubs, units, and/or special interest groups.	4	4	5	3	6
Keeping up to date in subject matter and teaching methods.	5	6	3	10	1.5
Planning annual and long-time programs.	6	5	6	10	1.5
Reporting program progress and accomplishments.	7	9	7	3	8.5
Relaying needs of the people to the University.	8	7	8	7	12
Coordinating University and U.S.D.A. programs at the county level.	9	8	9	10	7
Assisting in the development of the community and its resources.	10.5	13	11	3	13
Helping specialists evaluate projects that have been carried out in specific subject matter areas.	10.5	12	10	7	8.5
Acting as secretary and/or performing services for associations, fairs, shows, camps, etc.	12	11	12	12	10
Performing administrative functions, including budgeting, reporting, coordinating, office management and etc.	13	10	13	13.5	11
Evaluating quality and quantity of county staff performance.	14	14	14	13.5	14

\*Groups: (CCA) County Club Agents, (OCA) other county agents, (DAA) District Agricultural Agents, and (EBM) executive board members of the County Agricultural Extension Council.

the County Club Agents ranked "Keeping up to date . . ." considerably lower. The rho correlation between these two groups was  $+ .89$ .

The rho correlation between the County Club Agents and the District Agricultural Agents was considerably lower,  $+ .43$ , than between the County Club Agents and other county agents. In addition to ranking "Providing specific information . . ." higher, the County Club Agents also ranked "Keeping up to date . . .," "Planning annual and long-time programs," and "Performing administrative functions . . ." considerably higher and "Reporting program progress and accomplishments," "Assisting in the development of the community and its resources," and "Helping specialists evaluate . . ." considerably lower than did the District Agricultural Agents.

The executive board members ranked "Keeping up to date in subject matter and teaching methods," "Planning annual and long-time programs," and "Helping specialists evaluate . . ." considerably higher and ranked "Providing specific information . . ." and "Relaying needs of the people . . ." considerably lower than did the County Club Agents. The rho correlation between these two groups was  $+ .79$ .

The highest disagreement as to what is being done existed between the District Agricultural Agents and the

executive board members. The rho correlation was  $+ .26$ . The District Agricultural Agents ranked "Organizing and coordinating clubs . . .," "Reporting program progress and accomplishments," "Relaying needs of the people . . .," and "Assisting in the development of the community and its resources" considerably higher and ranked "Keeping up to date . . .," "Planning annual and long-time programs," and "Coordinating University and U.S.D.A. programs . . ." considerably lower than did the executive board members.

Kendall's coefficient of concordance reflected a lower agreement between all groups with a  $W$  of  $+ .71$  for emphasis currently being given as compared with a  $W$  of  $+ .86$  for emphasis that should be given.

#### Comparison of "Currently Being" to "Should Be"

In comparing the "currently being" to the "should be," there were only minor changes in the ranking by the total group. This indicated that the total group felt that the County Club Agent was doing what they felt he should be doing. It was noted that "Keeping up to date . . ." had moved from fifth in the "currently being" ranking to third in the "should be" ranking; and "Acting as secretary . . ." had dropped from eleventh in the "currently being" ranking to fourteenth in the "should be" ranking.

The County Club Agents felt that "Coordinating University and U.S.D.A. programs . . ." and "Acting as secretary . . ." should be given less emphasis and "Assisting in the development of the community . . ." should be given more emphasis.

The District Agricultural Agents felt that "Organizing and coordinating clubs . . .," "Assisting in the development of the community . . .," and "Helping specialists evaluate . . ." should be given considerably less emphasis than they were currently getting at the time of the study and "Planning annual and long-time programs" and "Keeping up to date . . ." should be given considerably more emphasis than they perceived them getting.

The executive board members felt that "Relaying needs of the people . . ." should be given considerably more emphasis, and "Helping specialists evaluate . . ." and "Acting as secretary . . ." considerably less emphasis than they were currently getting.

The rho correlation between the "currently being" and the "should be" for each group are:

Group	rho
CCA	+ .87
OCA	+ .95
DAA	+ .86
EBM	+ .90

## III. OBJECTIVE TWO

It was necessary to study certain characteristics of the County Club Agents in considering the second objective of this study, namely:

To determine relationships between the opinions of County Club Agents concerning the order of importance of functions which Club Agents feel they should perform and:

- a. formal education
- b. induction training
- c. experience in county Extension work
- d. age

Data in Table III gives a breakdown of education and training of the thirty Club Agents responding. Table IV

TABLE III  
EDUCATION AND TRAINING OF COUNTY CLUB  
AGENTS IN KANSAS, 1964

	Number	Per cent
<b>Formal Education</b>		
Bachelor Degree	25	83
Masters Degree	5	17
<b>College Course in Extension Education</b>		
Yes	14	47
No	16	53
<b>Induction Training Completed</b>		
Yes	8	27
No	22	73



RANK ORDER OF FUNCTIONS OF THE COUNTY CLUB AGENTS IN KANSAS IN ORDER  
OF EMPHASIS THAT SHOULD BE GIVEN AS RELATED TO  
EDUCATION OF COUNTY CLUB AGENTS, 1964

Functions	Induction Training		College Course in Ext. Ed.	
	Taken	Not Taken	Taken	Not Taken
Training leaders.	1.5	1	1	1
Developing and maintaining good public relations.	1.5	3	3	2
Providing specific information on agriculture and/ or home economics and/or club work and related subjects to the people of the county.	3	2	2	3
Keeping up to date in subject matter and teaching methods.	5	4	4	4
Planning annual and long-time programs.	4	7	7	5
Organizing and coordinating clubs, units, and/or special interest groups.	7	5.5	5.5	6
Relaying needs of the people to the University.	7	5.5	5.5	7
Reporting program progress and accomplishments.	7	9	8	8
Assisting in the development of the community and its resources.	9	8	9	9
Helping specialists evaluate projects that have been carried out in specific subject matter areas.	10	10	10	10
Performing administrative functions including budgeting, reporting, coordinating, office management and etc.	11	11.5	11	11
Coordinating University and U.S.D.A. programs at the county level.	12	11.5	12	12
Evaluating quality and quantity of county staff performance.	13	13	13	13
Acting as secretary and/or performing services for associations, fairs, shows, camps, etc.	14	14	14	14

ranks the order of functions as to emphasis that should be given and as related to induction training and college courses in Extension Education.

The only function in which a considerable variation existed was "Planning annual and long-time programs." Those agents who had taken induction training ranked this function considerably higher. The rho correlation between these two groups of Club Agents was  $+0.95$ .

Comparing the ranking of functions by the Club Agents with one or more college courses in Extension Education with those who had not taken a course in Extension Education revealed practically no difference in ranking of the functions. The rho correlation between these two groups was almost perfect,  $+0.98$ .

Data in Table V give a breakdown of experience of the County Club Agents. It should be noted that 20 per cent of the County Club Agents had less than one year's experience. To study the relationship of experience to ranking of functions as to emphasis that should be given, the author divided the group into the 47 per cent with less than six years' experience and compared them with the 53 per cent with six years' experience or more.

TABLE V  
AGE AND EXPERIENCE OF COUNTY CLUB AGENTS  
IN KANSAS, 1964

	Number	Per cent
<b>Age</b>		
Under 25 years	5	17
25 and under 35 years	9	30
35 and under 45 years	15	50
45 and under 55 years	1	3
Over 55 years	0	0
<b>Experience in County Extension Work</b>		
Less than 1 year	6	20
1 year but less than 6 years	8	27
6 years but less than 11 years	7	23
11 years but less than 16 years	8	27
16 years but less than 21 years	0	0
21 years and over	1	3

This comparison revealed only minor variations in ranking functions. The rho correlation was +.97. No functions varied considerably between the two groups. These relationships can be seen in Table VI, page 60.

RANK ORDER OF FUNCTIONS OF THE COUNTY CLUB AGENTS IN KANSAS IN  
ORDER OF EMPHASIS THAT SHOULD BE GIVEN AS RELATED TO  
EXPERIENCE AND AGE OF COUNTY CLUB AGENTS, 1964

Functions	Experience		Age	
	Less Than 6 Years	6 Years or More	Under 35	35 or Over
Training leaders.	1	1	1.5	1
Developing and maintaining good public relations.	2	3	1.5	3
Providing specific information on agriculture and/ or home economics and/or club work and related subjects to the people of the county.	3	2	3	2
Keeping up to date in subject matter and teaching methods.	4	4	4	4
Planning annual and long-time programs.	6.5	5	5	7
Organizing and coordinating clubs, units, and/or special interest groups.	5	6	6	6
Relaying needs of the people to the University.	6.5	7	7	5
Reporting program progress and accomplishments.	9	8	9	8
Assisting in the development of the community and its resources.	8	9	8	9
Helping specialists evaluate projects that have been carried out in specific subject matter areas.	10.5	11.5	10.5	11.5
Performing administrative functions including budgeting, reporting, coordinating, office management and etc.	12	10	12	10
Coordinating University and U.S.D.A. programs at the county level.	10.5	11.5	10.5	11.5
Evaluating quality and quantity of county staff performance.	13	14	13	13
Acting as secretary and/or performing services for associations, fairs, shows, camps, etc.	14	13	14	14

Table V also reflects the breakdown as to age of the County Club Agents. To study the relationship of age to ranking of the functions, the County Club Agents were divided into two groups, those under thirty-five years old and those thirty-five years old and over. Table VI reflects the ranking by these two groups. Again there was a high rho correlation,  $+ .96$ . Only minor variations of the ranking of functions by these two groups existed.

#### IV. OBJECTIVE THREE

The third objective of this study was:

To determine relationships between the opinions of the order of importance of functions which executive board members of the County Agricultural Extension Council feel the County Club Agents should perform and:

- a. age
- b. sex
- c. education
- d. township group represented
- e. years experience on the County Agricultural Extension Council.

To accomplish the third objective it was necessary to study the characteristics of the executive board members of the County Agricultural Extension Council.

#### Age

Data in Table VII give a breakdown of age and sex of executive board members. It was noted that only one member of the executive board was under twenty-five years of age, and only 15 per cent of the executive board members

were under thirty-five years of age. For purposes of comparison, the author selected the 15 per cent under thirty-five years of age and compared them with the 49 per cent forty-five years of age or over.

TABLE VII

AGE AND SEX OF THE EXECUTIVE BOARD MEMBERS OF  
THE COUNTY AGRICULTURAL EXTENSION COUNCILS  
IN KANSAS, 1964

	Number	Per cent
Age		
Under 25 years	1	1
25 and under 35 years	25	14
35 and under 45 years	68	38
45 and under 55 years	67	37
55 and under 65 years	16	9
65 years and over	4	3
Sex		
Males	107	59
Females	74	41

It was noted that those executive board members under thirty-five years of age ranked "Keeping up to date in subject matter and teaching methods" considerably lower

and "Training leaders" considerably higher than did those executive board members forty-five years of age and over. The ranking of the functions by these two groups are recorded in Table VIII, page 64. The rho correlation between these groups was +.91.

### Sex

A comparison of opinions of the 107 male and 74 female executive board members' ranking of the functions in Table VIII reflected the following. Male executive board members ranked "Training leaders" considerably higher than did female executive board members. Female executive board members ranked "Keeping up to date . . ." first, and male executive board members ranked it third. The rho correlation between these groups was +.94. As can be seen in Appendix Table IV, the consensus figure of 84 for females is considerably higher than the consensus figure of 64 for males for "Keeping up to date . . .," the function placed first by female executive board members. When looking at the first place function for males, "Training leaders," it should be noted that the consensus figure for males is only 69, and the consensus figure for female executive board members is 76. The consensus figure was higher for females in all cases except "Reporting program progress . . ." and "Helping specialists evaluate . . ." This indicates a

TABLE VIII

64

RANK ORDER OF FUNCTIONS OF THE COUNTY CLUB AGENTS IN KANSAS  
IN ORDER OF EMPHASIS THAT SHOULD BE GIVEN AS RELATED  
TO AGE AND SEX OF EXECUTIVE BOARD MEMBERS, 1964

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



higher intra-group agreement between female executive board members as related to these functions.

#### Group Represented, Education, and Experience

Data in Table IX present the executive board members according to group represented, education, and experience as members of the County Agricultural Extension Council.

Group represented. Comparing the executive board members representing 4-H with those representing Home Economics revealed that those executive board members representing 4-H ranked "Planning annual and long-time programs" considerably higher and ranked "Organizing and coordinating . . ." considerably lower than the executive board members representing Home Economics. The rho correlation between these two groups was +.90. Comparing the executive board members representing 4-H with those representing Agriculture revealed that an even higher rho correlation of +.93 existed. There were no functions that varied considerably in ranking by 4-H representatives and Agricultural representatives. These rankings are presented in Table X.

TABLE IX

GROUP REPRESENTED ON THE COUNTY AGRICULTURAL EXTENSION  
COUNCIL, EDUCATION AND EXPERIENCE OF EXECUTIVE  
BOARD MEMBERS IN KANSAS, 1964

	Number	Per cent
<b>Group Represented</b>		
Agricultural	71	39
Home Economics	45	25
4-H	65	36
<b>Education</b>		
Less than high school graduate	16	9
High school graduate	75	42
Some college work	57	32
College graduate	32	18
<b>Experience on Extension Council</b>		
1 year	35	19
2 years	43	24
3 years	32	18
4 years	36	20
5 years	8	4
Over 5 years	26	14

RANK ORDER OF FUNCTIONS OF THE COUNTY CLUB AGENTS IN KANSAS IN ORDER  
OF EMPHASIS THAT SHOULD BE GIVEN AS RELATED TO TOWNSHIP  
GROUP REPRESENTED BY EXECUTIVE BOARD MEMBERS, 1964

Functions	Township Group Represented		
	4-H	Home Economics	Agriculture
Keeping up to date in subject matter and teaching methods.	3.5	1	2
Training leaders.	3.5	5	1
Planning annual and long-time programs.	1	4	3
Developing and maintaining good public relations.	2	2	4
Providing specific information on agriculture and/or home economics and/or club work and related subjects to the people of the county.	5	6	5
Organizing and coordinating clubs, units, and/or special interest groups.	6	3	6
Coordinating University and U.S.D.A. programs at the county level.	7	7	8
Performing administrative functions including budgeting, reporting, coordinating, office management and etc.	8	8	7
Relaying needs of the people to the University.	9	9	9
Reporting program progress and accomplishments.	10	10	10.5
Assisting in the development of the community and its resources.	11.5	13	12
Helping specialists evaluate projects that have been carried out in specific subject matter areas.	11.5	12	13
Acting as secretary and/or performing services for associations, fairs, shows, camps, etc.	14	11	10.5
Evaluating quality and quantity of county staff performance.	13	14	14

A comparison of Home Economics representatives to Agricultural representatives revealed that Agricultural representatives ranked "Training leaders" considerably higher and "Organizing and coordinating . . ." considerably lower than Home Economics representatives.

Education. Table IX, page 66, reflects that 9 per cent of the executive board members had less than a high school education and 18 per cent were college graduates. The author selected the 51 per cent who had a high school education or less and compared them with the 18 per cent group who were college graduates to determine if education was related to the ranking of the functions.

Table XI, page 69, reflected that the college graduates ranked "Keeping up to date . . ." and "Performing administrative functions . . ." considerably lower and ranked "Training leaders," "Providing specific information . . .," and "Assisting in the development of the community . . ." considerably higher than did those executive board members with a high school education or less. The rho correlation between these two groups was  $+ .83$ . This correlation is lower than any other rho computed between executive board member groups.

Experience. Data in Table IX, page 66, give a breakdown of executive board members by experience as a member of the County Agricultural Council. To compare experience

TABLE XI

RANK ORDER OF FUNCTIONS OF THE COUNTY CLUB AGENTS IN KANSAS IN ORDER OF EMPHASIS THAT SHOULD BE GIVEN AS RELATED TO EDUCATION AND EXPERIENCE OF EXECUTIVE BOARD MEMBERS, 1964

Functions	Education		Experience	
	High School or Less	College Graduate	5 Years or More	1 Year
Keeping up to date in subject matter and teaching methods.	1	4	1.5	1
Training leaders.	4	1	3	3
Planning annual and long-time programs.	2	4	1.5	4
Developing and maintaining good public relations.	3	4	4	2
Providing specific information on agriculture and/or home economics and/or club work and related subjects to the people of the county.	6	2	6	5
Organizing and coordinating clubs, units, and/or special interest groups.	5	6	5	6
Coordinating University and U.S.D.A. programs at the county level.	8	8	8	7
Performing administrative functions including budgeting, reporting, coordinating, office management and etc.	7	11	7	8.5
Relaying needs of the people to the University.	9	7	9	8.5
Reporting program progress and accomplishments.	10.5	12	10	10
Assisting in the development of the community and its resources.	13	9	11	14
Helping specialists evaluate projects that have been carried out in specific subject matter areas.	10.5	10	14	11
Acting as secretary and/or performing services for associations, fairs, shows, camps, etc.	12	13	12	13
Evaluating quality and quantity of county staff performance.	14	14	13	12

as a factor relating to ranking of functions by executive board members, the author compared the 19 per cent with one year's experience to the 18 per cent with 5 years' or more experience. This comparison of rankings can be seen in Table XI, page 69. It was noted that a high rho correlation of  $+0.92$  existed. The only functions whose ranking by these two groups varied considerably were "Helping specialists evaluate . . ." and "Assisting in the development of the community and its resources." Those executive board members with only one year's experience ranked "Helping specialists . . ." eleventh and "Assisting in the development of the community . . ." fourteenth, while those with five years' experience or over ranked the former function fourteenth and the latter one eleventh.

## CHAPTER IV

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to identify and define the role of the Kansas County Club Agent as perceived by himself, other county agents in Kansas, District Agricultural Agents in Kansas, and executive board members of the County Agricultural Extension Councils.

The specific objectives of this study were: (1) to determine opinions concerning the order of importance of the functions of the County Club Agent as they should be and are currently being performed as perceived by (a) County Club Agents, (b) other county agents, (c) District Agricultural Agents, and (d) executive board members; (2) to determine relationships between the opinions of County Club Agents concerning the order of importance of functions which Club Agents feel they should perform and: (a) formal education, (b) induction training, (c) experience in county Extension work, and (d) age; (3) to determine relationships between the opinions of the order of importance of functions which executive board members of the County Agricultural Extension Council feel the County Club Agent should perform and: (a) age, (b) sex, (c) education, (d) township group represented, and (e) years service on the County Agricultural Extension Council.

The respondent groups were selected based upon role theory, which was used as the theoretical frame of reference for the study. Data were collected through the use of a structured, mail questionnaire developed by a group of Kansas Extension personnel and graduate students. The percentage of responses from the four groups of respondents were: County Club Agents 93 per cent, other county agents 82 per cent, District Agricultural Agents 100 per cent, and executive board members 67 per cent.

Each respondent was asked to react to each of fourteen selected functions in terms of both how the functions "should be" performed and how the functions were "currently being" performed. The respondents indicated a degree of emphasis of from five (highest) to one (lowest) for each function.

Mean weighted scores were determined for each function according to position group. The functions were then ranked according to the mean weighted score. Three measures of consensus were used in the analysis of data. Spearman's coefficient of rank correlation ( $\rho$ ) was used to measure consensus between position groups, and Kendall's coefficient of concordance ( $W$ ) was used to measure consensus among the position groups. To measure consensus within a group the percentage of responses (most common response) to each function for each position group was used.



## I. SUMMARY AND CONCLUSION

The data collected in this study were summarized according to objectives and were presented as follows:

Objective 1: To determine opinions concerning the order of importance of the functions of the County Club Agents as they should be and are currently being performed as perceived by (a) County Club Agents, (b) other county agents, (c) District Agricultural Agents, and (d) executive board members.

The total group ranked the fourteen functions as "should be" performed in the following order: Training leaders, Developing and maintaining good public relations, Keeping up to date in subject matter and teaching methods, Providing specific information on agriculture and/or home economics and/or club work and related subjects to the people of the county, Planning annual and long-time programs, Organizing and coordinating clubs, units, and/or special interest groups, Reporting program progress and accomplishments, Relaying needs of the people to the University, Assisting in the development of the community and its resources, Coordinating University and U.S.D.A. programs at the county level, Helping specialists evaluate projects that have been carried out in specific subject matter areas, Performing administrative functions including budgeting,

reporting, coordinating, office management, etc., Evaluating quality and quantity of county staff performance, and Acting as secretary and/or performing services for associations, fairs, shows, camps, etc.

These same functions were ranked by the total group as "currently being" performed in the following order: Training leaders, Developing and maintaining good public relations, Providing specific information on agriculture and/or home economics and/or club work and related subjects to the people of the county, Organizing and coordinating clubs, units and/or special interest groups, Keeping up to date in subject matter and teaching methods, Planning annual and long-time programs, Reporting program progress and accomplishments, Relaying needs of the people to the University, Coordinating University and U.S.D.A. programs at the county level, Assisting in the development of the community and its resources, Helping specialists evaluate projects that have been carried out in specific subject matter areas, Acting as secretary and/or performing services for associations, fairs, shows, camps, etc., Performing administrative functions, including budgeting, reporting, coordinating, office management, etc., and Evaluating quality and quantity of county staff performance.

Relatively high consensus was found between the four position groups as to both "should be" and "currently

being;" however, there was a higher consensus for the "should be" ranking.

Although the rank order was somewhat changed, functions ranking highest and lowest for "should be" were also ranked highest and lowest for "currently being."

Consensus as to "currently being" and "should be" order of ranking of the fourteen functions varied from position group to position group. For the "should be" ranking the highest agreement was between the County Club Agents and the other county agents, and the lowest agreement was between the District agricultural Agents and the executive board members. The highest agreement for the "currently being" ranking was between the County Club Agents and the other county agents. The lowest agreement was between the District Agricultural Agents and the executive board members.

The highest intra-group consensus was among the District Agricultural Agents. One function received high intra-group consensus by all groups. Seven functions showed low intra-group consensus by all groups.

The degree of agreement on the rank order of functions between the various position groups was much higher than anticipated. In terms of the theory of role analysis, the functions as ranked by the total respondents stand as

a proposed list of responsibilities of the Kansas County Club Agent.

Objective 2: To determine relationships between the opinions of County Club Agents concerning the order of importance of functions which Club Agents feel should be performed and: (a) formal education, (b) induction training, (c) experience in county Extension work, and (d) age.

Having had one or more courses in Extension Education did not seem to affect ranking of functions to a great extent. Those County Club Agents with Induction Training placed more emphasis on "Planning annual and long-time programs" than did those County Club Agents without Induction Training. Experience as a factor did not seem to reflect any major change in ranking of functions. Age of County Club Agents did not appear to show any major changes in ranking of function.

Courses in Extension Education, experience, and age of County Club Agents did not seem to affect ranking of the fourteen selected functions. Of the factors tested, only Induction Training seemed to be related to the ranking of any of the fourteen functions considerably. Those County Club Agents with Induction Training placed considerably more emphasis on "Planning annual and long-time programs."

Objective 3: To determine the relationship between the opinions of the order of importance of functions which

executive board members of the County Agricultural Extension Council feel the County Club Agent should perform and: (a) age, (b) sex, (c) education, (d) township group represented, and (e) years service on the County Agricultural Extension Council.

Younger executive board members ranked "Keeping up to date . . ." considerably lower and "Training leaders" considerably higher than did older executive board members. Male executive board members ranked "Training leaders" considerably higher than did female executive board members.

Comparing those executive board members representing 4-H with those representing Agriculture revealed no marked difference in ranking; however, when comparing 4-H representatives with Home Economics representatives, it was found that the 4-H representatives ranked "Planning annual and long-time programs" considerably higher and "Organizing and coordinating . . ." considerably lower. The executive board members with higher education ranked "Keeping up to date . . ." and "Performing administrative functions . . ." considerably lower and "Training leaders," "Providing specific information . . .," and "Assisting in the development of the community . . ." considerably higher than did the executive board members with less education. Education was found to be an important factor in the ranking of functions by the executive board members.

Those executive board members with less experience as a member of the County Agricultural Extension Council ranked "Helping specialists evaluate . . ." considerably higher and "Assisting in the development of the community and its resources" considerably lower than did the executive board members with more experience.

Age, sex, experience as a member of the County Agricultural Extension Council, and education seem to affect the ranking of the functions by the executive board members. Group represented seemed to have some effect on the ranking of functions when a comparison was made between 4-H and Home Economics representatives. However, there were no functions that changed considerably in ranking when a comparison was made between 4-H and Agricultural representatives. Of the functions considered, education appeared to be the most important factor in influencing the ranking of functions by executive board members.

## II. RECOMMENDATIONS

The recommendations presented are based upon observations made during the period of the study and the author's interpretation of the data analyzed for the study.

1. A job description should be developed for use at the county level and should define the job of the County Club Agent in as clear

and precise terms as possible. County Club Agents, other county agents, District Agricultural Agents and executive board members should be included in any attempt to develop a detailed job description for the County Club Agent.

2. The results of this study should be made available to those involved in developing a job description for the Kansas County Club Agent.
3. An effort should be made by the personnel of the Kansas Extension Service to clarify the lines of authority and responsibility for the Kansas County Club Agent position. This should relieve the County Club Agent of some of the anxieties of working with conflicting expectations from various reference groups.
4. County Club Agents should meet annually with the members of the County Agricultural Extension Council and discuss the various functions which are being performed by County Club Agents. This procedure should create a better understanding of the job of the County Club Agent and should relieve some of the pressures from conflicting expectations.

5. Teaching materials related to the factors identified as most important should be developed and stressed in the existing induction and in-service training programs.
6. Factors other than those tested in this study should be identified and investigated in a manner similar to the design of this study to further develop an understanding of the role of the County Club Agent.



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APPENDIX

APPENDIX A

COOPERATIVE EXTENSION SERVICE  
IN  
AGRICULTURE AND HOME ECONOMICS

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

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November 14, 1964

TO: Kansas Cooperative Extension Service Staff Members  
RE: "The Role of Cooperative Extension Personnel in Kansas"

Dear Colleagues:

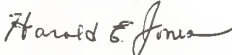
Attached to this letter is an Opinion Survey designed to give you the opportunity to express your feelings regarding certain functions of Extension Personnel.

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

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

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

Sincerely yours,



Harold E. Jones  
Director

HEJ:sf

Attachment



## THE ROLE OF COOPERATIVE EXTENSION PERSONNEL IN KANSAS

### Purpose of the Study

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

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

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

### General Instructions

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

QUESTIONNAIRE

I. B. M.  
 Col. No.

1. \_\_\_  
 2. \_\_\_  
 3. \_\_\_

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

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

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

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

6. Sex:

- |             |               |
|-------------|---------------|
| 1. ___ Male | 2. ___ Female |
|-------------|---------------|

7. Age - as of December 1, 1964:
- |                            |                            |
|----------------------------|----------------------------|
| 1. ___ Under 25 years      | 4. ___ 45 & under 55 years |
| 2. ___ 25 & under 35 years | 5. ___ 55 & under 65 years |
| 3. ___ 35 & under 45 years | 6. ___ 65 years & over     |
8. Number of years experience as a county Extension worker as of December 1, 1964:
- |                                 |                                  |
|---------------------------------|----------------------------------|
| 1. ___ None                     | 5. ___ 11 years but less than 16 |
| 2. ___ Less than 1 year         | 6. ___ 16 years but less than 21 |
| 3. ___ 1 year but less than 6   | 7. ___ 21 years and over         |
| 4. ___ 6 years but less than 11 |                                  |
9. Number of years experience in your present type of Extension work as of December 1, 1964:
- |                                 |                                  |
|---------------------------------|----------------------------------|
| 1. ___ Less than 1 year         | 4. ___ 11 years but less than 16 |
| 2. ___ 1 year but less than 6   | 5. ___ 16 years but less than 21 |
| 3. ___ 6 years but less than 11 | 6. ___ 21 years and over         |
10. What is the highest degree you hold as of December 1, 1964?:
1. \_\_\_ Bachelor
  2. \_\_\_ Master's
  3. \_\_\_ Doctor's
11. Have you done graduate work beyond degree checked above?:
- |            |           |
|------------|-----------|
| 1. ___ Yes | 2. ___ No |
|------------|-----------|
12. Have you completed the 5 week Kansas Extension Service Induction Training Program?:
- |            |           |
|------------|-----------|
| 1. ___ Yes | 2. ___ No |
|------------|-----------|
13. (If a county worker) in which Extension District do you work?:
- |                  |                  |
|------------------|------------------|
| 1. ___ Central   | 4. ___ Northwest |
| 2. ___ Northeast | 5. ___ Southwest |
| 3. ___ Southeast |                  |
14. (If a county worker) would you classify the economy of your county as rural or urban?:
- |              |              |
|--------------|--------------|
| 1. ___ Rural | 2. ___ Urban |
|--------------|--------------|
15. Have you ever taken a college course in Extension Education?:
- |            |           |
|------------|-----------|
| 1. ___ Yes | 2. ___ No |
|------------|-----------|

COOPERATIVE EXTENSION SERVICE  
IN  
AGRICULTURE AND HOME ECONOMICS

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

November 23, 1964

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TO: Certain County Agricultural Agents  
RE: Questionnaires for County Executive Board Members

Dear Colleagues:

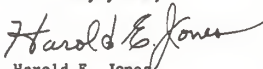
As a part of the process of developing job descriptions, we would like to give county Extension councils an opportunity to express themselves regarding the job of county Extension agents.

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

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

Thank you for your cooperation in this study.

Sincerely yours,



Harold E. Jones  
Director

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Attachments



11. Do you have children? (check one)

1.  Yes

2.  No

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

1.

2.  No

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

1.  Yes

2.  No

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

1.  Weekly

4.  Yearly

2.  Monthly

5.  Twice a year

3.  Twice a month

6.  On call

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

1.  Farming or Ranching

2.  Other

## SPECIFIC INSTRUCTIONS

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

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

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

Definitions:

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

PLEASE RESPOND TO ALL ITEMS ON ALL PAGES

FUNCTIONS OF COUNTY CLUB AGENTS  
(Includea County Club Agents and  
Assistant County Club Agents)

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16 Deck No. 4

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



## APPENDIX TABLE I

## FUNCTIONS OF THE COUNTY CLUB AGENTS IN KANSAS, RANKED IN ORDER OF PERCEIVED EMPHASIS THAT SHOULD BE GIVEN, 1964

* Group	Degree of Emphasis										Total	Mean Wtd. Score	Con- sen- sus		
	Major	Impor- tant	Inter- mediate	Minor	No	Total	No.	%	No.	%					
CCA 30															
CCA 189															
DAA 5															
EBM 181															
T 405															
	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %
Training Leaders.	CCA 22 73	8 27	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	30 100	4.73	73		
	CCA 155 82	29 15	4 2	1 1	0 0	0 0	0 0	0 0	0 0	0 0	189 100	4.79	82		
	DAA 5 100	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	5 100	5.00	100		
	EBM 130 72	40 22	7 4	1 1	3 2	181 101**	4.62	72							
	T 312 82	77 16	11 1	2 1	3 1	405 101**	4.78	82							
Developing and main- taining good public relations.	CCA 19 63	10 33	1 3	0 0	0 0	0 0	0 0	0 0	0 0	0 0	30 99**	4.60	63		
	CCA 116 77	42 22	1 1	0 0	0 0	0 0	0 0	0 0	0 0	0 0	189 100	4.77	77		
	DAA 5 100	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	5 100	5.00	100		
	EBM 122 67	49 22	8 4	1 1	1 1	181 100	4.60	67							
	T 292 77	101 21	10 2	1 0	1 0	405 100	4.74	77							

\*As perceived by: (CCA) County Club Agents, (OCA) other county agents, (DAA) District Agricultural Agents, (EBM) executive board members of the County Agricultural Extension Council, and (T) all groups.

\*\*Percentages taken from tables to the nearest 1%.

APPENDIX TABLE I (continued)

* Group	Degree of Emphasis						Total	Mean Wtd. Score	Con- sen- sus
	Major	Impor- tant	Inter- mediate	Minor	No	No. %			
CCA 30									
CCA 189									
DAA 5									
EBM 181									
T 405									
	No. %	No. %	No. %	No. %	No. %	No. %	No. %		
CCA	14 47	14 47	2 7	0 0	0 0	0 0	30 101**	4.40	47
CCA	120 63	58 31	11 6	0 0	0 0	0 0	189 100	4.48	63
DAA	2 40	2 40	1 20	0 0	0 0	0 0	5 100	4.20	40
EBM	130 72	43 24	5 3	1 1	2 1	1 1	181 101**	4.65	72
T	266 56	117 36	19 9	1 0	2 0	2 0	405 101**	4.46	56
CCA	18 60	12 40	0 0	0 0	0 0	0 0	30 100	4.60	60
CCA	94 50	70 37	22 12	2 1	1 1	1 1	189 101**	4.34	50
DAA	3 60	1 20	0 0	1 20	0 0	0 0	5 100	4.20	60
EBM	102 56	59 33	17 9	2 1	1 1	1 1	181 100	4.43	56
T	217 55	142 33	39 5	5 6	2 1	2 1	405 100	4.39	57
CCA	8 28	15 52	5 17	0 0	1 3	29 100	4.00	52	28
CCA	92 49	72 39	21 11	2 1	0 0	0 0	187 100	4.36	49
DAA	3 60	1 20	1 20	0 0	0 0	5 100	4.40	60	60
EBM	129 72	41 23	5 3	2 1	3 2	180 101**	4.62	72	72
T	232 52	129 34	32 13	4 1	4 1	401 101**	4.36	52	58

APPENDIX TABLE I (continued)

* Group	Degree of Emphasis										Total	Mean Wtd. Score	Con- sen- sus	
	Major	Impon- tant	Inter- mediate	Minor	No	Total	Mean Wtd. Score	Con- sen- sus						
CCA 30														
CCA 189														
DAA 5														
EBM 181														
T 405														
	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %
CCA	7	23	17	57	5	17	1	3	0	0	30	100	4.00	57
CCA	73	39	88	47	25	13	3	2	0	0	189	101**	4.22	47
DAA	2	40	2	40	1	20	0	0	0	0	5	100	4.20	40
EBM	101	56	62	34	9	5	6	3	3	2	181	100	4.39	56
T	183	40	169	45	40	14	10	2	3	1	405	102**	4.20	50
CCA	4	13	12	40	12	40	2	7	0	0	30	100	3.60	40
CCA	48	25	85	45	51	27	3	2	2	1	189	100	3.92	45
DAA	4	80	1	20	0	0	0	0	0	0	5	100	4.80	80
EBM	55	31	71	39	41	23	9	5	4	2	180	100	3.91	39
T	111	37	169	36	104	23	14	4	6	1	404	100	4.06	59
CCA	7	24	14	48	7	24	1	3	0	0	29	99**	3.93	48
CCA	53	28	87	46	41	22	6	3	1	1	188	99**	3.98	46
DAA	2	40	2	40	1	20	0	0	0	0	5	100	4.20	40
EBM	62	34	73	40	33	18	10	6	3	2	181	100	4.00	40
T	124	32	176	44	82	21	17	3	4	1	403	100	4.03	44

APPENDIX TABLE I (continued)

	* Group	Degree of Emphasis										Mean Wtd. Score	Con- sen- sus			
		Major	Impor- tant	Inter- mediate	Minor	No	Total	No.	%	No.	%					
Functions	CCA 30															
	CCA 189	5	11	11	37	11	37	3	10	0	30	101**	3.60	37		
	DAA 5	32	76	60	40	60	32	18	10	3	189	101**	3.61	40		
	EBM 181	2	40	1	40	1	20	0	0	0	5	100	4.20	40		
	T 405	62	35	54	30	38	21	20	11	5	3	179	100	3.83	35	
		101	27	143	37	110	41	8	41	8	403	101**	3.81	32		
Assisting in the develop- ment of the community and its resources.	CCA															
	CCA	2	7	12	24	12	41	6	21	2	29	100	3.03	41		
	DAA	37	20	59	31	25	13	2	13	1	188	100	3.59	35		
	EBM	84	46	67	37	18	10	6	3	0	5	100	4.00	40		
	T	125	28	141	34	89	21	38	14	10	3	403	100	3.71	41	
Coordinating University and U.S.D.A. programs at the county level.	CCA															
	CCA	3	10	14	33	14	47	2	7	1	30	100	3.40	47		
	DAA	25	13	78	42	67	36	16	9	1	187	101**	3.59	42		
	EBM	41	20	2	40	2	40	0	0	0	5	100	3.80	40		
	T	70	17	158	38	136	38	32	6	2	401	101**	3.73	38		
		101	35	216	71	272	68	22	6	2	401	101**	3.63	42		
Helping specialists eval- uate projects that have been carried out in spe- cific subject matter areas.	CCA															
	CCA	3	10	14	33	14	47	2	7	1	30	100	3.40	47		
	DAA	25	13	78	42	67	36	16	9	1	187	101**	3.59	42		
	EBM	41	20	2	40	2	40	0	0	0	5	100	3.80	40		
	T	70	17	158	38	136	38	32	6	2	401	101**	3.73	38		
		101	35	216	71	272	68	22	6	2	401	101**	3.63	42		

APPENDIX TABLE I (continued)

* Group	Degree of Emphasis							Total	Mean Wtd. Score	Con- sen- sus				
	Major	Impor- tant	Inter- mediate	Minor	No	No.	%							
CCA 30	2	7	11	8	1	3	30	101**	3.07	37				
CCA 189	14	8	83	40	9	5	186	102**	3.05	15				
DAA 5	0	0	2	40	1	20	5	100	2.20	40				
EBM 181	68	38	72	14	5	3	181	101**	4.02	40				
T 405	84	13	120	22	16	8	402	101**	3.09	11				
	No. %	No. %	No. %	No. %	No. %	No. %	No. %	%						
Performing administrative functions, including budgeting, reporting, coordinating, office management and etc.	CCA 2	7	8	27	11	37	8	27	1	3	30	101**	3.07	37
	CCA 14	8	40	22	83	45	40	22	9	5	186	102**	3.05	15
	DAA 0	0	0	0	2	40	2	40	1	20	5	100	2.20	40
	EBM 68	38	72	14	22	12	14	8	5	3	181	101**	4.02	40
	T 84	13	120	22	118	34	64	24	16	8	402	101**	3.09	11
Evaluating quality and quantity of county staff performance.	CCA 2	7	7	23	10	33	4	13	4	13	30	99**	2.77	33
	CCA 19	10	51	27	57	30	44	23	18	10	189	100	3.05	30
	DAA 0	0	1	20	2	40	0	0	2	40	5	100	2.40	40
	EBM 51	29	53	30	38	21	28	16	8	4	178	100	3.62	30
	T 72	12	112	25	104	29	82	18	32	17	402	100	2.96	33
Acting as secretary and/or performing services for associations, fairs, shows, camps, etc.	CCA 0	0	2	7	9	30	13	43	6	20	30	100	2.23	43
	CCA 8	4	25	13	60	32	61	32	35	19	189	100	2.52	32
	DAA 0	0	0	0	0	0	1	20	2	40	5	100	2.40	40
	EBM 56	31	58	32	33	18	26	14	7	4	180	99**	3.72	32
	T 64	9	87	23	102	20	101	27	50	21	404	100	2.72	39

APPENDIX TABLE II

FUNCTIONS OF THE COUNTY CLUB AGENTS IN KANSAS, RANKED IN ORDER OF PERCEIVED EMPHASIS CURRENTLY BEING GIVEN, 1964

Functions	Degree of Emphasis										Mean Wtd. Score	Con- sensus		
	* Group	Major	Impor- tant	Inter- mediate	Minor	No	Total	No.	%	No.			%	
Training leaders.	CCA 30	12	40	9	30	0	0	0	0	0	30	100	40	
	CCA 169	67	36	77	41	34	18	7	4	1	186	100	41	
	DAA	0	0	3	60	0	0	0	0	0	5	100	60	
	EBM 161	93	51	55	30	28	15	3	2	2	181	99**	51	
	T 405	172	32	144	40	73	26	10	2	3	402	101**	48	
Developing and main- taining good public relations.	CCA	9	30	12	40	8	27	1	3	0	0	30	100	40
	CCA	74	40	67	36	35	19	9	5	1	186	101**	40	
	DAA	0	0	3	60	2	40	0	0	0	5	100	60	
	EBM	86	48	58	32	30	17	5	3	2	181	101**	48	
	T	169	30	140	42	75	26	15	3	3	402	102**	47	

\*As perceived by: (CCA) County Club Agents, (OCA) other county agents, (DAA) District Agricultural Agents, (EBM) executive board members of the County Agricultural Extension Council, and (T) all groups.

\*\*Percentages taken from tables to the nearest 1%.

APPENDIX TABLE II (continued)

* Group	Degree of Emphasis										Mean Wtd. Score	Con- sen- sus		
	Major	Impor- tant	Inter- mediate	Minor	No	Total	No.	%	No.	%				
CCA 30	9	30	19	63	2	7	0	0	0	0	30	100	4.23	63
OCA 189	50	27	73	39	52	28	9	5	2	1	186	100	3.86	39
DAA 5	0	0	3	60	1	20	1	20	0	0	5	100	3.40	60
EFM 181	76	42	69	38	27	15	7	4	1	1	180	100	4.18	42
T	135	25	164	50	82	18	17	8	3	1	401	102**	3.92	51
Providing specific information on agriculture and/or home economics and/or club work and related subjects to the people of the county.	8	27	10	33	10	33	2	7	0	0	30	100	3.80	33
Organizing and coordinating clubs, units, and/or special interest groups.	34	18	85	46	47	25	17	9	3	2	186	100	3.70	46
	1	20	2	40	1	20	1	20	0	0	5	100	3.60	40
EFM	82	45	59	33	31	17	5	3	4	2	181	100	4.16	45
T	125	28	156	38	89	24	25	10	7	1	402	101**	3.82	41
Keeping up to date in subject matter and teaching methods.	4	13	8	27	13	43	5	17	0	0	30	100	3.37	43
	52	28	80	43	42	22	10	5	3	2	187	100	3.90	43
DAA	0	0	2	40	2	40	1	20	0	0	5	100	3.20	40
EFM	96	53	57	32	22	12	4	2	1	1	180	100	4.35	53
T	152	24	147	36	79	29	20	11	4	1	402	101**	3.71	45

APPENDIX TABLE II (continued)

* Group	Degree of Emphasis										Total	Mean Wtd. Score	Con- sen- sus			
	Major	Impor- tant	Inter- mediate	Minor	No	No.	%	No.	%	No.				%		
CCA 30																
OCA 189																
DAA 5																
EEM 181																
T 405																
	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No.	%			
CCA	2 7	9 31	17 59	1 3	0 0	0 0	29 100					29	100			59
OCA	38 21	69 37	57 32	18 10	1 1	1 1	185 101**					185	101**			37
DAA	0 0	1 20	4 80	0 0	0 0	0 0	5 100					5	100			80
EEM	96 53	58 32	21 12	3 2	2 2	2 1	180 100					180	100			53
T	136 20	137 30	99 46	22 4	3 1	3 1	399 101**					399	101**			57
	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No.	%			
CCA	0 0	6 20	15 50	9 30	0 0	0 0	30 100					30	100			50
OCA	22 12	70 36	80 43	13 7	2 1	1 1	187 99**					187	99**			43
DAA	0 0	3 60	2 40	0 0	0 0	0 0	5 100					5	100			60
EEM	52 29	77 43	39 22	7 4	3 2	2 1	178 100					178	100			43
T	74 10	156 40	136 39	29 10	3 1	4 1	400 100					400	100			49
	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No.	%			
CCA	4 14	5 17	13 45	7 24	0 0	0 0	29 100					29	100			15
OCA	17 9	57 31	89 48	19 10	3 2	3 2	185 100					185	100			48
DAA	0 0	2 40	3 60	0 0	0 0	0 0	5 100					5	100			60
EEM	37 20	79 44	47 26	15 8	3 2	3 2	181 100					181	100			44
T	58 11	143 33	152 45	41 11	6 1	6 1	400 101**					400	101**			49

Reporting program progress and accomplishments.

Relaying needs of the people to the University.



APPENDIX TABLE II (continued)

* Group	Degree of Emphasis										Total	Mean Wtd. Score	Con- sen- sus
	CCA 30	Major	Impor- tant	Inter- mediate	Minor	No	Total	Mean Wtd. Score	Con- sen- sus				
Functions	CCA 189	2	7	6	21	13	14	4	14	29	100	2.93	14
	DAA 5	19	10	53	29	66	36	40	22	185	101**	3.20	36
	EBM 181	0	0	2	40	2	40	1	20	5	100	3.20	40
	T 405	59	33	80	144	30	17	5	3	180	100	4.01	144
		80	13	141	34	111	34	50	15	399	101**	3.34	141
Coordinating University and U.S.D.A. programs at the county level.	CCA	0	0	4	13	12	40	12	40	2	7	2.60	40
	OCA	10	5	45	24	79	42	39	21	14	7	2.99	42
	DAA	0	0	3	60	2	40	0	0	0	0	3.60	60
	EBM	42	23	55	31	51	28	24	13	7	4	3.56	31
	T	52	7	107	32	144	38	75	19	23	5	3.19	43
Assisting in the develop- ment of the community and its resources.	CCA	1	3	3	10	12	40	13	43	1	3	2.67	43
	OCA	13	7	41	22	83	45	41	22	7	4	3.06	45
	DAA	0	0	2	40	3	60	0	0	0	0	3.40	60
	EBM	33	19	68	38	59	33	14	8	4	2	3.63	38
	T	47	7	114	28	157	45	68	18	12	2	3.19	47

APPENDIX TABLE II (continued)

* Group	Degree of Emphasis										Total	Mean Wtd. Score	Con-son-sus		
	Major	Impor-tant	Inter-mediate	Minor	No	No.	%	No.	%	No.				%	
Functions	CCA 30	2	7	5	17	8	27	14	47	1	3	30	101**	2.77	47
	OCA 189	12	6	36	20	59	32	50	27	28	15	186	100	2.76	32
	DAA 5	0	0	2	40	0	0	1	20	2	40	5	100	2.40	40
	EBM 181	54	30	69	39	28	16	22	12	6	3	179	100	3.80	39
	T 405	68	11	112	29	95	19	87	27	37	15	400	101**	2.93	40
Acting as secretary and/or performing services for associations, fairs, shows, camps, etc.	CCA	3	10	5	17	9	30	10	33	3	10	30	100	2.83	33
	OCA	6	3	32	17	69	38	57	31	19	10	183	99**	2.72	38
	DAA	0	0	0	0	2	40	2	40	1	20	5	100	2.20	40
	EBM	53	29	67	37	41	23	16	9	4	2	181	100	3.82	37
	T	62	11	104	18	121	33	85	28	27	11	399	101**	2.89	37
Performing administrative functions, including budgeting, reporting, coordinating, office management and etc.	CCA	0	0	3	10	12	40	8	27	7	23	30	100	2.37	40
	OCA	7	4	33	18	65	35	45	29	28	15	187	101**	2.66	35
	DAA	0	0	1	20	1	20	1	20	2	40	5	100	2.20	40
	EBM	36	20	49	28	48	27	34	19	11	6	178	100	3.37	28
	T	43	6	86	19	126	31	97	24	49	21	400	101**	2.65	36

APPENDIX TABLE III

FUNCTIONS OF THE COUNTY CLUB AGENTS IN KANSAS, RANKED IN ORDER OF PERCEIVED EMPHASIS THAT SHOULD BE GIVEN AS RELATED TO CERTAIN CHARACTERISTICS OF CLUB AGENTS, 1964

Degree of Emphasis

Functions	Degree of Emphasis										Mean Wtd. Score	Consensus				
	* Char-acter-istics	Major	Impor-tant	Inter-mediate	Minor	No	Total	No.	%	No.			%			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%				
Training leaders.	U-35	10	71	4	29	0	0	0	0	0	0	0	14	100	4.71	71
	O-35	12	75	4	25	0	0	0	0	0	0	0	16	100	4.75	75
	U-65	11	73	4	27	0	0	0	0	0	0	0	15	100	4.73	73
	N-65	11	73	4	27	0	0	0	0	0	0	0	15	100	4.73	73
	IT	5	63	3	38	0	0	0	0	0	0	0	8	101**	4.63	63
	NIT	17	77	5	23	0	0	0	0	0	0	0	22	100	4.77	77
	CEE	11	79	3	21	0	0	0	0	0	0	0	14	100	4.79	79
	NCEE	11	69	5	31	0	0	0	0	0	0	0	16	100	4.69	69

\*Characteristics: (U-35) under thirty-five years old, (O-35) thirty-five years old and over, (U-65) less than six years experience in county extension work, (N-65) six years or more experience in county extension work, (IT) have had induction training, (NIT) have not had induction training, (CEE) have had college course in Extension Education, (NCEE) have not had college course in Extension Education.

\*\*Percentages taken from tables to the nearest 1%.

APPENDIX TABLE III (continued)

## Degree of Emphasis

Functions	Degree of Emphasis										Mean Wtd. Score	Con- sen- sus			
	* Char- acter- istics	Major	Impor- tant	Inter- mediate	Minor	No	Total	No.	%	No.			%		
Developing and main- taining good public relations.	U-35	10	71	4	29	0	0	0	0	0	0	14	100	71	
	O-35	9	56	6	38	1	6	0	0	0	0	16	100	56	
	L-6E	10	67	5	33	0	0	0	0	0	0	15	100	67	
	M-6E	9	60	5	33	1	7	0	0	0	0	15	100	60	
	IT	5	63	3	38	0	0	0	0	0	0	8	101**	63	
	MIT	14	64	7	32	1	5	0	0	0	0	22	101**	64	
	CEE	9	64	4	29	1	7	0	0	0	0	14	100	64	
	NCEE	10	63	6	38	0	0	0	0	0	0	16	101**	63	
	Providing specific infor- mation on agriculture and/ or home economics and/or club work and related sub- jects to the people of the county.	U-35	8	57	6	43	0	0	0	0	0	0	14	100	57
		O-35	10	63	6	38	0	0	0	0	0	0	16	101**	63
L-6E		8	53	7	47	0	0	0	0	0	0	15	100	53	
M-6E		10	67	5	33	0	0	0	0	0	0	15	100	67	
IT		4	50	4	50	0	0	0	0	0	0	8	100	50	
MIT		14	64	8	36	0	0	0	0	0	0	22	100	64	
CEE		10	71	4	29	0	0	0	0	0	0	14	100	71	
NCEE		8	50	8	50	0	0	0	0	0	0	16	100	50	

APPENDIX TABLE III (continued)

## Degree of Emphasis

Functions	* Char-acter-istics	Degree of Emphasis						Total	Mean Wtd. Score	Con-sen-sus	
		Major	Impor-tant	Inter-mediate	Minor	No	Total				
		No. %	No. %	No. %	No. %	No. %	No. %	No. %			
Keeping up to date in subject matter and teaching methods.	U-35	7	6	1	0	0	0	14	1.43	50	
	O-35	7	8	1	0	0	0	16	1.38	50	
	L-6E	6	7	2	0	0	0	15	1.27	47	
	K-6E	8	7	0	0	0	0	15	1.53	53	
	IT	2	5	1	0	0	0	8	1.13**	63	
	NIT	12	9	1	0	0	0	22	1.50	55	
	CEE	7	6	1	0	0	0	14	1.43	50	
	NCEE	7	8	1	0	0	0	16	1.38	50	
	Planning annual and long-time programs.	U-35	4	5	4	0	0	0	13	4.00	38
		O-35	4	10	1	0	0	0	16	4.00	63
L-6E		3	6	4	0	0	0	17	3.71	43	
K-6E		5	9	1	0	0	0	15	4.27	60	
IT		2	4	1	0	0	0	7	4.14	57	
NIT		6	11	4	0	0	0	22	3.95	50	
CEE		5	7	1	0	0	0	14	4.07	50	
NCEE		3	8	4	0	0	0	15	3.93	53	

APPENDIX TABLE III (continued)

Functions	Degree of Emphasis												Mean Wtd. Score	Con- sen- sus				
	* Char- acter- istics		Major		Impor- tant		Inter- mediate		Minor		No				Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
Organizing and coordina- ting clubs, units, and/or special interest groups.	U-35	4	29	6	43	3	21	1	7	0	0	0	0	14	100	3.93	43	
	O-35	3	19	11	69	2	13	0	0	0	0	0	0	16	101**	4.06	69	
	L-GE	3	20	7	47	4	27	1	7	0	0	0	0	15	101**	3.80	47	
	M-GE	4	27	10	67	1	7	0	0	0	0	0	0	15	101**	4.20	67	
	IT	1	13	4	50	2	25	1	13	0	0	0	0	8	101**	3.63	50	
	NIT	6	27	13	59	3	14	0	0	0	0	0	0	22	100	4.14	59	
	CEE	5	36	7	50	1	7	1	7	0	0	0	0	14	100	4.14	50	
	NCEE	2	13	10	63	4	25	0	0	0	0	0	0	16	101**	3.88	63	
Relaying needs of the people to the University.	U-35	1	8	7	54	4	31	1	8	0	0	0	0	13	101**	3.62	54	
	O-35	6	38	7	44	3	19	0	0	0	0	0	0	16	101**	4.19	44	
	L-GE	2	14	7	50	4	29	1	7	0	0	0	0	14	100	3.71	50	
	M-GE	5	33	7	47	3	20	0	0	0	0	0	0	15	100	4.13	47	
	IT	1	13	3	38	4	50	0	0	0	0	0	0	8	101**	3.63	50	
	NIT	6	29	11	52	3	14	1	5	0	0	0	0	21	100	4.05	52	
	CEE	4	29	8	57	2	14	0	0	0	0	0	0	14	100	4.14	57	
	NCEE	3	20	6	40	5	33	1	7	0	0	0	0	15	100	3.73	40	

APPENDIX TABLE III (continued)

Functions	* Char-acter-istics	Degree of Emphasis										Mean Wtd. Score	Con-sen-sus			
		Major		Impor-tant		Inter-mediate		Minor		No				Total		
		No.	%	No.	%	No.	%	No.	%	No.	%				No.	%
Reporting program progress and accomplishments.	U-35	0	0	6	43	6	43	2	14	0	0	14	100	3.29	43	
	O-35	4	25	6	38	6	38	0	0	0	0	16	101**	3.88	38	
	I-6E	1	7	6	40	6	40	2	13	0	0	15	100	3.40	40	
	M-6E	3	20	6	40	6	40	0	0	0	0	15	100	3.80	40	
	IT	0	0	5	63	3	38	0	0	0	0	8	101**	3.63	63	
	NIT	4	18	7	32	9	41	2	9	0	0	22	100	3.59	41	
	CEE	3	21	6	43	5	36	0	0	0	0	14	100	3.86	43	
	NCEE	1	6	6	38	7	44	2	13	0	0	16	101**	3.38	44	
	Assisting in the development of the community and its resources.	U-35	2	14	6	43	4	29	2	14	0	0	14	100	3.57	43
		O-35	3	19	5	31	7	44	1	6	0	0	16	100	3.63	44
I-6E		1	7	8	53	4	27	2	13	0	0	15	100	3.53	53	
M-6E		4	27	3	20	7	47	1	7	0	0	15	101**	3.67	47	
IT		0	0	5	63	2	25	1	13	0	0	8	101**	3.50	63	
NIT		5	23	6	27	9	41	2	9	0	0	22	100	3.64	41	
CEE		4	29	4	29	4	29	2	14	0	0	14	101**	3.71	29	
NCEE		1	6	7	44	7	44	1	6	0	0	16	100	3.50	44	

APPENDIX TABLE III (continued)

Functions	* Character-istics	Degree of Emphasis										Mean Wtd. Score	Con-sen-sus			
		Major	Import-ant	Inter-mediate	Minor	No	Total	No.	%	No.	%					
		No.	%	No.	%	No.	%							No.	%	
Helping specialists evaluate projects that have been carried out in specific subject matter areas.	U-35	0	0	5	36	7	50	1	7	1	7	14	100	3.14	50	
	O-35	3	19	5	31	7	44	1	6	0	0	16	100	3.63	44	
	I-6E	0	0	7	47	6	40	1	7	1	7	15	101**	3.27	47	
	M-6E	3	20	3	20	8	53	1	7	0	0	15	100	3.53	53	
	IT	0	0	4	50	4	50	0	0	0	0	8	100	3.50	50	
	NIT	3	14	6	27	10	45	2	9	1	5	22	100	3.36	45	
	CEE	3	21	4	29	6	43	1	7	0	0	14	100	3.64	43	
	NCEE	0	0	6	38	8	50	1	6	1	6	16	100	3.19	50	
	Performing administrative functions, including budgeting, reporting, coordinating, office management and etc.	U-35	1	7	3	21	3	21	6	43	1	7	14	99**	2.79	43
		O-35	1	6	5	31	8	50	2	12	0	0	16	99**	3.31	50
I-6E		1	7	4	27	3	20	6	40	1	7	15	101**	2.87	40	
M-6E		1	7	4	27	8	53	2	13	0	0	15	100	3.27	53	
IT		1	13	1	13	3	38	3	38	0	0	8	102**	3.00	38	
NIT		1	5	7	32	8	36	5	23	1	5	22	101**	3.09	36	
CEE		1	7	6	43	4	29	3	21	0	0	14	100	3.36	43	
NCEE		1	6	2	13	7	44	5	31	1	6	16	100	2.81	44	



APPENDIX TABLE III (continued)

## Degree of Emphasis

Functions	Degree of Emphasis										Mean Wtd. Score	Con- sen- sus				
	* Char- acter- istics	Major	Impor- tant	Inter- mediate	Minor	No	Total	No.	%	No.			%			
Coordinating University and U.S.D.A. programs at the county level.	U-35	1	4	4	4	2	15	13	100	2	15	13	100	3.00	31	
	O-35	1	3	8	50	4	25	0	0	0	0	16	100	3.06	50	
	L-6E	1	4	4	29	3	21	2	14	100	2	14	100	2.93	29	
	M-6E	1	7	3	20	3	20	0	0	0	0	15	100	3.13	53	
	IT	0	0	3	43	2	29	1	14	7	14	7	100	2.86	43	
	NIT	2	9	4	18	11	50	4	18	1	5	22	100	3.09	50	
	CEE	2	14	4	24	4	29	0	0	14	100	3.14	100	3.14	43	
	NCEE	0	0	5	33	2	13	2	13	15	99**	2	13	15	2.93	40
	Evaluating quality and quantity of county staff performance.	U-35	0	3	21	36	4	29	2	14	14	100	14	100	2.64	36
		O-35	2	13	4	25	6	38	2	13	16	102**	16	102**	2.88	38
L-6E		1	7	2	13	4	27	2	13	15	100	15	100	2.73	40	
M-6E		1	7	5	33	6	40	2	13	15	100	15	100	2.80	40	
IT		1	13	2	25	1	13	3	38	1	13	8	102**	2.88	38	
NIT		1	5	5	23	6	27	7	32	3	14	22	101**	2.73	32	
CEE		1	7	3	21	6	43	2	13	14	99**	14	99**	2.79	43	
NCEE		1	6	4	25	4	25	4	25	3	19	16	100	2.75	25	

APPENDIX TABLE III (continued)

Functions	Degree of Emphasis										Mean Wtd. Score	Con- sen- sus			
	* Char- acter- istics	Major	Impor- tant		Inter- mediate		Minor	No	Total						
			No.	%	No.	%			No.	%			No.	%	
Acting as secretary and/ or performing services for associations, fairs, shows, camps, etc.		0	0	1	7	7	50	4	29	2	14	14	100	2.50	50
		0	0	1	6	2	13	9	56	4	25	16	100	2.00	56
		0	0	2	13	7	47	4	27	2	13	15	100	2.60	47
		0	0	0	0	2	13	9	60	4	27	15	100	1.87	60
		0	0	1	13	1	13	3	38	3	38	8	102**	2.00	38
		0	0	1	5	8	36	10	45	3	14	22	100	2.32	45
		0	0	1	7	3	21	7	50	3	21	14	99**	2.14	50
		0	0	1	6	6	38	6	38	3	19	16	101**	2.31	38

APPENDIX TABLE IV

FUNCTIONS OF THE COUNTY CLUB AGENTS IN KANSAS, RANKED IN ORDER OF PERCEIVED EMPHASIS THAT SHOULD BE GIVEN AS RELATED TO CERTAIN CHARACTERISTICS OF EXECUTIVE BOARD MEMBERS, 1964

Degree of Emphasis

Functions	* Char-acter-istics	Major			Impor-tant			Inter-mediate			Minor			No			Total	Mean Wtd. Score	Con-sen-sus
		No.	%		No.	%		No.	%		No.	%		No.	%				
Keeping up to date in subject matter and teaching methods.	U-35	15	58	8	31	2	8	0	0	1	1	4	26	101**	4.34	58			
	O-45	66	76	17	20	2	2	1	1	1	1	1	87	100	4.68	76			
	M	68	64	34	32	3	3	0	0	2	2	0	107	101**	4.55	64			
	F	62	84	9	12	2	3	1	1	0	0	0	74	100	4.78	84			
	HSOL	66	73	20	22	3	3	1	1	1	1	1	91	100	4.64	73			
	CG	22	69	9	28	1	3	0	0	0	0	0	32	100	4.66	69			
	1-Y5	27	77	7	20	1	3	0	0	0	0	0	35	100	4.74	77			
	5-Y5+	24	71	9	26	0	0	0	0	1	3	3	34	100	4.62	71			
	A	47	66	20	28	2	3	0	0	2	3	3	71	100	4.55	66			
	HE	38	84	5	11	1	2	1	2	0	0	0	15	99**	4.78	84			
	4-H	45	69	18	28	2	3	0	0	0	0	0	65	100	4.66	69			

\*Characteristics: (U-35) under thirty-five years old, (O-45) forty-five years old and over, (M) male, (F) female, (HSOL) education high school graduate or less, (CG) college graduate, (1-Y5) one year served on County Agricultural Extension Council, (5-Y5+) five years or more served on County Agricultural Extension Council, group represented on County Agricultural Extension Council (A) agriculture, (HE) home economics, (4-H) 4-H Club.

\*\*Percentages taken from tables to the nearest 1%.

APPENDIX TABLE IV (continued)

Degree of Emphasis

Functions	* Char-acter-istics	Degree of Emphasis										Total	Mean Wtd. Score	Con-sen-sus		
		Major	Impor-tant	Inter-mediate	Minor	No	No.	%	No.	%	No.				%	
Training leaders.	U-35	19	73	6	23	0	0	0	0	1	4	26	100	4.61	73	
	O-45	63	72	18	21	3	3	1	1	2	2	87	99**	4.60	72	
	M	74	69	29	27	2	2	0	0	2	2	107	100	4.62	69	
	F	56	76	11	15	5	7	1	1	1	1	74	100	4.62	76	
	HSOL	62	68	21	23	5	5	1	1	2	2	91	99**	4.54	68	
	CG	26	81	6	19	0	0	0	0	0	0	32	100	4.81	81	
	1-YS	23	66	11	31	1	3	0	0	0	0	35	100	4.63	66	
	5-YS+	21	62	11	32	1	3	0	0	1	3	34	100	4.50	62	
	A	51	72	18	25	0	0	0	0	2	3	71	100	4.63	72	
	HE	33	73	6	13	4	9	1	2	1	2	45	99**	4.53	73	
	4-H	46	71	16	25	3	5	0	0	0	0	65	101**	4.66	71	
	Planning annual and long-time programs.	U-35	16	62	8	31	1	4	0	0	1	4	26	101**	4.46	62
		O-45	64	74	18	24	1	1	2	2	1	1	86	99**	4.65	74
		M	74	69	26	24	5	5	0	0	2	2	107	100	4.59	69
F		55	75	15	21	0	0	2	3	1	1	73	100	4.66	75	
HSOL		65	72	19	21	0	2	2	2	2	2	90	99**	4.59	72	
CG		21	66	11	34	0	0	0	0	0	0	32	100	4.66	66	
1-YS		27	77	7	20	1	3	0	0	0	0	35	100	4.74	77	
5-YS+		21	62	10	29	2	6	0	0	1	3	34	100	4.47	62	
A		47	66	19	27	3	4	0	0	2	3	71	100	4.54	66	
HE		31	70	10	23	0	0	2	5	1	2	44	100	4.55	70	
4-H		51	78	12	18	2	3	0	0	0	0	65	99**	4.75	78	

APPENDIX TABLE IV (continued)

Functions	Degree of Emphasis										Mean Wtd. Score	Con- sen- sus			
	* Char- acter- istics	Major	Impor- tant	Inter- mediate	Minor	No	Total	No.	%	%					
Developing and main- taining good public relations.	U-35	16	62	8	31	1	4	1	4	0	0	26	101**	4.50	62
	O-45	62	72	19	22	0	0	1	0	1	1	87	101**	4.62	72
	M	66	62	35	33	1	1	1	1	1	1	107	101**	4.53	62
	F	56	76	14	19	4	5	0	0	0	0	74	100	4.70	76
	HSOL	59	65	26	29	4	5	0	0	1	1	91	100	4.56	65
	CG	22	69	9	28	0	0	0	0	0	0	32	100	4.66	69
	1-Y5	20	57	13	37	2	6	0	0	0	0	35	100	4.51	57
	5-Y5+	23	68	9	26	1	3	0	0	0	3	34	100	4.56	68
	A	43	61	22	31	4	6	1	1	1	1	71	100	4.48	61
	HE	33	73	10	22	2	4	0	0	0	0	45	99**	4.69	73
	4-H	16	71	17	26	2	3	0	0	0	0	65	100	4.68	71
	Providing specific infor- mation on agriculture and/ or home economics and/or club work and related sub- jects to the people of the county.	U-35	10	38	12	46	3	12	1	4	0	0	26	100	4.19
O-45		53	61	25	29	7	8	1	1	1	1	87	100	4.47	61
M		53	50	40	37	12	11	1	1	1	1	107	100	4.34	50
F		49	66	19	26	5	7	1	1	1	0	74	100	4.57	66
HSOL		44	48	35	38	10	11	1	1	1	1	91	99**	4.32	48
CG		24	75	7	22	1	3	0	0	0	0	32	100	4.72	75
1-Y5		18	51	12	34	5	14	0	0	0	0	35	99**	4.37	51
5-Y5+		17	50	14	41	2	6	0	0	0	1	34	100	4.35	50
A		35	49	26	37	8	11	1	1	1	1	71	99**	4.31	49
HE		27	60	14	31	4	9	0	0	0	0	45	100	4.51	60
4-H		10	62	19	29	5	8	1	1	2	0	65	101**	4.51	62

APPENDIX TABLE IV (continued)

Degree of Emphasis

Functions	* Char-acter-istics	Major		Import-ant		Inter-mediate		Minor		No	Total	Mean Wtd. Score	Con-sen-sus		
		No.	%	No.	%	No.	%	No.	%					No.	%
Organizing and coordina-ting clubs, units, and/or special interest groups.	U-35	14	54	9	35	0	0	2	8	1	4	26	101**	4.27	54
	0-45	48	55	30	34	5	6	2	2	2	2	87	99**	4.38	55
	M	50	47	44	41	3	4	4	3	0	3	107	101**	4.25	47
	F	51	69	18	24	3	4	4	4	0	0	74	100	4.59	69
	HSOL	55	60	28	31	3	3	3	4	1	1	91	99**	4.15	60
	CG	15	47	15	47	1	3	1	3	0	0	32	100	4.38	47
	1-Y5	20	57	12	34	2	6	1	3	0	0	35	100	4.16	57
	5-Y5+	13	38	18	53	1	3	0	0	2	6	34	100	4.18	53
	A	32	45	31	44	2	3	3	4	1	3	71	100	4.21	45
	HE	33	73	9	20	2	5	1	2	0	0	45	100	4.64	73
	4-H	36	55	22	34	5	8	2	3	0	0	65	100	4.42	55

Coordinating University and U.S.D.A. programs at the county level.	U-35	9	35	5	19	2	8	1	4	2	26	101**	3.88	35	
	0-45	48	55	27	31	8	9	2	2	2	87	99**	4.44	55	
	M	39	36	45	42	13	12	4	4	6	6	107	100	4.00	42
	F	15	61	22	30	5	7	2	3	0	0	74	101**	4.19	61
	HSOL	44	48	31	34	11	12	3	3	2	2	91	99**	4.23	48
	CG	12	38	15	47	0	0	2	6	3	9	32	100	3.97	47
	1-Y5	14	40	14	40	6	17	1	3	0	0	35	100	4.17	40
	5-Y5+	14	41	16	47	1	3	2	3	2	6	34	100	4.15	41
	A	26	37	27	38	9	13	4	6	5	7	71	101**	3.92	37
	HE	26	58	14	31	3	7	2	4	0	0	45	100	4.42	58
	4-H	32	49	26	40	6	9	0	0	1	2	65	100	4.35	49

APPENDIX TABLE IV (continued)

## Degree of Emphasis

Functions	* Char-acter-istics	Major		Impor-tant		Inter-mediate		Minor		No.	%	Total	Mean Wtd. Score	Con-sensus	
		No.	%	No.	%	No.	%	No.	%						
Performing administrative functions including budgeting, reporting, coordinating, office management, etc.	U-35	10	38	9	37	3	12	1	4	3	12	26	103**	38	
	O-15	37	43	32	37	11	13	6	7	1	1	87	101**	43	
	M	40	37	41	38	11	10	10	9	5	5	107	99**	38	
	F	28	38	31	42	11	15	4	5	0	0	74	100	42	
	HSOL	42	46	36	40	7	8	5	5	1	1	91	100	46	
	CG	9	28	11	34	5	16	5	16	2	6	32	100	34	
	1-Y5	16	46	16	46	1	3	2	6	0	0	35	101**	46	
	5-Y5+	12	35	14	41	3	9	3	9	2	6	34	100	41	
	A	24	34	28	39	6	8	9	13	4	6	71	100	39	
	HE	16	36	22	49	5	11	2	4	0	0	45	100	49	
	1-H	28	43	22	34	11	17	3	5	1	2	65	101**	43	
	Relaying needs of the people to the University.	U-35	6	23	8	31	6	23	5	19	1	4	26	100	31
		O-15	35	40	34	39	12	14	5	6	1	1	87	100	40
M		31	29	44	41	23	21	8	7	1	1	107	99**	41	
F		31	42	29	39	10	14	2	3	2	3	74	101**	42	
HSOL		31	34	40	44	12	13	7	8	1	1	91	100	44	
CG		15	47	9	28	7	22	1	3	0	0	32	100	47	
1-Y5		10	29	18	51	6	17	1	3	0	0	35	100	51	
5-Y5+		10	29	17	50	3	9	2	6	0	6	34	100	39	
A		21	30	29	41	13	18	7	10	1	1	71	100	41	
HE		19	42	17	38	6	13	1	2	2	4	45	99**	42	
1-H		22	34	27	42	14	22	2	3	0	0	65	101**	42	

APPENDIX TABLE IV (continued)

Degree of Emphasis

Functions	Degree of Emphasis										Mean Wtd. Score	Con- sensus				
	* Char- acter- istics	Major	Impor- tant	Inter- mediate	Minor	No	Total	No.	%	%						
	No.	%	No.	%	No.	%	No.	%	No.	%						
Reporting program progress and accomplishments.	U-35	6	23	12	46	5	19	2	8	1	4	26	100	3.77	46	
	O-45	29	33	34	39	21	24	2	2	1	1	87	99**	4.01	39	
	M	26	24	46	43	25	23	7	7	3	3	107	100	3.79	43	
	F	29	40	25	34	16	22	2	3	1	1	91	100	4.08	40	
	HSOL	28	31	38	42	20	22	4	4	1	1	91	100	3.97	42	
	CG	5	16	13	41	11	34	1	3	2	6	32	100	3.56	41	
	1-Y5	14	40	9	26	11	31	1	3	0	0	35	100	4.03	40	
	5-Y5+	10	29	13	38	8	24	1	3	2	6	34	100	3.82	38	
	A	16	23	32	45	17	24	4	6	2	3	71	101**	3.79	45	
	HE	17	38	16	36	11	24	1	2	0	0	45	100	4.09	38	
	4-H	22	34	23	36	13	20	1	6	2	3	64	99**	3.92	36	
	Assisting in the develop- ment of the community and its resources.	U-35	7	28	7	28	8	32	2	8	1	4	25	100	3.68	32
		O-45	30	34	25	29	20	23	2	10	3	3	87	99**	3.80	34
		M	34	32	33	31	22	21	13	12	4	4	106	100	3.75	32
F		28	38	21	29	16	22	7	10	1	1	73	100	3.93	38	
HSOL		35	38	22	24	23	25	9	10	2	2	91	99**	3.87	38	
CG		10	32	9	29	6	19	4	13	2	6	31	99**	3.68	32	
1-Y5		12	34	14	40	5	14	1	11	0	0	35	99**	3.97	40	
5-Y5+		7	21	11	32	7	21	10	18	3	9	34	101**	3.38	32	
A		25	36	20	29	12	17	10	14	3	3	70	100	3.77	36	
HE		15	33	13	29	14	31	2	4	1	2	45	99**	3.87	33	
4-H		22	34	21	33	12	19	8	13	1	2	64	101**	3.86	34	



APPENDIX TABLE IV (continued)

## Degree of Emphasis

Functions	* Char-acter-istics	Degree of Emphasis										Total	Mean Wtd. Score	Con-sensus		
		Major	Impor-tant	Inter-mediate	Minor	No	No.	%	No.	%	No.				%	
Helping specialists evaluate projects that have been carried out in specific subject matter areas.	U-35	3	12	7	27	11	42	3	12	2	8	26	101**	3.23	42	
	O-45	22	26	35	41	24	28	4	5	0	0	85	100	3.88	41	
	M	18	17	41	39	32	30	13	12	2	2	106	100	3.57	39	
	F	23	32	27	37	21	29	1	1	1	1	73	100	3.96	37	
	HSOL	23	26	31	35	29	33	5	6	0	0	89	101**	3.79	35	
	CG	6	19	14	44	7	22	5	16	0	0	32	101**	3.66	44	
	1-Y5	7	20	13	37	14	40	1	3	0	0	35	100	3.74	40	
	5-Y5+	6	18	14	42	5	15	7	21	2	3	33	99**	3.52	42	
	A	12	17	25	36	21	30	10	14	2	2	70	100	3.50	36	
	HE	13	30	16	36	13	30	1	2	1	2	44	100	3.89	36	
	4-H	16	25	27	42	19	29	3	5	0	0	65	101**	3.86	42	
	Acting as secretary and/or performing services for associations, fairs, shows, camps, etc.	U-35	6	23	6	23	7	27	6	23	1	4	26	100	3.38	27
		O-45	29	34	28	33	16	19	12	14	1	1	86	101**	3.84	34
		M	33	31	30	28	20	19	20	19	3	3	106	100	3.66	31
F		23	31	28	38	13	18	6	8	4	5	74	100	3.81	38	
HSOL		36	40	25	28	17	19	11	12	1	1	90	100	3.93	40	
CG		4	13	13	41	5	16	6	19	4	13	32	102**	3.22	41	
1-Y5		15	43	10	29	3	9	6	17	1	3	35	101**	3.91	43	
5-Y5+		6	18	12	36	7	21	8	24	0	0	33	99**	3.49	36	
A		27	39	18	26	11	16	11	16	3	4	70	101**	3.79	39	
HE		13	29	21	47	8	18	3	7	0	0	45	101**	3.98	47	
4-H		16	25	19	29	14	22	12	18	4	6	65	100	3.48	29	

APPENDIX TABLE IV (continued)

Functions	Degree of Emphasis										Mean Wtd. Score	Consensus			
	Char-acter-istics	Major	Important	Inter-mediate	Minor	No	Total	No.	%	No.			%		
Evaluating quality and quantity of county staff performance.	U-35	3	12	5	19	11	12	4	15	3	12	26	100	42	
	O-15	29	34	27	32	15	18	13	15	1	1	85	100	34	
	M	26	25	31	30	24	23	18	17	6	6	105	101**	30	
	F	25	34	22	30	14	19	10	14	2	3	73	100	34	
	HSOL	29	33	29	33	19	21	12	13	0	0	89	100	33	
	CG	5	16	8	25	9	28	6	19	4	13	32	101**	28	
	1-Y5	10	29	13	37	7	20	5	14	0	0	35	100	37	
	5-Y5+	7	22	11	34	5	16	6	19	3	9	32	100	34	
	A	17	25	20	29	13	19	14	20	5	7	69	100	29	
	HE	15	33	14	31	11	24	4	9	1	2	45	99**	33	
	4-H	19	30	19	30	14	22	10	16	2	3	64	101**	30	

THE ROLE OF THE COUNTY CLUB AGENT IN KANSAS

by

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AN ABSTRACT OF A MASTER'S THESIS

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The purpose of this study was to identify and define the role of the Kansas County Club Agent.

The specific objectives were: (1) to determine opinions concerning the order of importance of the functions of the County Club Agent as they should be and were currently being performed as perceived by (a) County Club Agents, (b) other county agents, (c) District Agricultural Agents, and (d) executive board members; (2) to determine relationships between the opinions of County Club Agents concerning the order of importance of functions which Club Agents felt they should perform and: (a) formal education, (b) induction training, (c) experience in county Extension work, and (d) age; (3) to determine relationships between the opinions of the order of importance of functions which executive board members of the County Agricultural Extension Council felt the County Club Agent should perform and: (a) age, (b) sex, (c) township group represented, and (e) years service on the County Agricultural Extension Council.

Role theory was used as the theoretical basis for the study. Data were collected using a structured mail questionnaire. A total population was used. Percentage of responses from respondent groups ranged from 67 to 100 per cent.

Respondents' reactions to the fourteen selected functions were ranked by the use of mean weighted scores. Consensus was measured using a coefficient of rank correlation, a coefficient of concordance, and percentage distribution.

Some of the findings were:

1. The total group of respondents ranked as the three functions that "should be" receiving the highest emphasis (1) Training leaders, (2) Developing and maintaining good public relations, and (3) Keeping up to date in subject matter and teaching methods. Relatively high consensus existed between all position groups as to both "should be" and "currently being." Consensus varied between position groups.

2. Courses in Extension Education, experience, and age of County Club Agent did not seem to affect the ranking of the fourteen selected functions. Those with induction training placed more emphasis on planning programs.

3. Age, sex, education, township group represented, and years of service on the County Agricultural Extension Council seemed to be important factors in the ranking of some functions by executive board members. Education appeared to be the most important factor influencing the ranking of functions by the executive board members.

## RECOMMENDATIONS

The recommendations are based upon observations made during the period of the study and the author's interpretation of the data.

1. County Club Agents, other county agents, District Agricultural Agents, and executive board members should assist in developing a job description for use at the county level.

2. The results of this study should be made available to those developing job descriptions for County Club Agents.

3. The lines of authority and responsibility of the County Club Agent should be clarified.

4. County Club Agents should meet annually with the County Agricultural Extension Council and discuss the various functions being performed by the County Club Agents.

5. Teaching materials related to the factors identified as most important should be developed and stressed in the existing induction and in-service training programs.

6. Factors other than those tested should be investigated in a manner similar to the design of this study.