

ROLE OF COUNTY EXTENSION AGENTS IN PLANNING  
THE COUNTY EXTENSION PROGRAM IN KANSAS

by

JAYANT SHAMRAO PATIL

B. Sc. (Agri.), University of Bombay (India), 1949  
M. Sc. (Agri.), University of Poona (India), 1960

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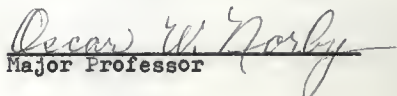
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#### AUTOBIOGRAPHICAL SKETCH

The author was born at Bordi, a village near Bombay, India on March 28, 1927. He completed his high school education from S. P. H. High School at Bordi. In 1949 he received his B. S. degree in Agriculture from the University of Bombay.

On June 20, 1949 he joined the staff of the Agricultural Institute, Kosbad-Hill as Agricultural Officer. He held this position for approximately ten years at which time he was appointed to serve as officer in charge of the Tribal Training Institute at Kosbad-Hill.

While working in the Institute he was interested in some of the research problems of rice crop and conducted a physiological investigation on lodging of rice. In March 1960, the author received the Master of Science degree in Agriculture from University of Poona.

The author received the Fulbright Travel Grant from the United States Educational Foundation in India to pursue his graduate studies in the United States. In the summer 1963, he entered Kansas State University, Manhattan to complete the requirements for the Master's degree in Extension Education.

The author was married to former Meena Sawe of Bordi in 1951. The family now includes two sons, Deepak and Pradeep, and daughter Lata.

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## CHAPTER I

### BACKGROUND AND DESIGN OF STUDY

#### I. INTRODUCTION

The organization of the Philadelphia Agricultural Society in 1785 was the beginning of an organized effort to provide an agricultural improvement and educational program for the people. Many other similar groups were organized during the next seventy years. They were instrumental in securing the Farmers' Institute Program, the Department of Agriculture, the Land-Grant Colleges, Experiment Stations and Cooperative Demonstrations. All these activities had their part in the development of interest in an agricultural educational program to give the people assistance with these agricultural problems.<sup>1</sup>

In 1914 the Smith-Lever Act was passed by Congress creating the Extension Service as we have it today. The major purpose of Cooperative Extension work as stated in the Act is "to aid in diffusing among the people of the United States useful and practical information on subjects relating to agriculture and home economics, and to

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<sup>1</sup>Handbook for County Agricultural Extension Councils (Manhattan, Kansas: Kansas State University, 1961), p. 5.

encourage the application of the same."<sup>2</sup>

This broad charter clearly identifies Extension's function as education. This is not education in the abstract, but education for action. It is education directed to helping people solve the various problems which they encounter from day to day in agriculture, home economics and related subjects.

In performing this function, the Extension Service has always held high those objectives which help people attain:

1. Greater ability in maintaining more efficient farms and better homes.
2. Greater ability in acquiring higher incomes and levels of living on a continuing basis.
3. Increased competency and willingness by both adults and youth, to assume leadership and citizenship responsibilities.
4. Increased ability and willingness to undertake organized group action when such will contribute

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<sup>2</sup>Smith-Lever Act of 1914, quoted in Joint Committee Report on Program Policies and Goals (Washington: U. S. Government Printing Office, 1948), p. 6.

effectively to improve their welfare.<sup>3</sup>

In striving to attain these objectives the guiding principle of all Extension workers has always been "helping people to help themselves."

In performing its function, Extension operates informally, in line with the most important local needs and opportunities, and with respect to both short-time and long-time matters of concern. It joins with people in helping them to:

1. Identify their needs, problems, and opportunities.
2. Study their resources.
3. Become familiar with specific methods of overcoming problems.
4. Analyze alternative solutions to their problems where alternatives exist.
5. Arrive at the most promising course of action in light of their own desires, resources, and abilities.<sup>4</sup>

At all times, the widespread participation of the

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<sup>3</sup>Sub-Committee on Scope and Responsibility of the Extension Committee on Organization and Policy of the American Association of Land-Grant Colleges and State Universities, The Cooperative Extension Service Today, A Statement of Scope and Responsibility, U. S. Dept. of Agriculture, Federal Extension Service (Washington: April, 1958), p. 3.

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

people is stressed in both planning and conducting these informal educational efforts.

During the past ten years Extension administrators have encouraged their personnel to develop self-determined programs with representatives of Extension's clientele. Great emphasis is being placed on program development by lay committee men with sustained guidance by professional county Extension personnel. For that purpose the over-all county planning committees are formed. It is felt that the combining activities of all agents and committeemen is very important to the success of total county program.

#### Extension Program Development in Kansas

The 1951 session of the Kansas legislature revised the legal provisions wherein the county extension programs became the cooperative responsibility of a county agricultural extension council and Kansas State University. The county agricultural extension council is composed of three members from each township and each city not a part of a township.<sup>5</sup> One of the three members from each township or city is elected to represent agriculture, one to represent home economics, and one to represent 4-H club work.

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<sup>5</sup>Handbook for County Agricultural Extension Councils,  
op. cit., p. 5.



The sole purpose of the county agricultural Extension council is "the giving of instruction and practical demonstration in agriculturs, home sconomics, and 4-H club work to all ppersons in the county and the imparting to such persons of information on said subjects through field dsmonstrations, publications or otherwise, "and" to plan the Extension educational programs of the county."<sup>6</sup>

The Kansas Extension Service has assumed a leadership role in the Kansas Area Dvslopment Program which includss these specific responsibilitiss:

1. Provides advice and suggestions for committes organization, representation and methods of procdure.
2. Hslp local people identify alternative solutions for their community and area problems.
3. Givs factual information to the committess and assist with local program when asked.
4. Help the local groups inventory resources and dstermins how to put thsm to the most productive use through the preparation of an area rssource development plan.<sup>7</sup>

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<sup>6</sup>Ibid., p. 5.

<sup>7</sup>Kansas Area Development, (Manhattan, Kansas: Extension Servics, Kansas State University, 1962), p. 4.

A county-wide program planning committee draws up an educational program. This committee is made up of representatives of agricultural organizations, home economics, 4-H clubs, civic organizations and three persons from each township or city. The county agricultural extension council makes up the main body or nucleus of this over-all planning committee. The committee under the leadership of Extension agents, draws up a program.<sup>8</sup>

These are the Extension organizations at the county level. Because of the character of Extension organizations as outlined, full responsibility for planning and execution of the Extension programs rests with local units. It is therefore essential that the county Extension agents who have to assume leadership in these organizations understand their role in planning the county Extension programs.

## II. STATEMENT OF THE PROBLEM

Program planning in cooperative Extension was begun a half century ago. During this time the Extension programs have gone through three stages of development. In the beginning, the Extension agents assumed they knew what the needs of individual farmers and communities were.

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<sup>8</sup>County Extension Agents' Guide on Public Relations for Extension Personnel (Manhattan, Kansas: Kansas State University, Cooperative Extension Service, 1960), p. 15.



Later, the programs were based largely on local information and interest and the people were made to feel largely responsible for the Extension programs. Finally, the people and the Extension agents together made an analysis of the situation, selected outstanding needs and together made a program to fit those needs.

During this period, the responsibility of Extension agents in planning programs has also changed. The planning process is more complex. The county agents' responsibilities are broader in scope and more involved. Today the agents are expected to assume broad organizational and educational roles in planning county programs.

The development of large regional and national agricultural plans has complicated the process of program building at the county level. Furthermore, the scope and kinds of problems are no longer limited to agriculture and home economics but encompass and affect practically every aspect of living.

County Extension agents' perception of the program planning process and their role in implementing it constitute the basis for their behavior in planning. It is important that agents perception of their role in planning be understood if Extension programming is to be strengthened.

## III. PURPOSE OF THE STUDY

The major purpose of this study was to define and analyze the role of county Extension agents' perception of their role in planning the county Extension program. Thus the research objectives were:

1. To ascertain the characteristics of agents serving in the counties.
2. To identify those tasks that ideally constitute the role of county agents in planning the county Extension program.
3. To determine the degree of importance county Extension agents assign to the various program planning tasks in relation to what they are doing and feel they should be doing in program planning.
4. To determine the degree of consensus between agricultural, home economics and 4-H club agents, as to the way they perceive the importance and performance of their program planning tasks.
5. To identify some of the major obstacles that agents experience in performing tasks associated with their role in planning the county Extension program.
6. To determine how county Extension agents rank

various Extension staff groups concerning the amount of assistance provided them in program planning.

7. To determine whether or not there was a relationship between selected factors and agents' perception of their role in planning the county Extension program.

#### IV. SCOPE AND PROCEDURES OF STUDY

This study pertains to the program planning role of county Extension agents in the Kansas Cooperative Extension Service. The data used in this study were collected by Straughn<sup>9</sup> who was engaged in making the program planning studies in Florida and Kansas. The data were obtained during the period November, 1962 to March, 1963.

##### Selection of Respondents

The respondents of this study included 139 county Extension agents who had five or more years of experience as county Extension agents, and who had been continuously employed as county Extension agents during the past five years. Extension agents were agricultural, home economics

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<sup>9</sup>Alto Alfred 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. 6.

or 4-H club agents. The data in Table I show the number and percentage of respondents participating in the study.

TABLE I  
NUMBER AND PERCENTAGE OF RESPONDENTS PARTICIPATING

Number of agents eligible to participate	Number of agents participating	Percentage of eligible agents participating
144	139	97

#### Questionnaire Design

An interview questionnaire comprised of two sections was developed. The first section included questions planned to obtain information about the respondents concerning:

- a. County position held;
- b. Number of agents on county staff;
- c. Length of agents' tenure in Extension;
- d. Percentage of working time devoted to program planning;
- e. Level of formal education;
- f. Major content area in which highest degree was earned;
- g. Frequency of county staff meetings;
- h. Formal course work in program planning; and
- i. Degree of program contact with supervisors.

The second section contained six program planning phases and a list of suggested tasks which Extension agents ideally ought to perform in planning programs. The tasks were arranged so that each respondent was able to indicate: (a) whether or not each task was felt to be a part of a county agent's program planning role, (b) its degree of importance, and (c) the degree to which county agents performed the task.

The program planning tasks used in the interview questionnaire were supported by relevant literature on the combined judgment of a panel of Extension program authorities.

Panel members were selected on the basis of their: (a) planning experience in Extension, (b) research experience in planning, and (c) experience in teaching the theory of planning. Panel members were employees of Federal Extension Service, State Extension Services, and other adult educational agencies.<sup>10</sup>

They were asked to indicate the tasks which ought to constitute the county Extension agent's role in program planning. An internal consistency reliability test was conducted on the panel responses to the tasks to determine the reliability of the instrument. The reliability value

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<sup>10</sup>Ibid., pp. 7-8.



of the panel responses to all tasks in the questionnaire was .91.<sup>11</sup>

Open-end questions were also included in the interview questionnaire to determine the major obstacles respondents had encountered in carrying out their program planning role. Too, provisions were made for respondents to indicate the amount of program assistance obtained from various staff members.

Data for this study were obtained from Section I, and Phase IV from Section II of the questionnaire, a copy of which is included in Appendix A.

#### Collection of Data

Approval for conducting the study was obtained from the State Extension Director and the data were gathered from county Extension agents at regularly scheduled district meetings. The group interview constituted the primary method of collecting the data. In addition, a few personal interviews were conducted to accommodate those agents who were unable to participate in group interviews because of illness or conflicting schedules.<sup>12</sup>

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<sup>11</sup>Ibid.

<sup>12</sup>Ibid., pp. 9-10.

### Analysis of Data

The questionnaire was pre-coded for IBM tabulations. Data obtained were punched on IBM cards. Data in this study were sorted and tabulated by use of equipment in the Computer Center at Kansas State University.

The major statistical measures and tests used to analyze the data were:

1. Frequency distributions
2. Percentages
3. Mean scores
4. Rank orders
5. Chi squares
6. Coefficient of contingency ( $\bar{C}$ ), and
7. Kendall's coefficient of concordance ( $W$ ).

For the purpose of this study, statistical significance at the five and one per cent levels were accepted.

### V. DEFINITIONS OF TERMS

The following list of definitions for certain terms used in this presentation are offered for clarity and as an aid in interpretation.

Role. Refers to "a set of expectations applied to



an incumbent of a particular position."<sup>13</sup>

Perception. The way things look to us, or the way they sound, feel, taste, or smell . . . perception also involves . . . at 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 environmental situations as well as of single objects.<sup>14</sup>

Planning the county extension program. Refers to a phase of the program planning process which includes the following elements:

- a. Collecting, analyzing, and interpreting situational data;
- b. Identifying problems and establishing priorities;
- c. Determining objectives;
- d. Considering alternate courses;
- e. Selecting course of action, and
- f. Coordinating plans with other groups.

County program planning committee. This committee is made up of representatives of agricultural organizations, 4-H clubs, home economics, civic organizations and three

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<sup>13</sup> Neal Gross, Ward S. Mason, and Alexander W. McEachern, Explorations in Role Analysis: Studies of the School Superintendency Role (New York: John Wiley and Son, Inc., 1958), p. 67.

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

persons from each township and incorporated town or city. The committee under the leadership of the Extension agents, draws up the program.<sup>15</sup>

Agricultural agent. The title for the agent who is primarily responsible for the agricultural phase of the county Extension program. He is chairman of the county staff and is assigned the major administrative responsibilities.

Home economics agent. The title for the agent who is primarily responsible for the home economics phase of the county Extension program.

4-H club agent. The title for the agent who is primarily responsible for the 4-H club phase of the county Extension program.

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<sup>15</sup>County Extension Agents' Guide on Public Relations for Extension Personnel, op. cit., p. 15.

## CHAPTER II

### REVIEW OF THE LITERATURE

This chapter presents a summary of the investigation and literature related specifically to the county Extension agents' role in planning county Extension program. Various books, reports, studies and theses were reviewed for the purpose of providing a background for conducting this study and for development of objectives and hypotheses.

There is a considerable amount of literature relating to program planning, but only a limited amount relates specifically to the county agents' role in planning the program. It is not the intent of this thesis to summarize all the literature in the field of program planning. Selections have been made only from those books, theses and reports that help to establish the situation for this investigation, or that help to substantiate the findings of this study. A comprehensive list of literature reviewed is given in the bibliography.

#### I. PERCEPTION

##### Importance of Perception

The Cooperative Extension Service is an educational organization. The attainment of its objectives is largely dependent upon the cooperative efforts of professional staff

members and lay leaders in developing, executing and evaluating an educational program. Cooperative efforts of this nature necessitate some consensus of opinion among professional Extension workers and lay leaders on how to effect programs.

Wilkening discussed this problem:

Effective relationships between people require that there be some agreement or consensus with respect to objectives of the system and how their objectives are to be attained. Because of its strategic position in the system, the degree of consensus between . . . agents is of crucial concern for an effective Extension program. If the local sponsoring committee is to give the Extension program sanction and support, it is important that they see (perceive) the objectives, roles, and procedures as the agents see them.<sup>1</sup>

Moore provided support for this argument in his direct reference to Extension:

Perception sets the limits within which communication is possible and provides the elements by which behavior of modes of life can be shared, it is important that the Cooperative Extension Service know the perceptions which committee members have of it and that which they have of their own role with respect to Extension. This is especially true since Extension professes to build its programs on the needs and interests of local people.<sup>2</sup>

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<sup>1</sup>E. A. Wilkening, "Consensus on the Role Definition of County Extension Agents Between the Agents and Local Sponsoring Committee Members," Rural Sociology, Vol. XXIII, No. 2, June, 1958, pp. 185-186.

<sup>2</sup>Paul J. Moore, "Montana County Extension Program Planning Committee Members' Perception of the Cooperative Extension Service" (unpublished Ph. D. thesis, University of Wisconsin, 1962), p. 46.

### Theories of Perception

Perception is an amazing complex process which involves considerably more than the fact that there are "things to see and eyes with which to see them." Some individuals quite obviously "see" more than others; whereas others in the self-same surroundings are little impressed by their sense report.<sup>3</sup>

There are a number of ways of defining perception. 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 environmental situations as well as of single objects.<sup>4</sup>

Sargent and Williamson defines perception as:

Perception as a process appears even before learning in the individual's attempt to organize his behavior. His sensations gradually become structural into meaningful relationships, which are the essence of perception.<sup>5</sup>

Hilgard defines perception as:

. . . the process of becoming aware of objects,

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<sup>3</sup>Warren R. Baller and Don C. Charles, The Psychology of Human Growth and Development (New York: Holt, Rinehart and Winston, 1961), p. 100.

<sup>4</sup>Allport, op. cit., p. 14.

<sup>5</sup>Stansfeld Sargent and Robert C. Williamson, Social Psychology (New York: The Ronald Press Company, 1958), p. 198.



qualities, or relations by way of the sense organs, while sensory content is always present in perceptions, what is perceived is influenced by set and prior experiences, so that perception is more than passive registration of stimuli impinging of sense organs.<sup>6</sup>

According to Ittleson and Cantrill some of the specific characteristics of perception are as follows:

- a. Perception can be studied only in terms of transactions that is, concrete individuals dealing with concrete situations.
- b. Perception comes into the transaction from the unique personal behavior centre of the perceiver.
- c. Perception occurs as the perceiver creates his own psychological environment by identifying certain aspects of his own experience. This is called externalization.

. . . what we perceive, we externalize certain aspects of our experiences and thereby create for ourselves our own world of things and people, of sights and sounds, of tastes and touches.<sup>7</sup>

#### Factors which Influence Perception

Hamlin attributes learning experiences as the main factor to influence perception which says:

Perceiving is in any case not a matter merely of receiving sensations which are produced directly by stimulation of our sense organs, although of course, having our sense organs stimulated is a necessary condition of our perceiving something. It is not however a sufficient condition. This is evident enough from the fact that sometimes a certain degree of sophistication is required in order for it to be possible for us to see things, in a particular way.

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<sup>6</sup>Earnest R. Hilgard, Introduction to Psychology, Second edition (New York: Harcourt, Brace and Company, 1957), p. 587.

<sup>7</sup>William H. Ittleson and Hadley Cantrill, Perception (New York: Random House, 1954), p. 5.

Indeed it may, well be the case that all the ways in which we see things are a product of learning and interpretation.<sup>8</sup>

Dember also supports Hamlin's view regarding learning as an important factor influencing perception as perception is relatively more dependent upon learning, motivational, social, and personality factors than sensation."<sup>9</sup>

Baller and Charles discussing the influence of expectation in perception state:

Expectation become the core of perceiving--the controlling element in his observing and identifying of the things of his world. An individual's expectations control his attention and determine what he will notice and respond to and the sort of response he will make.<sup>10</sup>

They further discuss about the past experiences in perception.

Perceptions involve more than can be encountered for by stimuli per se. The particularized meaning which each person found in what he observed points to the importance of the role of felt needs and past experiences in perception.<sup>11</sup>

Ranta in a study of professional status of county agents observed tenure, education and levels of aspiration as the factors that influence perception.

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<sup>8</sup> D. W. Hamlin, The Psychology of Perception (New York: The Maxmillan Press Inc., 1957), p. 23.

<sup>9</sup> William N. Dember, The Psychology of Perception (New York: Henry Holt and Company, 1960), p. 8.

<sup>10</sup> Baller and Charles, op. cit., p. 104.

<sup>11</sup> Ibid., p. 112.



County extension directors with a high professional perception of the service were those with greater tenure, less education and a lower level of aspiration. County extension agents in agriculture with a high professional perception of the service were those with work as a high central life interest and less tenure. County extension agents in 4-H with a high professional perception of the service were those with a higher level of aspiration, more tenure, and less education.<sup>12</sup>

In summary, the relevant literature suggest several factors which influence one's perception, namely:

- a. The sensitivity and effectiveness of an individual's sense organs.
- b. Set and prior experience 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 impingment on the perceiver.
- e. Memory or ability to recall.

Perception was used in this study to mean the awareness one has of objects qualities, or relations of concepts and things. It includes more than the mere process of becoming aware of substances via the sense organs. It is

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<sup>12</sup>Ray R. Ranta, "Professional Status of the Michigan Cooperative Extension Service," (unpublished Ph. D. thesis, University of Wisconsin, 1960), cited in Selected Readings and References in 4-H Club Work (Madison, Wisconsin: National Agricultural Extension Center for Advanced Study, University of Wisconsin, June 1961), p. 133.

an understanding awareness of objects, qualities and/or relations of concepts and things both tangible and intangible.

## II. ROLE

### Importance of Role

Organizations exist to accomplish certain goals or objectives which are realized through the interacting behavior of its members. The effectiveness of the behavior of members of an organization is enhanced when each member knows and understands his own role and the roles of those with whom he interacts.

Newcomb stressed the importance of role:

Roles and positions are inseparable. A position has no meaning without its accompanying role, and any given role applies only to persons who occupy a stated position in a stated group or society . . . to each position its role, and to each role its position . . . Roles like language, are dependent upon shared understanding . . . Each role may be visualized as it the center of a network of roles.<sup>13</sup>

Organization and Extension are nearly synonymous. The Extension Service is an organization. It uses organization as an educational process to teach the principles of organization, leadership, and democracy. It helps to organize groups to help them gain objectives unattainable to the individuals.

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<sup>13</sup>Theodore M. Newcomb, Social Psychology (New York: The Dryden Press, 1951), pp. 280-286.

The county Extension agent is a member of a nationwide organization of some 15,000 professional extension workers, and he is employed by a county organization which is his responsibility to help maintain as well as to serve.<sup>14</sup>

### Role Defined

An individual finds or makes a role for himself in each group of which he is a member. Different roles can in many cases be identified and described. Sargent defines a person's role as:

a pattern or type of social behavior which seems situationally appropriate to him in view of the demands and expectations of those in his group. The role behavior of different persons in same position such as parent, teacher, and student, varies with the interplay of the situation, with the personality of the individual concerned, and with his status in the group.<sup>15</sup>

Much of the literature on role concept relates to the writings of Linton. He defines role in relation to status:

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

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<sup>14</sup>County Extension Agent's Guide on Development and Philosophy of the Cooperative Extension Service and Employee Benefits (Manhattan, Kansas: Kansas State University, 1960), p. 1.

<sup>15</sup>Stansfeld Sargent, "Concept of Role and Ego in Contemporary Psychology," Social Psychology at the Crossroads, (ed.) John H. Roher and Muzaffer Sherif (New York: Harper and Brothers, 1951), pp. 359-360.

only academic interest. There are no roles without statuses or statuses without roles.<sup>16</sup>

The term status is commonly used to refer to location in the prestige hierarchy but is given the broader meaning of position by Linton which he defines it as:

A place in a particular social system which a certain individual occupies at a particular time with respect to that system. Role then becomes the sum total of the culture patterns associated with a particular position--the attitudes, values, and behavior ascribed by society to any and all persons occupying it. Or to put it in another way, the role is a pattern or activity--what a person has to do (or thinks he has to do) in order to validate his occupation of the position. This position in a particular group implies a collection of duties, rights and privileges, while role is the behavior expected of, or characteristic of, the individual in a given position.<sup>17</sup>

Newcomb defines role as "the ways of behaving, which are expected to any individual who occupies a certain position, constitutes the role."<sup>18</sup>

Parson says a role is "what the actor does in relation with others seen in the context of its functional significance for the social system."<sup>19</sup>

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<sup>16</sup>Ralph Linton, The Study of Man (New York: Appleton-Century Crofts, Inc., 1936), pp. 113-14.

<sup>17</sup>Ralph Linton, The Cultural Background of Personality (New York: Appleton-Century Crofts, Inc., 1945), p. 157.

<sup>18</sup>Theodore M. Newcomb, op. cit., p. 280.

<sup>19</sup>Talcott Parson, The Social System (Glencoe, Ill.: The Free Press, 1951), p. 25.



The following three major elements of role are recognized by most authorities on the subject:

1. Social location,
2. Behavior, and
3. Expectations.<sup>20</sup>

For purposes of this study, role was used to imply, "a set of expectation or evaluative standards, applied to an incumbent of a particular position."<sup>21</sup>

#### Role Expectation

Certain patterns of behavior come to be expected of those individuals filling the various positions in any organization. An organization continues to operate in a given manner because the incumbents in a position largely behave as the occupants of other positions in the organization expect them to.<sup>22</sup>

Even though certain patterns of behavior are expected of an incumbent performing roles in a position, there are many factors which tend to influence his behavior in carrying out the roles.

1. "Whether an expectation applies to all

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<sup>20</sup>Neal Gross, Ward S. Mason, and Alexander W. McEachern, op. cit., p. 17.

<sup>21</sup>Ibid., p. 60.

<sup>22</sup>Ibid.

incumbents or to a particular incumbent is dependent on how the position has been specified."<sup>23</sup>

2. From the standpoint of actors in social situations, the same distinction can be made . . . In concrete interaction situations the expectations that one actor holds for a specific incumbent of a position are in part a function of his relational and situational specifications of his position.<sup>24</sup>

3. They may be partly a function of his perception of the other positions the incumbent occupies. . . These different perceptions may result in different expectations.<sup>25</sup>

4. Another set of conditions that may influence expectations one actor holds for a position incumbent is the incumbent's personal characteristics.<sup>26</sup>

Based upon these role influencing factors combined with the perception influencing factors the following factors were identified which may influence agents' perception of their program planning role. These factors constituted the independent variables of this study and included:

- a. county position held;
- b. number of agents on county staff;
- c. length of tenure in Extension;
- d. percentage of working time devoted to program planning;
- e. level of formal education;

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<sup>23</sup>Ibid., p. 60.

<sup>25</sup>Ibid.

<sup>24</sup>Ibid.

<sup>26</sup>Ibid.



- f. major content area in which highest degree was earned;
- g. frequency of county Extension staff meetings;
- h. formal course work in program planning; and
- i. degree of program contact with supervisors.

### Role Segmentation

In studying a particular role an investigator would presumably try to elicit from the members of a specified population the expectations which they hold for incumbents of a specified position while it would be possible to proceed simply on this basis, it would seem to be helpful to have some way of organizing or differentiating among these expectations. A collection of expectations, while providing substantive information, would not allow any more detailed analysis of a role than its simple description. If we assume that the expectations applied to a position are not simply a random collection but one themselves organized, the role may be said to have an "internal organization". Consequently, the problem of role segmentation, or categorizing the expectations, become relevant to role analysis.<sup>27</sup>

"Role segmentation is concerned with the

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<sup>27</sup>Ibid., p. 61.

classification of a group or set of expectations, that individuals may hold for an incumbent of a specified position."<sup>28</sup>

"Each role segment is composed of an aggregate of role expectations called dimensions. Each dimension has two aspects, direction and intensity."<sup>29</sup>

In this study, each segment of the agent's role has been referred to as a "phase". Each program planning phase is likewise an aggregate of elements which have been identified as "program planning tasks". These were equated to role dimensions. Each program planning task (dimension) must reflect two aspects, direction of activity and intensity of activity.<sup>30</sup>

### III. PROGRAM PLANNING IN EXTENSION

#### Major Phases of Program Development

It is evident from the history of agricultural legislation that early Extension efforts reflected only modest program planning. Programs were largely predetermined in state and county offices and passed on to the farmer. These predetermined programs reflected the direct interest of the

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<sup>28</sup>Ibid.

<sup>29</sup>Ibid., p. 60.

<sup>30</sup>Also Alfred Straughn, op. cit., p. 25.

colleges and they served that period well. Perhaps this stage of planning can best be described by saying that it was one in which the representative of Land-Grant Colleges assumed that they knew what was needed on the individual farm and in the community. The program was largely from the college to the farmer.

As extension work progressed, local support and participation increased, and many program suggestions were made by farm people. By the end of the first World War considerable local program planning was being done, with rural people playing an important part.

Kelsey and Hearne state that the historians called this a period when programs were self-determined, rather than predetermined as in the beginning.<sup>31</sup> This self-determined stage of planning can be described as one largely based on local information and conditions. Farm people in counsel with Extension agents were made to feel a large responsibility for extension work.

The middle and late twenties found new forces at work in the planning of agricultural programs. Fact-determining programs based on local, state and sometimes national situations became more common in the counties.

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<sup>31</sup>Lincoln D. Kelsey, and Cannon C. Hearne, Cooperative Extension Work (third edition; Ithaca, New York: Comstock Publishing Associates, 1963), p. 138.

Thus began a third stage in program planning in which agents of government and the people concerned with the program made the analysis of conditions, selected outstanding needs and together made a program to fit those needs.<sup>32</sup> In this stage of planning farm management, social trends, and economic facts, as well as production facts, were introduced in county program planning procedures. This kind of planning gave great impetus to the gathering and assembling of facts, by specialists, upon which to build programs. In this fact-determining period in program planning, effort was made in some states to find the important farm problems and to develop plans of work that provided for a concerted attack for a long period of time on those problems. County wide commodity or project committee planning began to supplement and often replace community-committee planning in an attempt to get away from the ever crowded program which was made up of many activities.

Two strong factors influenced Extension program planning in the 1930's, as reported by Jans.<sup>33</sup> The national

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<sup>32</sup>Ibid., p. 139.

<sup>33</sup>F. C. Jans, Extension Looks at Program Planning U. S. Department of Agriculture, Extension Service Circular No. 478 (Washington, 1952), p. 2.

farm programs which were developed to meet depression conditions changed the program emphasis of county agents. The agent became promoters of emergency programs which were soon to assume some of the administrative functions of the Extension Service. To a considerable degree they were pre-determined programs and were designed to deal with national and ever world wide economic conditions then facing American agriculture.

The presence of so many farm programs resulting from national legislation brought about a system of county and state land-use planning committees in 1938. This was done as a means of interesting farmers in an intelligent study of programs for the development of agriculture, and because there was a need for coordinating the activities of Extension agents and local agencies of the U. S. Department of Agriculture which had been created by 1938. Briefly the objectives were: (a) to correlate current action programs to achieve stability of farm income and resources, and (b) to help determine and guide the longer-time public efforts toward these ends.

Kelsey and Hearne state that in order to function effectively, the procedures used in land-use planning had to provide for the analysis, planning and program building beginning in the communities and extending them to county, state and national levels. The plan called for the



creation of county committees, composed of farm people and personnel at the various services of the U. S. Department of Agriculture with the county Extension agent usually acting as a non-voting secretary. These committees started off with an ambitious program, but because funds were being cut off, their work could not proceed as planned. The concept of such planning remained in the minds of the Extension workers and this effort contributed much to later program determination and execution.<sup>34</sup>

The period of the second World War was a period of emergency activities by Extension agents. Past history has shown that the development of large regional and national agricultural plans, whether temporary or permanent in nature, had complicated the process of program building at the county level. Sometimes the national emergency programs crowded out local program planning entirely. During the war, emphasis was placed largely on production of food, feed and fiber. An encouraging number of county staffs continued to employ a program planning organization and procedure during the war period. Having changed emphasis and program content successfully several times in a decade and a half, the Extension program-determination actively

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<sup>34</sup>Lincoln D. Kelsey and Cannon C. Hearne, op. cit., pp. 174-175.



demonstrated its flexibility and adaptability to shifting conditions.

In 1946, a committee of assistant directors and county agent leaders meeting in Washington, D. C. for the purpose of reporting ideas on agricultural programs, suggested three groups that had joint responsibilities in rural program development:

1. Rural people who have shown ability to think independently, objectively and constructively.
2. Land-Grant College staffs in teaching, research and extension with their scientific information.
3. County Extension workers with training and experience and close association with farm and home problems.<sup>35</sup>

The committee urged state directors to emerge for the participation of qualified people at the college to develop useful planning material and information for the use of agents and others in the counties.

In 1949, J. L. Matthews of the Federal Extension Service made a study of current Extension methods of program determination of 3,011 counties in the forty-eight states and Puerto Rico. A summary of the methods used in the 3,011 counties is as follows:

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<sup>35</sup>F. C. Jans, op. cit., p. 2.

1. Generally the people in the states expressed themselves as being in favor of having a representative county committee plan extension programs after problems and needs have been discussed at community meetings. There were 3,030 programs developed by this method, which was more than by any other method.

2. Program development by county committees representing the various committees but not following local planning meetings is a close second in order of actual use in the counties. This method was used for developing 2,829 county programs, 209 fewer than were developed by the first method.

3. More Extension home economics programs are developed by representative county committees after community planning meetings than by any other method. More than half of the counties with home demonstration agents have programs developed by this method. This is two and one-half times the number developed by county committees without community planning meetings. Nine out of every ten programs were developed by organized county program planning committees.

4. One-third of the agricultural programs are developed by a representative county committee in county meetings. Seven in every ten agricultural programs are developed by organized county committees. One in every seven programs is determined by the agricultural agent after individual consultation with leaders and others. All told, the agricultural agents determine about 18 per cent of all agricultural programs. This is exceeded only in the case of 4-H club programs.

5. Almost one-third of all 4-H club programs were planned by a representative committee in county meetings. More than one-fifth were determined by the Extension agents. Programs were determined in considerable numbers by all methods except by commodity or special interest groups. There was wide variation in methods used between regions.

6. One in every five counties had a program in which agricultural, home demonstration, and 4-H club work was integrated into one program by the three major plans of work. Most of the counties with integrated programs were in the South, which had more than half of the total. The South and Middle West together

accounted for eight in every ten integrated county Extension programs.<sup>36</sup>

Matthew's survey points out that approximately 32 per cent of the counties' agricultural, home economics and 4-H club work were integrated into one county Extension program.

#### Basic Types of County Planning Organizations

Three basic types of county planning organizations are found in Extension work around the country. These are the specialized program and commodity committees; separate agricultural, home economics, and 4-H club committees or councils; and the over-all county planning committees or councils.

In recent years there has been a trend toward the development of over-all County Advisory Councils, because it is felt that combining activities of all agents and councils is very important to the success of the total county program. Such a board usually includes three councils: agriculture, home demonstration and 4-H clubs, and members of the legal Extension organization who are responsible for finance and execution of the program.

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<sup>36</sup>J. L. Matthews, National Inventory of Extension Methods of Program Determination, U. S. Department of Agriculture, Extension Service Circular No. 477 (Washington, 1952), pp. 12-13.

The 1951 session of the Kansas legislature revised the legal provisions wherein the county Extension programs became the cooperative responsibility of a County Agricultural Extension Council and Kansas State University.<sup>37</sup>

The County Agricultural Extension Council is composed of three members from each township and each city not a part of township. One of the three members from a township or city is elected to represent agriculture, one to represent home economics, and one to represent 4-H club work.

The law also provides for advisory committees. Three advisory committees are found in Kansas counties. These are the agricultural advisory committee, the home economics advisory committee, and the 4-H advisory committee which are composed of the agricultural, home economics and 4-H representation of the council respectively.

#### Extension Program Development

The Kansas Extension Council law states, ". . . it shall be the duty of said agricultural extension council to plan the educational extension programs of the county."<sup>38</sup>

A county Extension program is determined cooperatively

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<sup>37</sup>Handbook for County Agricultural Extension Councils, op. cit., p. 5.

<sup>38</sup>Ibid., p. 15.

by the local people and the Extension staff and includes a statement of:

1. The situation or pertinent facts.
2. The problem or situations on which there is agreement that changes are needed.
3. The objectives to provide direction to the program.
4. The recommendations or solutions to reach their objectives.<sup>39</sup>

In 1958 a subcommittee appointed by the Extension Committee on Organization and Policy of the American Association of Land-Grant Colleges and Universities published a report of its findings. The report suggested the following nine major areas for emphasis in Extension programs:

1. Efficiency in agricultural production.
2. Efficiency in marketing, distribution, and utilization.
3. Conservation, development, and use of natural resources.
4. Management on the farm and in home.
5. Family living.
6. Youth development.
7. Leadership development.
8. Community improvement and resource development.
9. Public affairs.<sup>40</sup>

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<sup>39</sup>Ibid.

<sup>40</sup> Subcommittee on Scope and Responsibility of the Extension Committee on Organization and Policy of the American Association of Land-Grant Colleges and State Universities, op. cit., pp. 8-12.



Long-time program planning in Extension is the process through which representatives of the people in a county are intensively involved with county Extension staff members in the study of facts and trends; identification of problems based on these facts and trends; making decision on problems needing program emphasis; and in establishment of objectives for the future direction of Extension Service.<sup>41</sup> Program planning is considered to have three important outcomes: (1) development of a program to effectively meet the needs of people, (2) educational development of participants, and (3) the motivation of people to take action on problems that concern them.

A number of studies have been conducted and considerable literature exists relative to the principles and procedures of program planning.

#### Program Planning as an Educational Process

The primary function of the Cooperative Extension Service in agriculture and home economics is education.<sup>42</sup> Education is concerned with the diffusion of knowledge as a

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<sup>41</sup>Macajah P. Lacy, "An Analysis of Participation and Effect of Involvement in Extension Program Planning in Waupaca County, Wisconsin" (unpublished Ph. D. thesis, University of Wisconsin, 1961), p. 14.

<sup>42</sup>U. S. Department of Agriculture and Association of Land-Grant Colleges and Universities, op. cit., p. 1.



means of inducing changes in attitudes, skills, and behavior. Extension agents therefore, are educators operating within the context of an educational program.

Jans referred to program planning as continuing educational process of great importance. He viewed planning as not the end, but really the beginning of greater service to rural people whereby as experience and competence in dealing with problems are achieved, the people develop a greater confidence in themselves. He further stated that the Extension Service had a responsibility to train people in counties to develop and examine information from which clear statements of major problems and recommended solutions may be made.<sup>43</sup>

#### Principles of Program Planning

Since the county is the basic unit of work for Extension Service it is natural to consider from the outset how to establish a sound well balanced educational program in every county. The sound Extension program building:

1. Is based on analysis of facts in the situation.
2. Selects problems based on needs.
3. Determine objectives and solutions which offer satisfaction.

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<sup>43</sup>Fred C. Jans, op. cit., p. 9.

4. Has permanence with flexibility.
5. Has balance with emphasis.
6. Has a definite plan of work.
7. Is a continuous process.
8. Is a teaching process.
9. Is a coordinating process.
10. Provides for evaluation of results.<sup>44</sup>

In a democratic society, where planning is basically done by the people, effective plans can evolve only when they are founded on a good principle of program planning. VandeBerg developed eight program planning principles which are intended to serve as guides to direct changes into sound and adequate process. These eight principles are as follows:

1. Coordination and efficiency of staff effort in program planning are enhanced when all members of the county staff have common insight into the process and common agreement on objectives, procedures and responsibilities in the planning process.
2. County program planning efforts are enhanced when the representatives of the county Agricultural Committee understand and approve the process and its purposes, and are involved in the process from the beginning.
3. The effectiveness of the program planning committee is enhanced when favorable attitudes toward the committee's activities are present among county representatives of related agencies and their knowledge and suggestions are involved in the planning process.

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<sup>44</sup>Lincoln D. Kelsey and Cannon C. Hearne, op. cit., p. 145.

4. The acceptance and the effectiveness of the efforts of the planning committee are enhanced when, in the planning process, there is intensive involvement of local people who can represent the people of the county, along with the county staff and selected resource people.

5. The quality and quantity of contributions from planning committee members increases when special orientation is provided them and when provisions are made for various members to probe, study and analyze specific program areas.

6. The effectiveness of the planning committee in developing an appropriate program plan is enhanced when needs and interests of the people are identified, applicable scientific, social and cultural facts are involved, and the available resources are considered.

7. The effectiveness of the efforts of planning committees is enhanced when they result in a written plan which includes established long-time objectives and groups' problems on a priority basis, and when the plan is made known to the professional and lay-leaders in the county.

8. The efficiency and effectiveness of the planning process is enhanced when there is a systematic design for committee functioning with pre-planning by agents at each stage in the process.<sup>45</sup>

After an extensive review of literature and previous research on long-time program planning Norby developed the eight applied principles and the twenty-seven conditions embodied within these principles and then tested them in a long-time cooperative Extension program planning in Waupaca County, Wisconsin.

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<sup>45</sup>Gale L. VandeBerg, "Applied Principles in the Process of Developing the Over-All County Extension Program Plan" (National Agricultural Extension Center for Advanced Study, University of Wisconsin, 1960). (Mimeographed.)

Based upon his findings Norby suggested the following steps for effective procedures in long-time county Extension program.<sup>46</sup>

#### Preparatory Stage

1. District Supervisors and County Extension Agents attend workshop, training school(s) or series of conferences on program planning.
2. County staff (and District Supervisors when appropriate) meet with County Extension Sponsoring Agency.
3. County staff discuss program planning with present Extension planning groups.
4. County staff hold meeting of (or contact personally) professional representatives of local related agencies and organizations.
5. County staff gather and organize background and outlook information for presentation.
6. Identify county program planning committee.
7. Notify county program planning committee members of appointment to committee.
8. Pre-plan first meeting of county program planning committee.

#### Planning Stage

9. Hold first meeting of program planning committee.
10. Pre-plan second meeting of county program planning committee.

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<sup>46</sup>Oscar W. Norby, "An Appraisal of Long-Time Cooperative Extension Program Planning in Waupaca County, Wisconsin" (unpublished Ph. D. thesis, University of Wisconsin, 1961), pp. 173-185.

11. Hold second meeting of county program planning committee.
12. Make plans to gather information on local situation.
  13. Collect information on local situation.
  14. Pre-plan subcommittee meetings.
  15. Hold meeting of subcommittee chairmen.
  16. Hold subcommittee meetings.
17. Pre-plan third meeting of county program planning committee.
18. Hold third meeting of county program planning committee.
  19. Prepare long-time program plan.
  20. Present long-time program plan to Extension Sponsoring Agency.
  21. Discuss long-time program plan with professional representatives of related agencies and organizations.
  22. Hold recognition meeting of county program planning committee.
  23. Publish and distribute long-time program plan.
  24. Use long-time plan as basis for developing annual plan of work.

#### IV. ROLE OF COUNTY EXTENSION AGENT IN PROGRAM PLANNING

##### County Extension Agent as Educator

The county Extension agent's role in program building



is that of organizer and teacher.<sup>47</sup> He studies recommended procedures and determines with the advice of his sponsoring organization what committees are needed, how these will be appointed, what aids they will need, what people can contribute, what resources can be used, what working relationship must be established with other agencies, what phases of the program are of current interest and are important as against those which remain unchanged for the time being and require no immediate attention. To shift from the role of an organizer to that of a teacher is not always easy. Organization work usually requires an aggressive leadership, while teaching often demands patient and gentle direction in self-expression and action.<sup>48</sup>

Kempfer pointed out in a discussion on role of rural educator, that:

The primary responsibility of the educator to the study-action groups is to see that the educational process is used maximally. Without controlling the outcome, he should help the group follow a sequence of steps in problem solving. He should help it to explore the problem very thoroughly, to define it and to obtain the necessary and pertinent data. His work may involve the collection of available facts or it may require research--the search for new data. He should help the group use appropriate techniques in analyzing data and

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<sup>47</sup>Lincoln D. Kelsey and Cannon C. Hearne, op. cit., p. 163.

<sup>48</sup>Ibid.

in reaching a decision.<sup>49</sup>

### Program Planning Tasks

Several writers have proposed different lists of tasks that may be performed by county Extension agents in planning the program. Embodied within the list is the idea of creating a situation which will allow planning committee members to involve deeply into most important program areas. The program planning tasks of county agents in this study includes:

1. Help the planning committee(s) collect relevant facts and background information for planning the county program.
2. Help the planning committee(s) logically order and analyze county background information and situational facts.
3. Help the planning committee(s) interpret county background information and situational facts.
4. Help the planning committee(s) identify problems, needs, and concerns confronting the people as indicated by the county background information and situational facts.
5. Help the planning committee(s) determine the

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<sup>49</sup>Homer Kempfer, Adult Education (New York: McGraw-Hill Book Company, Inc., 1955), p. 78.

- relative importance of problem, needs, and concerns, and establish priorities.
6. Help the planning committee(s) determine immediate and long-term objectives relative to the identified major problems, needs, and interests.
  7. Help the planning committee(s) consider possible alternate means for attacking and solving the major problems, needs, and interests.
  8. Help the planning committee(s) select the most promising course(s) of action for attacking the problem(s) under consideration.
  9. Help the planning committee(s) explore plans for coordinating program efforts with agencies and organizations having similar and/or related interests.
  10. Help the planning committee(s) continually evaluate the programming process for purposes of identifying strengths and weaknesses and taking appropriate remedial measures.
  11. Help the planning committee(s) keep accurate records and minutes of planning meetings.

Help the Planning Committee(s)  
Collect Relevant Facts and  
Background Information for  
Planning the County Program

Through informal community surveys, interests questionnaires, interviews, committee discussions, and other devices, the planning committee can obtain information that will help them to create programs based on real needs and interests of group members.

Essert said the study of educational needs of the population gives the leader an insight into purposes and functions that can be served by adult education. Although the process of designing programs is highly technical one, there are many opportunities for lay people to become involved in the program development process. Gathering facts which are necessary to form technical as well as non-technical decisions is a responsibility that planning committee member may assume. To a great degree success of program planning depends upon how much the leader has involved other people in securing facts.<sup>50</sup>

Authorities have been unanimous in their endorsement of using all available facts in the process of program building. Brunner and Yang made the following statement regarding use of facts:

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<sup>50</sup>Paul L. Essert, Creative Leadership of Adult Education (New York: Prentice Hall, Inc., 1953), p. 241.

Any educational program must be based upon facts. Facts refers here not only to content material presented in the conduct of a given program but also to a knowledge of the situation which justified the selection of any given activity and of the factors which should make it successful.<sup>51</sup>

Kelsey and Hearne stated:

It is important to take into account all the facts concerning the land, the people, the homes, the communities, the organizations, the institutions, and the agencies operating in the area. These facts must be viewed in terms of established long-time objectives and rural policy. The outcome of the previous plans should be reviewed and the results summarized and appraised. . . The assembling, of these data in a form which is permanent and usable, yet easily subject to revision, is a challenge.<sup>52</sup>

To provide a guideline to those involved with program planning, a number of criteria have been prepared by Extension Service of Iowa. The tasks to be performed in collection of county situation facts and other background information are as follows:

Needed basic facts about the county and other background information for use in developing a long-term program are collected jointly by county program planning committees, other local people, the county Extension staff, and needed members of the State Extension Staff. Included

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<sup>51</sup>Edmund deS. Brunner and E. Hsil Pao Yang, Rural America and the Extension Service (New York: Columbia University Bureau of Publications, 1949), p. 107.

<sup>52</sup>Lincoln D. Kelsey and Cannon C. Hearne, op. cit., pp. 32-33.



are facts to evaluate the accomplishments of the previous year's program and information to help define current and projected needs, interests, and problems of the county.<sup>53</sup>

Help the Planning Committee(s)  
Logically Order and Analyze County  
Background Information and  
Situational Facts

Sound program building is based on analysis of the facts of the situation.<sup>54</sup> It is important to take into account all the facts concerning the land, the people, the homes, the communities, the organizations, the institutions, and the agencies operating in the area. These facts must be compared with established long-term objectives and rural policy. The analysis of the material in a form which will help the committee members to do their part in making judgments is an art in itself. It requires careful thinking by agents, specialists, and farm people--all working together.

Help the Planning Committee(s)  
Interpret County Background  
Information and Situational Facts

Basic facts are analyzed and situations and projections are interpreted to identify the major needs and

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<sup>53</sup>Ibid., p. 196.

<sup>54</sup>Ibid., p. 146.

interests of the people which come within the scope of Extension responsibility. This task is done by the county Extension staff and the members of the program planning committees with assistance from appropriate State Extension Staff members and other resource people. Statements of the present situation include the problems revealed, the reasons they are not being solved, an analysis of the interests and understanding of the people at present relative to the problems, and possible solutions. The situations revealed by the background information are projected into the future to aid in identifying important areas of need, interest, and problems.<sup>55</sup>

Analysis and interpretation of situation facts and background information was also one of the criteria developed by the Iowa Extension Service in program planning.

Musgrave found that the Agricultural Council was in a better position to understand the local situation and to make a more adequate determination of the basic problems when the county background information was provided by the county Extension agent.<sup>56</sup>

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<sup>55</sup>Ibid., p. 197.

<sup>56</sup>Bohn Edward Musgrave, "Extension Program Planning, Organization and Process" (unpublished Master's thesis, Michigan State College, 1954), p. 133.

Help the Planning Committee(s)  
Identify Problems, Needs, and  
Concerns Confronting the People  
as Indicated by the County  
Background Information and  
Situational Facts

A sound program meets the needs of the people. It is necessary to select problems to work on which will be accepted as the most important by Extension's clientele. As a determiner of these needs and interests, the planning committee thus assumes the role of initiator. The members suggest new activities, new ideas, and new problems or opportunities. If the members have been representatively selected, they generally understand the value-attitude and the needs of the various interests they represent. From this understanding, committee members, with the guidance of professional workers, are able to outline goals and objectives or state problems based upon group needs.

During the process of determining needs and interests of people, and of determining solutions to obstacles confronting them in obtaining these needs and desires, each committee member may serve as a fact-seeker and as a fact giver. If he assumes these roles, he obtains and shares concrete facts, opinions, and examples in order to clarify the thinking of the group or to evaluate the conclusions already drawn.

A committee member also acts as a spokesman for the

group he represents, or from whom he obtained his information, and defends these opinions and facts against outside pressures that may threaten their existence. It is through this representation that much of the acceptance of proposed programs is acquired. Acceptance or consent of the governed is a necessity in a democracy if progress is to be realized.

If programs are to be accepted, local people must be permitted to participate. Various writers in dealing with the subject have pointed out that the popular acceptance of a program is in direct ratio to the degree that local people have participated in initial formulation and development. People do not fall in line with plans about which they have not been consulted and which have not taken the local situation into account. They will assume responsibility only as they see the final program as being theirs. This results from a definite part in its determination from the beginning.

Help the Planning Committee(s)  
Determine the Relative Importance  
of Problems, Needs, and Concerns,  
and Establish Priorities

A sound program has balance with emphasis. A good program covers the majority of people's important interests. It is futile to deal with only one phase of life in a community as an end in itself. At the same time a few of the

most important or timely problems should be closed for emphasis. To avoid scattered effort something must stand out. Decisions must be made as to which of the needs are most urgent. Too many things carried out at the same time will divide either the agents' or the people's attention.<sup>57</sup>

Kelsey and Hearne have expressed the importance of basing the selection of problems to be given attention in the program on needs and interests of the people in the following manner:

Not all the problems can be attacked at once. It is necessary to select those most urgent and of widest concern. Choice of problems must be from among those brought out by the analysis of the facts regarding what are felt and unfelt needs. To be effective, Extension work must begin with the interests of the families. It must meet those interests and use them as a spring-board for developing further interests.<sup>58</sup>

Help the Planning Committee(s)  
Determine Immediate and Long-  
Term Objectives Relative to the  
Identified Major Problems,  
Needs, and Interests

After the major needs and interests are determined, immediate and long-term objectives and goals are decided on by the planning committee in conjunction with county staff and other resource people. Goals and objectives are determined for each of the major needs and interests and given

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<sup>57</sup>Lincoln D. Kelsey and Cannon C. Hearne, op. cit., p. 148.

<sup>58</sup>Ibid., p. 147.



priority for action.

Knowles stressing the importance of objectives of programs states:

Every member of a group should have a part in deciding what the group should accomplish, and the goals that are finally agreed upon should be clearly understood by all. These goals might include outcomes for individuals, outcomes for the group, outcomes for a sponsoring organization, and outcomes for the larger community. Unless a program committee has clear objectives to go by, it does its planning in a vacuum and is likely to emerge with a rather meaningless hodge-podge of activities.<sup>59</sup>

Some considerations bearing on this issue and on values of long-term programming are suggested by Morrow. She defines programming as "a problem-solving process in which methods of scientific analysis are applied to the present situation of the local people to plan a course of action that will lead to new and better situations."

Morrow's hypothesis is that program designing is done too quickly, hence it is apt to be based on trivial topics of immediate but momentary interest, and that it is usually not coordinated with previous learning or developed as a logical unit in a long-term educational effort.

In order to overcome this handicap, Morrow suggests, on the basis of field experimentation, that program should be based on conference-determined over-all objectives and

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<sup>59</sup>Malcolm S. Knowles, Informal Adult Education (New York: Association Press, 1959), p. 128.

self surveys; they should be discussed by potential participants, leaders and administrators. This committee process should result in setting up long-range programs of which each annual program would be a logical part.<sup>60</sup>

Help the Planning Committee(s)  
Consider Possible Alternate  
Means for Attacking and Solving  
the Major Problems, Needs,  
and Interests

Extension joins with people in helping them to analyze alternate solutions to their problems where alternative exists.<sup>61</sup>

Since the Extension worker usually knows most of his community he may sometimes act as a resource person in a community development but more commonly he should act as a person who can assist in making available resources from various agencies to help the people in solving their overall community problems.<sup>62</sup>

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<sup>60</sup>E. Morrow, "Long-Range Integrated Programming for Adult Education" (unpublished Ph. D. thesis, University of Chicago, 1957). Cited by Edmund deS. Brunner and Associates, An Overview of Adult Education Research (Chicago: Adult Education Association of the U.S.A., 1959), p. 139.

<sup>61</sup>Subcommittee on Scope and Responsibility of the Extension Committee on Organization and Policy of the American Association of Land-Grant Colleges and State Universities, op. cit., p. 4.

<sup>62</sup>A Guide to Extension Programs for Kansas (Manhattan: Extension Service, Kansas State University, 1960), p. 13.

Help the Planning Committee(s)  
Select the Most Promising Course(s)  
of Action for Attacking the  
Problem(s) under Consideration

An intelligent plan of action is basic. Once the problems have been identified by the group and solutions decided upon, the next logical stage is the development of a step-by-step procedure to be followed in putting the program into action.<sup>63</sup> Many writers feel that council members may be asked to supply recommendations in selecting appropriate teaching methods, scheduling of activities, choosing of mass media to use for publicity and seeking cooperation from interest groups who may or may not be represented on the committee.

Based on the findings of studies and the literature, one might conclude that the degree to which the committee members accept this functional role and are included in the process by the professional worker, will determine, to a great extent, the degree of success of the program being developed for Extension's clientele.

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<sup>63</sup>Meredith C. Wilson and Gladys Gallup, Extension Teaching Methods, U. S. D. A., Extension Service Circular 495, Washington, D. C.: U. S. Government Printing Office, 1955, p. 1.

Help the Planning Committee(s)  
Explore Plans for Coordinating  
Program Efforts with Agencies  
and Organizations Having Similar  
and/or Related Interests

Program building is a coordinating process.<sup>64</sup> It finds the most important problems and seeks agreement on definite objectives. It coordinates efforts of all interested leaders, groups, and agencies and considers the use of resources. It obtains the interest and cooperation of many people by showing them why things need to be done. This is important in working with people outside of the Extension organization. Then, within itself, the county staff may work together or on integrated program, each member devoting part of his energy to appropriate phases.

The Joint Committee in its report has stated the importance of coordination:

Experience in widely scattered counties representing all the major farm areas of the country strongly suggests that when agencies utilizing voluntary and democratic procedures find a way to coordinate their programs so that each makes its full and rightful contribution to the solution of rural problems, the following results become evident:

1. The agencies and local people jointly analyze needs and evolve plans for meeting them. These efforts utilize to the fullest the resources of the people themselves in meeting their needs and bringing agency resources to the communities in a coordinated manner.

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<sup>64</sup>Lincoln D. Kelsey and Cannon C. Hearne, op. cit., p. 150.



2. There is much higher participation of the local people in agency programs.
3. Leadership responsibilities of both agency representatives and local people are more clearly defined.
4. The morale of both agency personnel and local leadership is high.
5. The people are better served.<sup>65</sup>

In a discussion of the community and its institutions in adult education, Brunner and Associates pointed out that:

Organizations do not exist in isolation; there are in every community certain activities which depend upon cooperative effort involving two or more organizational structures. Adult educators must utilize existing channels of interorganizational and ever informal communication. Ignorance of the kinds of cooperation and communication which may exist may lead to waste, excessive and useless formal structuring and bureaucracy, and even lead to antagonism and competitive programs.<sup>66</sup>

Community organization may be defined as the process that constitutes the coordination of the various institutions and/or groups in the community to realize purposeful goals and objectives.

In rural areas and in small communities, the problems connected with community organization for adult education are in process of being identified with the overall process of community organization. Community councils, inasmuch as they are seeking broader understanding

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<sup>65</sup>U. S. Department of Agriculture and Association of Land-Grant Colleges and Universities, op. cit., p. 1.

<sup>66</sup>Edmund deS Brunner and Associates, op. cit., p. 213.



of the action or community problems, are in a very real sense in themselves cooperative adult education enterprises.<sup>67</sup>

Sanderson and Polson believe that "in many cases of community organization efficiency may be promoted and ends attained which would not be otherwise possible, if coordination can be carried to a point of active cooperation."<sup>68</sup>

Help the Planning Committee(s)  
Continually Evaluate the Programming  
Process for Purposes of Identifying  
Strengths and Weaknesses and  
Taking Appropriate Remedial Measures

The Cooperative Extension Service was brought into existence in 1914 to perform an educational function for persons not in residence at Land-Grant institutions in fields of agriculture and home economics. Through the years it has developed an educational philosophy which calls for reaching and working with the people when they are in matters of educational and socioeconomic maturity. The teaching learning process in Extension consists of producing desired changes in human behavior and that is a dynamic or action oriented process. Evaluation is the key concept in

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<sup>67</sup>Glen Burch, Handbook of Adult Education in the United States (New York: Institute of Adult Education, 1948), p. 287.

<sup>68</sup>Dwight Sanderson and R. A. Polson, Rural Community Organization (New York: John Wiley and Sons, Inc., 1939), p. 81.

the process.

Without an evaluation of the programs and accomplishments made during the year an Extension agent cannot determine how well the program has succeeded or what needs to be accomplished in the future. Evaluation of the program in action, from time to time, provides a basis for making advisable changes in teaching methods and other Extension procedures. It makes greater achievement and success possible.<sup>69</sup>

Kelsey and Hearne point out that the process of evaluation has a direct bearing upon good program building. They list several direct contributions of evaluation as follows:

1. Evaluation helps establish a "bench mark" or the point where people start just before the teaching process begins.
2. Evaluation shows how far plans have progressed.
3. Evaluation shows whether we are proceeding in the right direction.
4. Evaluation indicates effectiveness of a program.
5. Evaluation locates strong and weak points in the program.
6. Evaluation improves skill in working with people.

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<sup>69</sup>Evaluation in Extension, U. S. Department of Agriculture, Extension Service, Division of Research and Training (Washington: June, 1956), pp. 13-14.

7. Evaluation helps to determine priorities.

8. Evaluation brings confidence and satisfaction to Extension workers.<sup>70</sup>

Kempfer feels that evaluation is a very important part of the educative process.

Although evaluation comes last in the sequence of steps that constitute the thinking and educative process . . . definition of the problem, data gathering, analysis, decision action, and evaluation . . . it should not be looked upon as a final event. Instead, evaluation should permeate the entire program of adult education and function as an integral part of the total educative process. It should never be omitted. Ideally, evaluation is a continuous process, but specific data collecting and appraisal points occur.<sup>71</sup>

Knowles believes that evaluation is a vital part of the organizational process and should be continuous in nature.

Evaluation is an essential part of the organizational process, and those organizations that neglect it risk decay. Its chief purpose is to point the way to progress. It enables us to make our work more effective. It forces us to test our goals, our methods and our procedures against needs and accomplishments, and to change them in the light of our findings. It provides a sound basis for future planning.<sup>72</sup>

Since evaluation is a part of the planning process it should be built right into it.

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<sup>70</sup>Lincoln D. Kelsey and Cannon C. Hearne, op. cit., p. 259.

<sup>71</sup>Homer Kempfer, op. cit., p. 399.

<sup>72</sup>Malcolm S. Knowles, op. cit., pp. 237-238.

Evaluation is a process that begins with objectives and ends with objectives. It is a process by which groups learn from their mistakes and continuously improve their methods of operation. Evaluation is an integral part of the planning process and should be built right into it. When a program has been planned, executed and evaluated the program planning cycle is completed. But, being a cycle, and not a line, evaluation becomes the tool for building better future programs.<sup>73</sup>

Help the Planning Committee(s)  
Keep Accurate Records and  
Minutes of Planning Meetings

Many educators feel that committee members are able to summarize quite accurately their accomplishments and usually with less bias than those professional workers who are directing the program. The members of the committee, because of their acceptance of responsibility of representing a given population, have an obligation to report progress made on programs.

Goettsch, in his study of state advisory councils, reported that:

The most common method used in making reports to the administrators about proceedings carried out by the councils in their planning meetings in the fourteen states studied, was an oral report at the close of the meeting accompanied by a written report.<sup>74</sup>

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<sup>73</sup>Paul Sheats, C. D. Jayne, and R. D. Spence, Adult Education (New York: The Dryden Press, 1954), pp. 319-320.

<sup>74</sup>Alvin T. Goettsch, "A Comparison of the Characteristics, Organization, and Functions of State Extension Advisory Committees in Selected States" (unpublished Master's thesis, University of Wisconsin, 1957), p. 55.



The extent to which committee members may and will be used in reporting is usually determined by multiple factors. One of the most important is the agent's knowledge on how to involve the members in the reporting process.

Keeping the minutes and records of the planning meeting helps in preparation for the next meeting.

Kreitlow, Alton and Torrence state:

Often members of a group want and need to refer back to business of the previous meeting. If the leader has reviewed their activities, he is in a position to relate to the letter and the spirit of the last proceedings masterfully and concisely, which saves floundering and confusion, and commands the respect of the members of the group.<sup>75</sup>

#### V. HYPOTHESIS

The following hypothesis was established to give direction to this study. This hypothesis stated in null form was based on the review of literature.

There are no differences in agents' perception of their role in planning the county Extension program and each of the following factors:

- a. county position held;
- b. number of agents on a county staff;

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<sup>75</sup>Burton W. Kreitlow, E. W. Alton, and Andrew P. Torrence, Leadership for Actions in Rural Communities (Danville, Illinois: The Interstate Printers and Publishers, Inc., 1960), p. 109.



- c. length of agents' tenure in Extension;
- d. percentage of working time devoted to program planning;
- e. level of formal education;
- f. major content area in which highest degree was earned;
- g. frequency of county staff meetings;
- h. formal course work in program planning; and
- i. degree of program contact with supervisors.

## CHAPTER III

### GENERAL CHARACTERISTICS OF COUNTY EXTENSION AGENTS

One of the objectives of this study was to describe the general characteristics of the 139 county Extension agents participating in this study. The participants comprise 97 per cent of all county agents in Kansas who had five or more years of experience in Extension.

The data is organized into three categories: (a) formal educational status of respondents; (b) staff affiliation of respondents and (c) respondents' degree of program contact with supervisors. Each category includes two or more items which are discussed in this Chapter.

#### I. FORMAL EDUCATIONAL STATUS

A major factor in studying agents' perception of their program planning role is the level of their formal education. As used in this study, the term referred to the highest academic degree held by the agents and the general areas in which such degrees were earned.

#### Highest Degree Earned

It was noted in Table II that 87 per cent of the respondents held Bachelor's degrees and only 13 per cent

held Master's degrees.

TABLE II  
COUNTY EXTENSION AGENTS CLASSIFIED BY  
HIGHEST ACADEMIC DEGREE EARNED

Highest degree earned	Number	Percentage
Bachelor's degree	121	87
Master's degree	18	13
Total	139	100

General Content Area in Which  
Highest Degree was Earned

The respondents were asked to indicate the general content area in which their highest degree was earned. The content areas included the following: (1) physical sciences, (2) social sciences, (3) education, (4) biological sciences, and (5) home economics.

One agent earned his degree in physical sciences (Table III). Ninety-two per cent of the county Extension agents had their degrees in education, biological sciences, and home economics. Seven per cent of the respondents earned their degrees in social sciences.

II. STAFF AFFILIATION

The staff affiliation includes data on position on county staff, tenure in Extension, size of county staff,

frequency of staff meetings, and major subjects discussed at meetings.

TABLE III  
GENERAL CONTENT AREA IN WHICH HIGHEST  
DEGREE WAS EARNED

General content area of highest degree:	Number	Percentage
Physical Sciences (chemistry, physics, mathematics, etc.)	1	1
Social Sciences (sociology, psychology, history, journalism, economics, etc.)	10	7
Education (elementary, secondary, agricultural and home economics education, etc.)	47	34
Biological Sciences (botany, zoology, bacteriology, soil and plant sciences, and animal sciences, etc.)	54	39
Home Economics (foods and nutrition, clothing and textiles, etc.)	27	19
Total	139	100

#### Position on County Staff

In the Kansas Extension Service, there are three main positions for county Extension agents. They are: (1) county agricultural agents, (2) home economics agents, and (3) county 4-H club agents. In some counties they are assisted by either associate or assistant agents. The county agricultural agent has been designated as the director of the county Extension service by the Director of the

Kansas Extension Service and is responsible for coordination of the work of all agents in this county.

It is shown in Table IV that 56 per cent of the respondents were agricultural agents and only 1 per cent assistant agricultural agents. There were no associate agricultural agents. Twenty-nine per cent of the respondents were home economics agents, 1 per cent associate home economics agents, and 1 per cent assistant home economics agents. Agents with 4-H club titles constituted 12 per cent of the total agents.

TABLE IV  
COUNTY EXTENSION AGENTS CLASSIFIED BY STAFF POSITION

Staff position	Number	Percentage
Agricultural Agent	78	56
Associate Agricultural Agent	--	--
Assistant Agricultural Agent	2	1
Home Economics Agent	40	29
Associate Home Economics Agent	1	1
Assistant Home Economics Agent	2	1
Other (4-H Club Agent)	<u>16</u>	<u>12</u>
Total	<u>139</u>	<u>100</u>



Major Area of Work on  
the County Staff

Table V shows the distribution of agents according to their major area of responsibility. The classification was done on the basis of having devoted 50 per cent or more of their time on these areas. More than half the respondents had major responsibility of adult agricultural education; 30 per cent, adult home economics education; and 14 per cent, youth education (4-H club) work.

TABLE V  
COUNTY EXTENSION AGENTS CLASSIFIED BY MAJOR  
WORK AREA OF RESPONSIBILITY

Major work area	Number	Percentage
Adult Agricultural Education	78	56
Adult Home Economics Education	42	30
Youth Education (4-H club)	19	14
Total	139	100

Tenure in Extension

The data in Table VI show that 27 per cent of the respondents have had five to seven years of tenure in Extension; 29 per cent, eight to ten years; 24 per cent, eleven to fifteen years; 14 per cent, sixteen to twenty-five years; and only 6 per cent, twenty-six or more years of tenure in Extension.

TABLE VI

COUNTY EXTENSION AGENTS CLASSIFIED BY NUMBER OF  
YEARS EMPLOYED AS A COUNTY EXTENSION WORKER

Number of years employed	Number	Percentage
5 - 7 years	38	27
8 - 10 years	40	29
11 - 15 years	32	24
16 - 25 years	20	14
26 years and more	9	6
Total	139	100

Size of County Staff

Table VII indicates that about one-half of the respondents were working on a two agent county staff. The agents working on a three agent county staff comprised the second largest grouping, 30 per cent of the respondents.

Five per cent of the agents worked on a one agent staff; 6 per cent on a four agent staff; 7 per cent on a five agent staff; and, only 4 per cent on a six or more agent staff.

Frequency of Staff Meetings

Table VIII shows that about three-fourths of the agents stated that they hold weekly staff meetings. Nine per cent had meetings every two weeks, 1 per cent met every three weeks, while 3 per cent met monthly. Fourteen per

cent of the respondents had no regular staff meeting schedule.

TABLE VII  
COUNTY EXTENSION AGENTS CLASSIFIED BY NUMBER  
OF AGENTS ON COUNTY STAFFS

Number of agents on county staff	Number	Percentage
One	6	5
Two	67	48
Three	42	30
Four	9	6
Five	10	7
Six or more	5	4
Total	139	100

TABLE VIII  
COUNTY EXTENSION AGENTS CLASSIFIED BY FREQUENCY WITH  
WHICH REGULAR COUNTY EXTENSION STAFF MEETINGS  
ARE HELD

Regularity of staff meetings	Number	Percentage
Weekly	101	73
Every two weeks	12	9
Every three weeks	2	1
Monthly	5	3
Other	19	14
Total	139	100

Major Subjects Most Frequently Discussed in Staff Meetings

Table IX shows that two major subjects were discussed in most staff meetings. Eighty-three per cent of the respondents listed planning and discussing future county programs and 68 per cent stated reviewing the scheduled events. Other matters discussed included: 1 per cent, evaluation of county program efforts; 3 per cent, county budget matters; 7 per cent, coordination of personnel; 9 per cent, county office management; and 1 per cent, public relations.

TABLE IX

COUNTY EXTENSION AGENTS CLASSIFIED BY MAJOR SUBJECTS MOST FREQUENTLY DISCUSSED IN STAFF MEETINGS

Major subjects discussed	Number	Percentage*
Planning and discussing future county programs	116	83
Reviewing scheduled events	94	68
Evaluation of county program efforts	2	1
County budget matters	4	3
Coordination of personnel within programs	10	7
County office management--including secretarial scheduling	12	9
Public relations	2	1

\*The total of percentages equals more than 100.

## PROGRAM CONTACT

An effort was made to identify and analyze the kinds of program contacts that the respondents have had during their tenure in Extension. Specific information was obtained concerning their participation in formal program planning course work and the kinds and degree of program contact which they have had with their supervisors.

Participation in Formal  
Program Planning Courses

The respondents were asked to indicate whether they had completed a formal course(s) in program planning in which academic credit was given. Table X shows that 21 per cent of the county Extension agents had completed a formal course(s) in program planning, while 79 per cent of them had no participation in program planning courses.

TABLE X

COUNTY EXTENSION AGENTS CLASSIFIED BY COMPLETION  
OF FORMAL COURSES IN PROGRAM PLANNING

Completed formal courses in Program Planning	Number	Percentage
Yes	30	21
No	109	79
Total	139	100



Program Contact with Supervisors

Agents' program contact with their supervisors is presented in Table XI. Eighty-seven per cent of the agents had been visited by their supervisors during the past year. Forty-seven per cent of the respondents stated one or two visits by their supervisors, while 37 per cent were visited three or more times.

Sixty-two per cent of the agents reported that their supervisors telephoned them about program planning during the past year.

Ninety-one per cent of the respondents had received letters from their supervisors. Nearly two-thirds of them reported that they had received three or more letters from their supervisors regarding program planning.

Eighty-four per cent of the agents visited their supervisors during the past year to obtain program guidance.

Sixty-seven per cent of the agents contacted their supervisors by telephone during the past year, while 86 per cent wrote letters to their supervisors concerning program planning.

Ninety-four per cent of the county Extension agents participated in in-service training with their supervisors.

Ninety-one per cent of the agents received special circulars from their supervisors about program planning. Forty-two per cent of the respondents received six or more

circulars during the year from their supervisors.

TABLE XI

COUNTY EXTENSION AGENTS CLASSIFIED BY KIND AND FREQUENCY  
OF PROGRAM CONTACTS WITH SUPERVISORS DURING PAST YEAR

Kinds of program planning contact with supervisors	Degree of contact--percentage*			
	Never	Seldom (1-2 per year)	Occasionally (3-5 per year)	Frequently (6 or more per year)
Visited by supervisors	13	47	37	3
Telephone by supervisors	38	37	21	4
Written to by supervisors	9	25	34	32
Agents visited supervisors	16	56	25	3
Agents telephoned supervisors	33	39	24	3
Agents wrote the supervisors	14	30	35	21
Agents participated in in-service training with the supervisors	6	32	37	25
Agents received special circulars about program planning from supervisors	9	24	25	42

\*Total percentage may not come to 100 due to rounding.

A review of the data shows that the agents were contacted by their supervisors about equally by their visits, letters, and circular materials. The methods used most frequently by agents to contact their supervisors about programming included participation in in-service training meetings and writing letters to supervisors.

#### Helpfulness of Program Contact

Respondents were asked to indicate how helpful was the contact with their supervisors about program planning. A summary of the agents' responses is given in Table XII.

TABLE XII

COUNTY EXTENSION AGENTS CLASSIFIED BY HELPFULNESS  
OF PROGRAM CONTACT FROM SUPERVISORS

Helpfulness of contacts	Number	Percentage*
Very helpful	51	37
Helpful	53	38
Some help	23	16
Of little help	10	7
Not helpful	2	1
Total	139	99

\*Total percentage does not come to 100 due to rounding.

More than one-third of the agents felt that their program contact with their supervisors had been very helpful.

Thirty-eight per cent stated that the contact was helpful. Sixteen per cent thought that contact was of some help while 8 per cent felt that their contact with their supervisors was of little help or no help.

Degree of Program Contact  
with Supervisors

To determine the degree of program contact agents had with their supervisors during the past year, a weighted numerical score for each person was computed. The score was based upon agents' response to the aforementioned questions. Persons having scores ranging from 30-37 were rated high with respect to degree of supervisory program contact; 25-29, medium; and, 0-24, low. A review of data is presented in Table XIII.

TABLE XIII

COUNTY EXTENSION AGENTS CLASSIFIED BY DEGREE OF  
PROGRAM CONTACT WITH THEIR SUPERVISORS  
DURING THE PAST YEAR

Degree of contact	Number	Percentage
High	69	50
Medium	48	34
Low	21	16
Total	138	100

One-half of the respondents were ranked high in the degree of contact with the supervisors. Thirty-four per cent were ranked medium and 16 per cent were ranked low.

Per cent of Working Time  
Devoted to Program Planning

The data in Table XIV show the distribution of county Extension agents according to percentage of working time devoted to program planning.

TABLE XIV

COUNTY EXTENSION AGENTS CLASSIFIED BY APPROXIMATE  
PERCENTAGE OF TOTAL EXTENSION WORKING TIME  
DEVOTED TO PROGRAM PLANNING

Approximate percentage of working time	Number	Percentage
9 per cent or less	42	30
10 - 19 per cent	71	51
20 - 29 per cent	19	14
30 - 39 per cent	6	4
40 per cent or more	1	1
Total	139	100

Thirty per cent of the agents devoted less than 10 per cent of their working time to program planning. Slightly over one-half of the respondents devoted 10 - 19 per cent of their time to this activity. Fourteen per cent devoted 20 - 29 per cent of their time to planning while



4 per cent devoted 30 - 39 per cent of their time to this subject. There was only one agent who devoted 40 per cent or more time to planning the program.

#### SUMMARY

The selected characteristics of 139 county Extension agent respondents were studied in this Chapter. The data reveals the following facts:

1. The 139 respondents constituted 96.5 per cent of all the county Extension agents who had five or more years tenure.
2. Eighty-seven per cent held Bachelor's degrees only, while 13 per cent held Master's degrees.
3. Ninety-two per cent had earned their degrees in education, biological sciences and home economics. Eight per cent had been awarded degrees in social sciences and physical sciences.
4. Fifty-six per cent of the respondents were agricultural agents. One per cent were assistant agricultural agents. Thirty-one per cent were either assistant, associate or home economics agents. Twelve per cent were 4-H club agents.
5. Fifty-six per cent of the agents reported spending more than 50 per cent of their time on adult agricultural education; 30 per cent, on adult home economics

education; 14 per cent, on youth (4-H) education.

6. Twenty-seven per cent of the respondents had five to seven years tenure in Extension; 29 per cent, eight to ten years; 24 per cent, eleven to fifteen years; 14 per cent, sixteen to twenty-five years; and 6 per cent, twenty-six or more years of tenure in Extension.

7. Fifty-three per cent were members of county Extension staffs having one or two agents. Thirty per cent of the respondents were members of three agent staffs, and 17 per cent more than three agent staffs.

8. Seventy-three per cent were members of staffs which held weekly meetings. Thirteen per cent of the respondents had their staff meetings every two to four weeks. Fourteen per cent were members of staffs that did not hold regularly scheduled staff meetings.

9. Eighty-three per cent of the agents reported that planning and discussing a future county program was the subject most frequently discussed in staff meetings. Sixty-eight per cent had listed reviewing scheduled events.

10. Twenty-one per cent of the respondents have had formal course work in program planning.

11. Eighty-seven per cent of the agents had been visited by their supervisors for program planning work during the past year. Approximately nine out of ten received letters from their supervisors concerning program planning.

12. Eighty-four per cent of the agents visited their supervisors to seek program guidance. Approximately nine out of ten respondents have had program planning contacts with their supervisors by writing them and by participating in in-service training meetings.

13. Program contact through telephone was not often used either by supervisors or agents.

14. Nine out of ten agents felt that the program contact with their supervisors was helpful.

15. Fifty per cent of the respondents were classified as having a high degree of program planning contact with their supervisors; 34 per cent, medium; and 16 per cent, low.

16. Thirty per cent of the respondents devoted 9 per cent or less of total Extension working time to program planning; 51 per cent, devoted 10-19 per cent to this activity. The respondents who devoted more than 20 per cent of their time constitute 19 per cent.

## CHAPTER IV

### RELATIONSHIP OF SELECTED FACTORS TO COUNTY EXTENSION AGENTS' PERCEPTION OF THEIR PROGRAM PLANNING ROLE

Characteristics of Extension agents, such as formal education, staff affiliation, and degree of program contact with the supervisors, were described in the previous Chapter. It was assumed individual characteristics or background of the agents might be related to their perception of their program planning role.

The agents' perception of their role may be associated with the following nine experience-oriented factors:

1. County position held;
2. Number of agents on county staff;
3. Length of agents' tenure in Extension;
4. Percentage of working time devoted to program planning;
5. Level of formal education;
6. Major content area in which highest degree was earned;
7. Frequency of county staff meetings;
8. Formal course work in program planning; and
9. Degree of program contact with supervisors.

These factors are termed independent variables and

the perception was termed a dependable variable to show relationships.

This Chapter presents an analysis of the association of these factors with agents' perception of the importance of program planning tasks included in the study.

### I. INTERRELATIONSHIPS OF INDEPENDENT VARIABLES

In order to interpret the relationship between the perception (dependent variable) and the nine independent variables, it was first necessary to determine the association between the independent variables.

The chi square test was used to determine the significance of the interrelationships of independent variables. Corrected coefficients of contingency ( $\bar{C}$ ) were computed to show the degree of association between independent variables. This coefficient ( $\bar{C}$ ) may vary from zero to one. The larger the coefficient, the greater the degree of association between the factors considered. All corrected contingency coefficient values ( $\bar{C}$ ) marked with an asterisk(\*) or (\*\*) were significant at the .05 or .01 level.

Table XV shows the ( $\bar{C}$ ) values between pairs of independent variables.



TABLE XV  
INTERCORRELATIONS OF NINE INDEPENDENT VARIABLES

Independent variables	Independent variables								
	2	3	4	5	6	7	8	9	
	( $\bar{C}$ Values)								
1. County position held	.39*	.26	.36*	.20	.81**	.45**	.15	.24	
2. Number of agents on county staff		.19	.19	.05	.19	.22	.14	.16	
3. Length of agents' tenure in Extension			.15	.32*	.19	.10	.18	.19	
4. Percentage of working time devoted to program planning				.11	.33	.04	.22	.41**	
5. Level of formal education					.37*	.05	.17	.17	
6. Major content area in which highest degree was earned						.40**	.11	.35*	
7. Frequency of county staff meetings							.16	.15	
8. Formal course work in program planning								.08	
9. Degree of program contact with supervisors								1.00	

\*Significant at the .05 level.

\*\*Significant at the .01 level.

County Staff Position Held

County staff position was significantly associated with (a) number of agents on county staff; (b) percentage of time spent on program planning; (c) content area in which the highest degree was earned; and (d) frequency of staff meetings.

The agricultural agents were more likely to be members of a county staff having one to three agents. They were followed by home economics agents and 4-H club agents. About one-<sup>sixth</sup>third of the home economics agents were members of a county staff having four to five agents (Table XXXIII, Appendix B). The ( $\bar{C}$ ) value of the association was .39.

The home economics agents were devoting more time on program planning than agricultural or 4-H club agents (Table XXXV, Appendix B). The ( $\bar{C}$ ) value was .36.

The agricultural agents were more likely to hold their highest degree in biological or physical sciences than education or social sciences. The home economics agents were more likely to be majors in home economics than education and social sciences. The 4-H club agents were more likely to earn their degree in biological or physical sciences than education and social sciences. The ( $\bar{C}$ ) value .81 was significant at the .01 level (Table XXVII, Appendix B).

Eighty per cent of the agricultural agents and 84 per

cent of 4-H club agents were members of a staff which holds weekly meetings. Fifty-five per cent of the home economics agents had their weekly staff meetings while about one-third of them had no regular meeting schedule. The ( $\bar{C}$ ) value .45 was significant at the .01 level (Table XXXVIII, Appendix B).

#### Number of Agents on County Staff

The data in Table XV show that the number of agents on the county staff was significantly associated at the .05 level with county position held. The ( $\bar{C}$ ) value of association was .39.

#### Length of Agents' Tenure in Extension

Agents' tenure was significantly associated with formal education. Agents having tenure between eight and fifteen years were more likely to hold Master's degrees than those having five to seven years or sixteen and more years of tenure (Table XLIX, Appendix B). The ( $\bar{C}$ ) value of the association was .32.

#### Percentage of Working Time Devoted to Program Planning

The variable was significantly associated with degree of program contact with (a) supervisors ( $\bar{C}$  = .41); and (b) county staff position ( $\bar{C}$  = .36). The agents who devoted

9 per cent or less of their total time on program planning had higher degree of contact with their supervisor than those who devoted 10-19 per cent or 20 or more per cent of their time on this activity (Table LVIII, Appendix B). The ( $\bar{C}$ ) value of association was .41.

#### Level of Formal Education

Level of formal education was significantly associated with (a) major content area in which highest degree was earned ( $\bar{C} = .37$ ), and (b) length of tenure in Extension ( $\bar{C} = .32$ ).

Agents who had their Master's degrees were more likely to have majors in education and social sciences than biological and physical sciences, or home economics (Table LIX, Appendix B).

#### Major Content Area in Which Highest Degree was Earned

A second aspect of formal education pertained to the major content area in which the highest degree was earned. The six categories to which the agents responded were combined into three groups:

1. Biological and physical sciences (chemistry, physics, mathematics, botany, zoology, biology, bacteriology, soil and plant sciences, and animal sciences);
2. Education and social sciences (elementary,

secondary, agricultural, home economics, and Extension education, sociology, psychology, history, journalism, economics and anthropology); and

3. Home economics (foods and nutrition, clothing and textiles, etc.).

This variable is significantly associated with (a) frequency of staff meetings ( $\bar{C} = .40$ ); (b) degree of program contact with supervisors ( $\bar{C} = .35$ ); (c) county position ( $\bar{C} = .81$ ); and (d) level of formal education ( $\bar{C} = .37$ ).

The agents having their degree in biological and physical sciences were more likely to hold weekly staff meetings. They were followed by agents having education and social sciences, and home economics majors (Table LXIII, Appendix B).

Those having their degree in biological and physical sciences had more program contact with their supervisors than those having their majors in other areas (Table LXV, Appendix B).

#### Frequency of County Staff Meetings

Data in Table XV show that frequency of county staff meetings was significantly associated with (a) major content area in which the highest degree was earned ( $\bar{C} = .40$ ); and (b) county position held ( $\bar{C} = .45$ ).



Formal Course Work in  
Program Planning

Data in Table XV show that formal course work in program planning was not significantly associated with any other variable ( $\bar{C} = .08$ ).

Degree of Program Contact  
with Supervisors

Data in Table XV show that the degree of program contact with supervisors was significantly associated with (a) percentage of working time devoted to program planning ( $\bar{C} = .41$ ); and (b) frequency of county staff meetings ( $\bar{C} = .35$ ).

Summary

This section has dealt with the interrelationships of nine independent variables. The chi square test was used to determine the significance of the interrelationships of the independent variables. Corrected coefficients of contingency ( $\bar{C}$ ) were computed to show the degree of association between the independent variables. The coefficient ( $\bar{C}$ ) may vary from zero to one. The larger the coefficient, the greater the degree of association.

Four combinations of variables had the highest degree of association. They were:

1. County position and major content area in which highest degree was earned ( $\bar{C} = .81$ );

2. County position and frequency of county staff meetings ( $\bar{C} = .45$ );
3. Percentage of working time devoted to program planning and degree of program contact with the supervisors ( $\bar{C} = .41$ ); and,
4. Major content area in which highest degree was earned and frequency of county staff meetings ( $\bar{C} = .40$ ).

Four more combinations of variables were significant at the .05 level, but had smaller ( $\bar{C}$ ) values.

## II. RELATIONSHIPS OF INDEPENDENT VARIABLES TO COUNTY EXTENSION AGENTS' PERCEPTION OF THEIR PROGRAM PLANNING ROLE

Data relating to each of nine characteristics were analyzed according to the comparative proportion of the respondents within three importance groups described below.

The respondents were asked to indicate the degree of importance they felt ought to be associated with each task. The following scale was employed to determine the degree of importance associated with each task:

- Very important (5.0)
- Important (4.0)
- Slightly important (3.0)
- Unimportant (2.0)

### Undecided (1.0)

Respondents were grouped into three importance groups called high, medium, and low. The grouping was based upon computed over-all importance scores of agents for eleven program planning tasks. Importance scores ranged from 1 to 5.

Forty-seven agents with composite importance scores ranging from 4.47 to 5.00 were considered as the high importance group. The fifty-eight agents with scores ranging from 3.91 to 4.40 were considered as the medium importance group. The remaining thirty-four agents with scores of from 0 to 3.90 were considered as the low importance group. Percentage frequency distributions which show respondents' perceived degree of importance of program planning tasks are included in the tables that follow.

The chi square test was used to determine the significance of observed differences. Corrected coefficient of contingency ( $\bar{C}$ ) were computed to show the degree of association between independent variables and elements of perception. This coefficient ( $\bar{C}$ ) may vary from zero to one. The larger the coefficient, the greater the degree of association between the factors considered.

### Agents' Perception by Staff Position

County staff position was defined in terms of major

area of responsibility to which respondents devoted 50 per cent or more of their time. Three general classifications resulting were (a) adult agricultural education, (b) adult home economics education, and (c) youth (4-H club) education.

As shown by the data in Table XVI, county staff position held by respondents was significantly associated at the .01 level with their perceptions of the importance of their role in planning the county Extension program ( $\bar{C} = .50$ ).

TABLE XVI

AGENTS' PERCEPTION OF THE IMPORTANCE OF THEIR ROLE IN PLANNING THE COUNTY EXTENSION PROGRAM, BY STAFF POSITION

County Staff Position	: Number of agents :	Importance (percentage)			: Total percentage :	: $x^2$ :	: p :	: $\bar{C}$ :
		: High :	: Medium :	: Low :				
Adult agri. education	78	15	47	38	100	22.29	<.01	.50**
Adult home education	42	50	31	19	100			
Youth education (4-H club)	19	11	42	47	100			

\*\*Computed from  $x^2$ ; significant at the .01 level.

Fifty per cent of the agents concerned with home economics education were classified in the "high" importance

category as compared to 15 and, 11 per cent of the agents having agriculture and youth (4-H club) education as their major responsibility respectively.

Agents' Perception by Size of County Staff

Data in Table XVII show that a greater proportion of those agents who were working on larger size county staffs were in the high importance group as compared to those who were working on smaller size county staff. However, the differences were not significant at the .05 level ( $\bar{C} = .26$ ).

TABLE XVII

AGENTS' PERCEPTION OF THE IMPORTANCE OF THEIR ROLE IN  
PLANNING THE COUNTY EXTENSION PROGRAM,  
BY SIZE OF COUNTY STAFF

Number of Agents on County staff	Number of agents	Importance (percentage)			Total per- centage	Total per- centage	$x^2$	p	$\bar{C}$
		High	Medium	Low					
One to three	115	21	44	35	100	540	< .50	.26	
Four to five	19	42	26	31	100				
Six or more	5	40	40	20	100				

Eighty per cent of the agents working on a six or more agent county staff, and sixty-eight per cent working on a four to five agent county staff were in high and medium



importance group. Seventy-nine per cent of the agents working on a one to three agent county staff were in medium and low importance group.

Agents' Perception by  
Tenure in Extension

Based on the assumption that increased tenure in Extension allows for more experience in program planning, one might hypothesize that tenure is a major factor influencing agents' perception of their role in program planning. Data in Table XVIII show that county agents having sixteen or more years of tenure tended to fall in low importance group while those having less than sixteen years tenure in Extension were in medium importance group. The differences however were not significant ( $\bar{C} = .27$ ).

TABLE XVIII

AGENTS' PERCEPTION OF THE IMPORTANCE OF THEIR ROLE IN  
PLANNING THE COUNTY EXTENSION PROGRAM,  
BY TENURE IN EXTENSION

Tenure in Extension	Number of agents	Importance (percentage)			Total per- centage	$x^2$	p	$\bar{C}$
		High	Medium	Low				
5-7 years	38	18	47	34	100	5.99	<.50	.27
8-15 years	72	26	46	28	100			
16 or more years	29	27	24	48	100			

Agents' Perception by Percentage  
of Time Spent on Program Planning

Data in Table XIX show that a greater percentage of those spending 20 to 40 per cent of their time in program planning were in the high and medium importance groups while those agents who spent 9 per cent or less of their time on this activity tended to fall in low importance group.

TABLE XIX

AGENTS' PERCEPTION OF THE IMPORTANCE OF THEIR ROLE IN  
PLANNING THE COUNTY EXTENSION PROGRAM, BY PERCENTAGE  
OF TIME SPENT ON PROGRAM PLANNING

Percentage of time spent on program planning	Number of agents	Importance (percentage)			Total per- centage	$\chi^2$	p	$\bar{U}$
		High	Medium	Low				
9 per cent or less	42	26	28	45	100	7.37	<.50	.30
10-19 per cent	71	20	51	29	100			
20-40 per cent	35	35	38	27	100			

More than 50 per cent of the agents spending 10-19 per cent of their time on program planning were in the medium importance group. About three-fourths of the agents who have spent 20 to 40 per cent of their time were in high and medium importance groups. Seventy-three per cent of

respondents who have spent 9 per cent or less time were in medium and low importance group. However, the differences were not significant ( $\bar{C} = .30$ ).

Agents' Perception by  
Formal Education

Another major variable associated with the agents' perception of their program planning role might be the level of formal education (Table XX). Data gathered in this study fail to provide support for this association. Those agents who had Master's degrees expressed somewhat higher importance of the program planning role than did those having Bachelor's degrees. The differences however were not statistically significant ( $\bar{C} = .04$ ).

TABLE XX

AGENTS' PERCEPTION OF THE IMPORTANCE OF THEIR ROLE IN  
PLANNING THE COUNTY EXTENSION PROGRAM, BY LEVEL  
OF FORMAL EDUCATION

Level of formal education	Number of agents	Importance (percentage)			Total per- centage	x <sup>2</sup>	p	$\bar{C}$
		High	Medium	Low				
Bachelor's degree	121	24	40	35	100	1.27	<.99	.04
Master's degree	18	28	50	22	100			

Agents' Perception by Major  
Content Area in Which Highest  
Degree was Earned

County agents having degrees in home economics expressed higher importance of their programming role as compared to agents who had their degrees in biological and physical sciences or education and social sciences (Table XXI). The chi-square test resulted in a significance at the .01 level ( $\bar{C} = .58$ ).

TABLE XXI

AGENTS' PERCEPTION OF THE IMPORTANCE OF THEIR ROLE IN  
PLANNING THE COUNTY EXTENSION PROGRAM, BY CONTENT  
AREA IN WHICH HIGHEST DEGREE WAS EARNED

Content area: in which highest degree earned	Number of agents	Importance (percentage)			Total per- centage	$\chi^2$	p	$\bar{C}$
		High	Medium	Low				
Biological & physical sciences	55	9	44	47	100	31.27	<.01	.58**
Education & social sciences	57	21	47	31	100			
Home economics	27	63	26	11	100			

\*\*Computed from  $\chi^2$  significant at the .01 level.

Sixty-three per cent of the agents having degrees in home economics were in the high importance group, as compared to 9 and 21 per cent of the agents having degrees in

biological and physical sciences or education and social sciences respectively.

Agents' Perception by  
Frequency of Staff Meetings

Data in Table XXII disclose that agents who had no regular staff meeting schedule indicated higher importance of their program planning role than did the agents who hold regular staff meetings. The chi square test resulted in a significance at the .05 level ( $\bar{C} = .36$ ).

TABLE XXII

AGENTS' PERCEPTION OF THE IMPORTANCE OF THEIR ROLE IN  
PLANNING THE COUNTY EXTENSION PROGRAM, BY  
FREQUENCY OF STAFF MEETINGS

Frequency of staff meetings	Number of agents	Importance (percentage)			Total per- centage	$\chi^2$	p	$\bar{C}$
		High	Medium	Low				
Weekly	101	23	40	37	100	10.84	<.05	.36*
Every 2-4 weeks	19	5	63	31	100			
No regular meeting time	19	47	31	21	100			

\*Computed from  $\chi^2$  significant at the .05 level.

Seventy-eight per cent of the agents having no regular staff meeting schedule were in the high or medium importance group, while 77 per cent of the respondents who



had weekly staff meetings and 94 per cent of the agents having staff meetings every two to four weeks tended to fall in low and medium importance groups.

Agents' Perception by Completion  
of Formal Course Work in  
Program Planning

County Extension agents who had completed formal course work in program planning indicated slightly higher importance of their role in program planning than did the agents who had not completed it (Table XXIII). However, the differences were not statistically significant ( $\bar{C} = .08$ ). Twenty-seven per cent of the agents who had their program planning course completed were in the high importance group compared to 24 per cent of those who had no formal course work in program planning.

TABLE XXIII

AGENTS' PERCEPTION OF THE IMPORTANCE OF THEIR ROLE IN  
PLANNING THE COUNTY EXTENSION PROGRAM, BY COMPLETION  
OF FORMAL COURSE WORK IN PROGRAM PLANNING

Formal course work in program planning	Number of agents	Importance (percentage)			Total per- centage	$\chi^2$	p	$\bar{C}$
		High	Medium	Low				
Yes	30	27	40	33	100	.49	<.99	.08
No	109	24	42	34	100			

Agents' Perception by Degree  
of Contact with Supervisors

Data in Table XXIV disclose that agents who were ranked medium in degree of supervisory contact indicated medium importance of their program planning role.

TABLE XXIV

AGENTS' PERCEPTION OF THE IMPORTANCE OF THEIR ROLE IN  
PLANNING THE COUNTY EXTENSION PROGRAM,  
BY CONTACT WITH SUPERVISORS

Degree of contact with supervisors	:Number: : of :	Importance (percentage)			: Total : per- : centage:	: $x^2$ :	: p :	: $\bar{U}$ :
		:High:	:Medium:	:Low:				
High	69	25	36	39	100	2.99	<.50	.19
Medium	48	25	50	25	100			
Low	21	24	43	33	100			

Fifty per cent of the agents having medium degree of program contact with their supervisors were in the medium importance group as compared to 43 and 36 per cent of the agents having low and high degree of program contact respectively. However, the differences were not significant ( $\bar{U} = .19$ ).

Summary

This section has dealt with the relationships of nine independent variables with agents' perception of the

importance of their role in planning the county Extension program. The chi square test was used to determine significant relationships. Of the nine possible combinations for testing these relationships, two independent variables, county position held, and content area in which highest degree was earned, were significantly related at the .01 level. One independent variable, frequency of staff meetings, was significantly related at the .05 level. The corrected coefficient of contingency ( $C$ ) scores for the nine independent variables and their association with agents' perception of the importance of their role are presented in Table XXV.

The hypothesis was established to give direction to this study. This hypothesis, stated in the null form was tested on the basis of the data presented in this Chapter and the findings as summarized in Table XXV. The following is the restatement of hypothesis with summary statements as to how well it is supported by the findings.

Hypothesis--There are no differences in agents' perception of their role in planning the county Extension program and each of the following factors:

- a. county position held;
- b. number of agents on county staff;
- c. length of agents' tenure with Extension;
- d. percentage of working time devoted to program

- planning;
- e. level of formal education;
- f. major content area in which highest degree was earned;
- g. frequency of county staff meetings;
- h. formal course work in program planning; and
- i. degree of program contact with supervisors.

TABLE XXV

ASSOCIATION OF INDEPENDENT VARIABLES WITH AGENTS'  
PERCEPTION OF THE IMPORTANCE OF THEIR ROLE IN  
PLANNING THE COUNTY EXTENSION PROGRAM

Independent variables	Perception
	$\bar{c}$
County position held	.50**
Number of agents on county staff	.26
Tenure in Extension	.27
Percentage of time spent on program planning	.30
Level of formal education	.04
Content area in which highest degree earned	.58**
Frequency of staff meetings	.36*
Formal course work in program planning	.08
Degree of contact with supervisors	.19

\*Significant at the .05 level.

\*\*Significant at the .01 level.

In view of the findings of this study, this hypothesis is accepted for six of the nine independent variables tested. The three independent variables (1) county position held, (2) content area in which highest degree was earned, and (3) frequency of staff meetings, were significantly related with the agents' perception of their role in planning the county Extension program. Therefore, these three parts of the null hypothesis were rejected. The county staff position and the content area in which highest degree was earned appear to have a significant influence on agents' perception of their role in planning the county Extension program. One other factor that seemed to be associated to some degree with agents' perception was frequency of county staff meetings.



## CHAPTER V

### COUNTY EXTENSION AGENTS' PERCEPTION OF THEIR PROGRAM PLANNING ROLE

The primary function of the county planning committee is to plan the educational Extension program of the county. The county Extension agent is responsible for the leadership of a well balanced unified program for the county. This implies that all tasks that lead to more efficient and effective planning should receive emphasis by the agent. A major purpose of this study was to define and analyze the perception county agents have of their program planning role. Perception refers to the manner in which agents view their planning role. To accomplish this purpose--a functional program planning model was formulated from relevant literature.

This Chapter presents an analysis of agents' responses to each of the eleven tasks in planning the county Extension program. It includes:

1. Agents' acceptance of program planning tasks;
2. Importance and performance of program planning tasks;
3. Major obstacles encountered by agents in performing tasks associated with planning the program;

4. Program assistance received from various staff members.

#### I. AGENTS' ACCEPTANCE OF PROGRAM

##### PLANNING TASKS

County Extension agents' perception of their acceptance of program planning tasks was obtained in an interview questionnaire in which they were requested to indicate whether each of the eleven tasks comprised part of their role in program planning. The data were tabulated for each program planning task according to responses obtained. Percentage distributions were computed for each task (Table XXVI).

With one exception, 85 or more per cent of the respondents indicated they felt each of the program planning tasks in Table XXVI needed to be performed. Seventy-three per cent felt they should perform task 11. Thus a large percentage of the respondents accepted each task included in planning the county Extension program.

#### II. IMPORTANCE AND PERFORMANCE OF PROGRAM PLANNING TASKS

One of the objectives of this study was to determine the program planning tasks that respondents considered to be most important for them to perform and how well they

TABLE XXVI

COUNTY EXTENSION AGENTS' PERCEPTION OF THEIR  
ACCEPTANCE OF PROGRAM PLANNING TASKS

Program planning tasks	Percent of agents N = 139	
	Yes	No
1. Help the planning committee(s) collect relevant facts and background information for planning the county program.	94	6
2. Help the planning committee(s) logically order and analyze county background information and situational facts.	98	2
3. Help the planning committee(s) interpret county background information and situational facts.	98	2
4. Help the planning committee(s) identify problems, needs and concerns confronting the people as indicated by the county background information and situational facts.	89	11
5. Help the planning committee(s) determine the relative importance of problems, needs and concerns and establish priorities.	85	15
6. Help the planning committee(s) determine immediate and long-term objectives relative to the identified major problems, needs, and interests.	88	12
7. Help the planning committee(s) consider possible alternate means for attacking and solving the major problems, needs, and interests.	95	5
8. Help the planning committee(s) select the most promising course(s) of action for attacking the problem(s) under consideration.	94	6

TABLE XXVI (continued)

Program planning tasks	Percent of agents N = 139	
	Yes	No
9. Help the planning committee(s) explore plans for coordinating program efforts with agencies and organizations having similar and/or related interests.	95	5
10. Help the planning committee(s) continually evaluate the programming process for purposes of identifying strengths and weaknesses and taking appropriate remedial measures.	94	6
11. Help the planning committee(s) keep accurate records and minutes of planning meetings.	73	27

felt they were being performed. The respondents in this study were (1) agricultural agents, (2) home economics agents, and (3) 4-H club agents. They were given a list of eleven tasks to indicate the degree of importance they felt ought to be associated with each task, and appraise the performance of each task. They were given the opportunity of choosing from five degrees of importance: "very important", "important", "slightly important", "unimportant", and "undecided". Five degrees of present performance were also defined for respondents to use in recording their judgment for each task: "excellent", "good", "fair", "poor", and "not at all".

The weight employed to determine the degree of importance associated with each task was:

Very important (5.0),  
Important (4.0),  
Slightly important (3.0),  
Unimportant (2.0), and  
Undecided (1.0).

In addition the weight given to each degree of performance was:

Excellent (5.0),  
Good (4.0),  
Fair (3.0),  
Poor (2.0), and  
Not at all (1.0).

A mean weighted score for each respondent group was determined for each task. An over-all mean weighted score for each task relating to importance and performance was also computed. Each of the eleven tasks was ranked by degree of importance and degree of present performance. This ranking made it possible to determine a composite over-all rank for the three respondent groups.

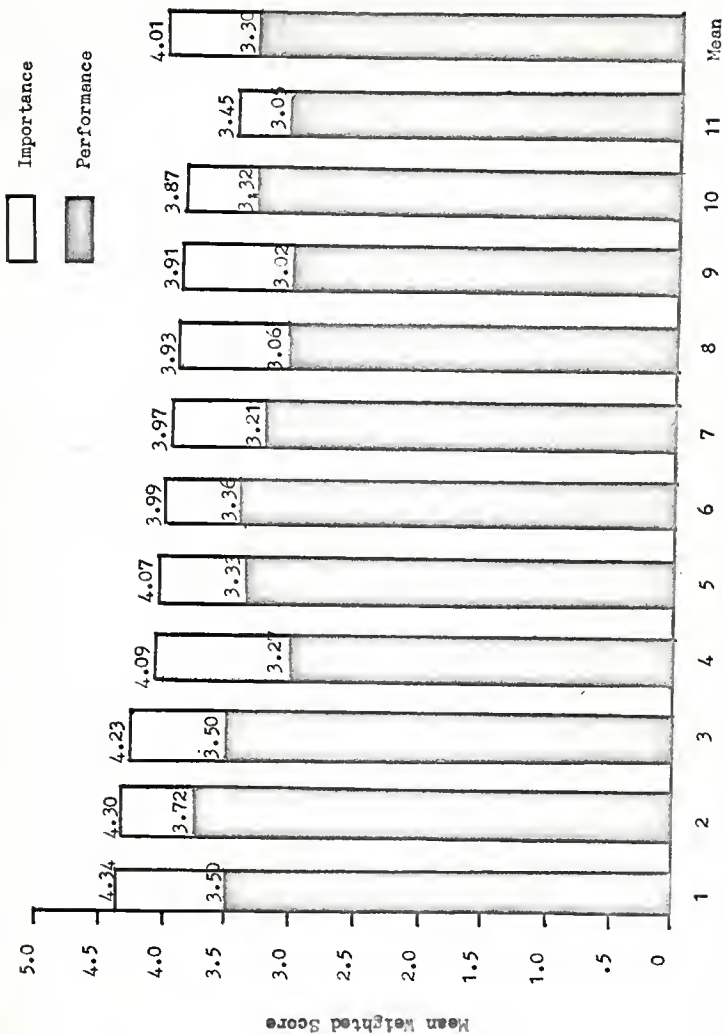
A rank-difference coefficient of correlation was determined for, (1) importance and performance, (2) agricultural agents to home economics agents as to importance, (3) home economics agents to 4-H club agents as to



importance, (4) agricultural agents to 4-H club agents as to importance, (5) agricultural agents to home economics agents as to performance, (6) home economics agents to 4-H club agents as to performance, and (7) agricultural agents to 4-H club agents as to performance.

A summary of over-all importance in relation to over-all performance is revealed in Fig. 1. The degree of importance of each of the eleven tasks can be determined by comparing the height of the white columns. The degree of performance can be determined by comparing the height of the dark portions of the columns. It is also possible to determine a comparison of performance to importance of each of the tasks listed by comparing the dark part of each column with the height of the white part. The height of each column was derived from a composite compilation of mean weighted scores of all respondents. The over-all mean weighted score was determined by dividing the total weighted score for each task by total number of respondents. If all respondents rated the importance of a task "very important" it would receive a mean score of 5.0. Likewise, if all respondents suggested that this same task was being performed "excellent", the height of the black portion of the column would be the same as the white.

A more complete breakdown of the data found in Fig. 1 is recorded in Tables XXVII and XXVIII. Data in



TASK NUMBERS BY RANK OF IMPORTANCE ( see Table XXIX )

Figure 1. COMPARISON OF IMPORTANCE WITH PERFORMANCE OF PROGRAM PLANNING TASKS  
BASED ON MEAN WEIGHTED SCORES

Table XXVII show the over-all rank order of importance of the eleven tasks along with the over-all mean weighted score for each. The task relationship of each respondent group to the over-all ranking is also revealed by this table along with corresponding mean weighted scores. Table XXVIII gives this same information in relation to the performance of the eleven tasks as perceived by the total respondents as well as each respondent group.

Upon analyzing the information shown in Table XXIX the author chose to group the tasks into three arbitrary groups, in terms of relationships. These three general groups were: (1) tasks of extreme importance, with mean weighted score from 4.34 to 4.23; (2) tasks of high importance, with mean weighted scores ranging from 4.09 to 3.99; (3) tasks of moderate importance, with mean weighted scores ranging from 3.97 to 3.45.

Information in Table XXIX shows the over-all rank of task performance in relationship to importance as well as the mean weighted score for each compared task. From these data a rank difference coefficient of correlation ( $\rho$ ) was calculated to determine the degree of relationship between the rank order of importance and performance of the eleven tasks as perceived by the total number of respondents. The formula  $\rho = 1 - \frac{6 \sum D^2}{N(N^2 - 1)}$  was used to determine  $\rho$ .

The letter  $p$  equals the degree of relationship, whereas  $D$  equals the difference in rank,  $\Sigma$  equals summation, and  $N$  equals the number of paired values.<sup>1</sup> The value of  $p$  would be equal to  $-1.0$  if the rank order of the paired values was directly reversed. If there was no relationship at all between the two pairs of values, the value of  $p$  would equal  $0$ . The coefficient of correlation derived from the comparison of task importance and performance was  $.84$ . This relatively high correlation would seem to indicate that there was a close relationship between the degree of importance placed on a particular task by the respondents and the degree of performance.

The author has chosen to describe the tasks as they are listed in their rank order as shown in Table XXVII. A comparison of the performance to importance will be made, using information obtained from the data in Tables XXVII, XXVIII, XXIX, and XXX.

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<sup>1</sup>Thomas Carson McCormick, Elementary Social Statistics (New York: McGraw Hill Book Company, Inc., 1941), p. 191.

TABLE XXVII

RANK OF IMPORTANCE OF PROGRAM PLANNING TASKS BY AGRICULTURAL,  
HOME ECONOMICS AND 4-H CLUB AGENTS

Agricultural Agents (N = 78) Home Economics Agents (N = 42) 4-H Club Agents (N = 19)

Tasks	Mean weighted score			Over-all mean weighted score	Over-all rank	Rank by Respondent groups		
	Agri- cultural agents	Home Eco- nomics agents	4-H club agents			Agri- cultural agents	Home Eco- nomics agents	4-H club agents
Help the planning committee(s) collect relevant facts and background information for planning the county program	4.30	4.35	4.50	4.34	1	1	6	1
Help the planning committee(s) logically order and analyze county background information and situational facts.	4.22	4.49	4.19	4.30	2	2	3.5*	2.5*
Help the planning committee(s) interpret county background information and situational facts	4.10	4.49	4.19	4.23	3	3	3	3.5*



TABLE XXVII (continued)

Tasks	Mean weighted score			Over-all mean weighted score	Over-all rank	Rank by Respondent groups		
	Agri-cultural agents	Home Eco-nomics agents	4-H club agents			Agri-cultural agents	Home Eco-nomics agents	4-H club agents
Help the planning committee(s) consider possible alternate means for attacking and solving the major problems, needs and interests	3.92	4.46	3.87	4.09	4	5	5	6*
Help the planning committee(s) select the most promising courses of action for attacking the problems under consideration	4.00	4.28	3.87	4.07	5	4	7.5*	6*
Help the planning committee(s) identify problems, needs and concerns confronting the people as indicated by the county background information and situational facts	3.75	4.58	3.62	3.99	6	8	1	10

TABLE XXVII (continued)

Tasks	Mean weighted score			Over-all mean weighted score	Over-all rank	Rank by Respondent Groups		
	Agri-cultural agents	Home Eco-nomics agents	4-H club agents			Agri-cultural agents	Home Eco-nomics agents	4-H club agents
Help the planning committee(s) determine immediate and long-term objectives relative to the identified major problems, needs, and interests	3.74	4.51	3.69	3.97	7	9	2	8.5
Help the planning committee(s) explore plans for coordinating program efforts with agencies and organizations having similar and/or related interests	3.82	4.16	3.87	3.93	8	7	9	6*
Help the planning committee(s) continually evaluate the programming process for purposes of identifying strengths and weaknesses and taking appropriate remedial measures	3.84	4.00	4.06	3.91	9	6	10	4

TABLE XXVII (continued)

Tasks	Mean weighted score			Over-all mean weighted score	Over-all rank	Rank by Respondent Groups		
	Agri-cultural agents	Home Eco-nomists agents	4-H club agents			Agri-cultural agents	Home Eco-nomists agents	4-H club agents
Help the planning committee(s) determine the relative importance of problems, needs and concerns and establish priorities	3.69	4.28	3.69	3.87	10	10	7.5*	8.5*
Help the planning committee(s) keep accurate records and minutes of planning meetings	3.42	3.67	3.37	3.45	11	11	11	11

\*Ties.

TABLE XXVIII

RANK OF PERFORMANCE OF PROGRAM PLANNING TASKS BY AGRICULTURAL,  
HOME ECONOMICS AND 4-H CLUB AGENTS

Agricultural Agents (N = 80) Home Economics Agents (N = 43) 4-H Club Agents (N = 19)

Tasks	Mean weighted score			Over-all			Rank by		
	Agri- cultural agents	Home Eco- nomics agents	4-H club agents	mean weighted score	Over-all rank	Home Eco- nomics agents	Agri- cultural agents	4-H club agents	Respondent groups
Help the planning com- mittee(s) collect relevant facts and background information for planning the county program	3.86	3.60	3.31	3.72	1	1	1	1	1
Help the planning com- mittee(s) logically order and analyze county background in- formation and situational facts	3.60	3.58	2.75	3.50	2.5	2	2	3	6
Help the planning com- mittee(s) interpret county background information and situational facts	3.51	3.58	3.12	3.50	2.5	3	3	3	2

TABLE XXVIII (continued)

Tasks	Mean weighted score			Over-all mean weighted score	Over-all rank	Rank by Respondent groups		
	Agri-cultural agents	Home Eco-nomics agents	4-H club agents			Agri-cultural agents	Home Eco-nomics agents	4-H club agents
Help the planning committee(s) identify problems, needs, and concerns confronting the people as indicated by the county background information and situational facts	3.36	3.58	2.75	3.36	4	4.5*	3	6
Help the planning committee(s) select the most promising course(s) of action for attacking the problem(s) under consideration	3.44	3.28	2.94	3.33	5	4.5*	8.5	3
Help the planning committee(s) determine the relative importance of problems, needs, and concerns, and establish priorities	3.30	3.56	2.75	3.32	6	6	5	6



TABLE XXVIII (continued)

Tasks	Mean weighted score			Over-all mean weighted score	Over-all rank	Rank by Respondent groups		
	Agri-cultural agents	Home Eco-nomics agents	4-H club agents			Agri-cultural agents	Home Eco-nomics agents	4-H club agents
Help the planning committee(s) consider possible alternate means for attacking and solving the major problems, needs, and interests	3.28	3.44	2.75	3.27	7	7	6	6
Help the planning committee(s) determine immediate and long-term objectives relative to the identified major problems, needs, and interests	3.20	3.39	2.75	3.21	8	8	7	6
Help the planning committee(s) explore plans for coordinating program efforts with agencies and organizations having similar and/or related interests	3.17	3.02	2.62	3.06	9	9	10	10

TABLE XXVIII (continued)

Tasks	Mean weighted score		Over-all mean weighted score	Over-all rank	Rank by Respondent Groups	
	Agri-cultural agents	Home Eco-nomics agents			Agri-cultural agents	Home Eco-nomics agents
Help the planning committee(s) keep accurate records and minutes of planning meetings	3.07	3.28	3.05	10	11	8.5 11
Help the planning committee(s) continually evaluate the programing process for purposes of identifying strengths and weaknesses and taking appropriate remedial measures	3.15	2.98	3.02	11	10	11 9

\*Ties.

TABLE XXIX

OVER-ALL RANK OF IMPORTANCE AND PERFORMANCE OF PROGRAM  
PLANNING TASKS AS PERCEIVED BY AGRICULTURAL,  
HOME ECONOMICS AND 4-H CLUB AGENTS

Agricultural Agents (N = 78) Home Economics Agents (42)  
4-H Club Agents (N = 19)

Tasks	Importance		Performance	
	Over-all rank	Mean weighted score	Over-all rank	Mean weighted score
Help the planning committee(s) collect relevant facts and background information for planning the county program.	1	4.34	1	3.72
Help the planning committee(s) logically order and analyze county background information and situational facts.	2	4.30	2.5	3.50
Help the planning committee(s) interpret county background information and situational facts.	3	4.23	2.5	3.50
Help the planning committee(s) consider possible alternate means for attacking and solving the major problems, needs, and interests.	4	4.09	7	3.27
Help the planning committee(s) select the most promising course(s) of action for attacking the problem(s) under consideration.	5	4.07	5	3.33

TABLE XXIX (continued)

Tasks	Importance		Performance	
	Over-all: rank	Mean weighted score	Over-all: rank	Mean weighted score
Help the planning committee(s) identify problems, needs, and concerns confronting the people as indicated by the county background information and situational facts.	6	3.99	4	3.36
Help the planning committee(s) determine immediate and long-term objectives relative to the identified major problems, needs, and interests.	7	3.97	8	3.21
Help the planning committee(s) explore plans for coordinating program efforts with agencies and organizations having similar and/or related interests.	8	3.93	9	3.06
Help the planning committee(s) continually evaluate the programming process for purposes of identifying strengths and weaknesses and taking appropriate remedial measures.	9	3.91	11	3.02

TABLE XXIX (continued)

Tasks	Importance		Performance	
	Over-all rank	Mean weighted score	Over-all rank	Mean weighted score
Help the planning committee(s) determine the relative importance of problems, needs, and concerns, and establish priorities.	10	3.87	6	3.32
Help the planning committee(s) keep accurate records and minutes of planning meetings.	11	3.45	10	3.05



TABLE XXX

RANK OF IMPORTANCE COMPARED WITH RANKS OF PERFORMANCE OF AGENTS.  
PROGRAM PLANNING TASKS

Agricultural Agents (N = 78) Home Economics Agents (N = 42) 4-H Club Agents (N = 19)

Tasks	Importance and Performance	Over-all rank	Rank by respondent groups	Home Economics agents	4-H Club agents
Help the planning committee(s) collect relevant facts and background information for planning the county program.	Importance Performance	1 1	1 1	6 1	1 1
Help the planning committee(s) logically order and analyze county background information and situational facts.	Importance Performance	2 2.5*	2 2	3.5* 3*	2.5* 6*
Help the planning committee(s) interpret county background information and situational facts.	Importance Performance	3 2.5*	3 3	3.5* 3*	2.5* 2
Help the planning committee(s) consider possible alternate means for attacking and solving the major problems, needs, and interests.	Importance Performance	4 7	5 7	5 6	6 6*
Help the planning committee(s) select the most promising course(s) of action for attacking the problems under consideration.	Importance Performance	5 5	4 4.5*	7.5* 8.5*	6 3

TABLE XXX (continued)

Tasks	Importance and Performance	Over-all rank	Rank by respondent groups	
			Agri-cultural agents	Home Economics agents
Help the planning committee(s) identify problems, needs, and concerns confronting people as indicated by the county background information and situational facts.	Importance	6	8	10
	Performance	4	4.5*	3*
Help the planning committee(s) determine immediate and long-term objectives relative to the identified major problems needs and interests.	Importance	7	9	2
	Performance	8	8	7
Help the planning committee(s) explore plans for coordinating program efforts with agencies and organizations having similar and/or related interests.	Importance	8	7	9
	Performance	9	9	10
Help the planning committee(s) continually evaluate the programming process for purposes of identifying strengths and weaknesses and taking appropriate remedial measures.	Importance	9	6	10
	Performance	11	10	11
Help the planning committee(s) determine the relative importance of problems, needs, and concerns and establish priorities.	Importance	10	10	7.5*
	Performance	6	6	5

TABLE XXX (continued)

Tasks	Importance and Performance	Over-all rank	Rank by respondent groups
		Home agents	Home agents
		4-H club agents	Economics agents
Help the planning committee(s) keep accurate records and minutes of planning meetings.	Importance Performance	11 10	11 11 8.5 11 11

\*Ties.

Tasks of Extreme Importance

Tasks receiving a mean weighted score between 4.34 and 4.23 were categorized in this grouping.

Help the Planning Committee(s)  
Collect Relevant Facts and  
Background Information for  
Planning the County Program

As shown in Table XXX, this task was given an over-all rank of first in importance and performance. Agricultural agents and 4-H club agents rated this task first while the home economics agents rated it sixth. The over-all ranking of performance for all three groups however, was first.

Obviously the respondents perceived this task to be of extreme importance. It would also seem that they felt that it was being performed fairly well in comparison with other tasks that the agents are now performing.

Help the Planning Committee(s)  
Logically Order and Analyze  
County Background Information  
and Situational Facts

This task ranked second, in over-all importance and performance. This task was rated high in importance by all three respondents groups. Home economics agents perceived this task to be of greater importance than did agricultural agents and 4-H club agents. This task received mean scores

of 4.49 from home economics agents, 4.22 from agricultural agents, and 4.19 from 4-H club agents (Table XXVII).

Agricultural and home economics agents seemed to be more highly satisfied by the performance of this task while 4-H club agents felt much more need for improvement.

Help the Planning Committee(s)  
Interpret County Background  
Information and Situational Facts

This task received an over-all rank of third in importance and second in performance (Table XXX). The agricultural agents and home economics agents rated this task third in importance, while 4-H club agents rated it second. The same direct relationship seems to prevail with performance of this task.

Tasks of High Importance

Tasks receiving mean weighted scores between 4.09 and 3.99 were categorized in this grouping. Three tasks were considered to be of high importance.

Help the Planning Committee(s)  
Consider Possible Alternate Means  
for Attacking and Solving the  
Major Problems, Needs, and Interests

The over-all rank for importance received by this task was fourth while it received seventh for performance (Table XXX). This task was rated higher by home economics



agents in both importance and performance, than by agricultural and 4-H club agents (Tables XXVII and XXVIII).

Help the Planning Committee(s)  
Select the Most Promising Course(s)  
of Action for Attacking the  
Problem(s) under Consideration

Information compiled in Table XXX reveals that this task received an over-all rank of fifth for importance and performance. The home economics agents have ranked this task seventh in importance and eighth in performance.

Help the Planning Committee(s)  
Identify Problems, Needs and  
Concerns Confronting the People  
as Indicated by the County  
Background Information and  
Situational Facts

This task ranked sixth in importance and fourth in performance. It was given a rank of first in importance and third in performance by home economics agents (Table XXX). This task embodies one of the main principles of program planning as viewed by home economics agents. Further evidence of the importance attached to this task is shown in Beckstrand's study, "Organizational and Operational Procedures of Extension Program Advisory Councils."<sup>2</sup>

The study showed that to assist with determining

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<sup>2</sup>Gordon Lynn Beckstrand, "Organizational and Operational Procedures of Extension Program Advisory Councils" (unpublished Ph. D. thesis, University of Wisconsin, 1959), p. 124.

needs and interests of people was an extremely important function of the county advisory committee in the opinion of the members, agents, and supervisors.

#### Tasks of Moderate Importance

Tasks receiving mean weighted scores between 3.97 and 3.45 were categorized in this grouping. Five tasks were considered to be of moderate importance.

#### Help the Planning Committee(s) Determine Immediate and Long-Term Objectives Relative to the Identified Major Problems, Needs, and Interests

This task was ranked seventh in importance and eighth in performance (Table XXX). This task was again rated high in importance by the home economics agents.

According to the present philosophy of the cooperative Extension Service more and more people are to be involved in analyzing their problems and in finding solutions for them. Since this task was ranked second in importance by home economics agents it would seem to indicate that this group feel that the planning committees have a responsibility to determine broad policies affecting the long-term planning process.

Help the Planning Committee(s)  
Explore Plans for Coordinating  
Program Efforts with Agencies  
and Organizations having Similar  
and/or Related Interests

This task ranked eighth in importance and ninth in performance (Table XXX). It was given a rank of seventh in importance and ninth in performance by agricultural agents. The home economics agents ranked this task relatively low in importance and performance. The 4-H club agents ranked it sixth in importance and tenth in performance.

Help the Planning Committee(s)  
Continually Evaluate the Pro-  
gramming Process for Purposes  
of Identifying Strengths and  
Weaknesses and Taking Appro-  
priate Remedial Measures

Information compiled in Table XXX shows that this task ranked ninth in importance and eleventh in performance. 4-H club agents rated it higher in importance than did agricultural and home economics agents. This task was rated very low in performance by agricultural and home economics agents.

Help the Planning Committee(s)  
Determine the Relative Importance  
of Problems, Needs, and Concerns  
and Establish Priorities

This task is a rather broad one and is closely related to the program emphasis. One of the important problems facing county Extension staffs is that of being able

to determine priorities of work.

Analysis of Table XXX reveals that this task was ranked tenth in importance and sixth in performance. There seemed to be some variation in the thinking of the respondent groups as to the amount of importance that should be placed on this task. It was ranked seventh in importance by home economics agents, whereas, lower ranks of ninth and tenth were given by 4-H club agents and agricultural agents. In comparing the rating of performance, there was very little difference in opinion. The task was ranked fifth in performance by home economics agents, whereas it was ranked sixth by agricultural and 4-H club agents.

Help the Planning Committee(s)  
Keep Accurate Records and  
Minutes of Planning Meetings

This task received an over-all ranking of eleventh in importance and tenth in performance. As shown in Table XXX, this task was given a rank of eleventh in importance by all of the three respondent groups. In comparing the rating of performance, the task was ranked eighth in performance by home economics agents, whereas it was ranked eleventh by agricultural and 4-H club agents.

Respondent Group Correlations  
for Importance and Performance

A rank difference coefficient of correlation ( $\rho$ )

was computed for importance and for performance of the eleven program planning tasks previously described. The same formula  $p = 1 - \frac{6 \sum D^2}{N(N^2 - 1)}$  as described on page 111

was used for computing the degree of consensus between the pairs relating to the expectations they held about their program planning tasks. Rank orders from Table XXX were used in making the following comparisons.

<u>Importance</u>	<u>Performance</u>
Agricultural agents-- home economics agents = .25	Agricultural agents-- home economics agents = .83
Home economics agents-- 4-H club agents = .09	Home economics agents-- 4-H club agents = .73
Agricultural agents-- 4-H club agents = .92	Agricultural agents-- 4-H club agents = .87

As can be seen from the foregoing information, there seemed to be a relatively high correlation of the importance agricultural agents and 4-H club agents placed on tasks. There seemed to be a low correlation in the degree of consensus between agricultural agents and home economics agents. Negligible relationship seemed to exist between home economics agents and 4-H club agents as indicated by the figure .09.

When the correlations were computed for performance, the agricultural agents--4-H club agents comparison received the highest correlation score. Again, a relatively lesser



degree of relationship seemed to exist between home economics agents and 4-H club agents.

One might conclude from this analysis that there was a higher degree of consensus between agricultural agents and 4-H club agents of this study, as to the way they perceived importance and performance of their program planning tasks, than for any of the other paired respondent groups. Agricultural agents and home economics agents seem to have next higher degree of consensus, while 4-H club agents and home economics agents had the lowest degree of consensus.

### III. MAJOR OBSTACLES ENCOUNTERED BY AGENTS

The agents were asked to indicate the obstacles they had encountered in carrying out the eleven program planning tasks. Major obstacles and the percentage experiencing them were determined by (a) establishing from a random sample of completed questionnaires the more frequently cited obstacles; and (b) counting the number of respondents who had encountered each of the obstacles.

Seven obstacles were encountered by the respondents. The data in Table XXXI show these percentages of respondents citing them, and their rank order of relative importance when viewed on the basis of frequency cited by agents.

The first ranked obstacle, "agents have crowded schedule and/or lack of time", was cited by 52 per cent;

TABLE XXXI

MAJOR OBSTACLES ENCOUNTERED BY AGENTS IN PERFORMING  
TASKS IN PLANNING THE COUNTY EXTENSION PROGRAM

Major obstacles	Percentage*	Rank order
Crowded schedule and/or lack of time	52	1
Insufficient background information for planning	24	2
Lack of interest and/or time of local leaders and clientele groups	23	3
Insufficient direction and assistance from supervisors and specialists	18	4
Agents lack training on how to plan a program	6	5
Training members of the planning committee and subcommittees	5	6.5
Limited staff resources and lack of cooperation from existing staff members	5	6.5

\*The total of percentage equals more than 100.

24 per cent ranked "agents lack sufficient background information for planning" as the second most frequently encountered obstacle; and "lack of time and/or interest of local leaders and clientele groups" was ranked third. The latter was cited by 23 per cent. Eighteen per cent listed "insufficient direction and assistance from supervisors and specialists"; 6 per cent, "agents lack training"; 5 per cent, "training the members of planning committee"; and

5 per cent listed limited staff resources and lack of cooperation from existing staff members as obstacles encountered in planning the program.

#### IV. PROGRAM ASSISTANCE RECEIVED FROM EXTENSION STAFF

The respondents were asked to rank four groups of Extension staff members on the basis of amount of assistance received from them in performing tasks associated with planning the county Extension program. Staff groups included: (a) administrators; (b) supervisors; (c) specialists, and (d) county staff members.

Kendall's<sup>3</sup> rank order correlation which can be applied to data comprised of three or more sets of ranks was used to test the significance of these ranks.

This test, coefficient of concordance  $W$ , provides a descriptive measure of the agreement between the sets of ranks. The formula for the test is,

$$W = \frac{12}{m^2(N^3 - N)}$$

where  $m$  is equal to the number of judges and  $N$  is equal to the number of ranks in each set.

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<sup>3</sup>George A. Ferguson, Statistical Analysis in Psychology and Education (New York: McGraw-Hill Book Co., Inc., 1959), pp. 186-187.

Critical values of  $W$  depend both on  $m$  and  $N$ . For a large  $N$  or  $m$  the  $\chi^2$  test may be applied for a test of significance. Calculate the quantity

$$\chi^2 = m(N - 1)W$$

and the value obtained has a chi square distribution with  $N - 1$  degrees of freedom.

Based on application of  $W$  to the data in Table XXXII, the rankings were significant at the .01 level.

TABLE XXXII

EXTENSION STAFF MEMBERS RANKED BY AMOUNT OF ASSISTANCE PROVIDED TO AGENTS IN PERFORMING PROGRAM PLANNING TASKS

Staff Members	Ranking				Summation of total ranked scores	Over- all rank	$W^1$
	1	2	3	4			
	(percentage)						
County staff	57	10	14	19	243	1	.27**
Supervisory staff	34	34	30	2	252	2	
Specialist staff	4	46	30	20	333	3	
Administrative staff	5	11	25	59	423	4	

<sup>1</sup>This value refers to the agreement between the four groups ranked.

\*\*Significant at the .01 level.

The summations of the total ranked scores in Table XXXII indicate the respondents felt they received the most assistance from their county staff, while the supervisory assistance was a close second. The specialist staff was ranked third, and the administrative staff, fourth. The difference between the summations of the total ranked scores for the county and supervisory staff was only 9 points. The third ranked specialist staff had 90 more rank points than the county staff and the fourth ranked administrative staff had 180 more points. The W value of .27 of this ranking was significant at the .01 level.



## CHAPTER VI

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### I. THE PROBLEM

Program planning in Extension was begun a half century ago. During this period Extension programs have gone through three phases of development. Early Extension programs reflected only modest program planning. The agricultural agents' programs were largely pre-determined, and farmers received what was offered by pioneer agents. In the second phase the programs were self-determined. This was a very significant period in the history of Extension program planning. Thousands of farmers for the first time in their experience, were given an opportunity by the Extension Service to gather information collectively to study and plan action on their problems. In the third phase, farm management, social trends, and economic facts as well as production factors were introduced in county program planning procedure. This gave great impetus to the gathering and assembling of facts by specialists upon which to build programs. In this fact-determined period in program planning, effort was made in some states to find the larger farm problems and to develop plans of work that provided for a concentrated attack for a long period on those problems.

Furthermore, the scope and kinds of problems discussed are no longer limited to agriculture and home economics, but encompass and affect practically every aspect of living.

During the past ten years Extension administrators have encouraged their personnel to develop self-determined programs with representatives of Extension's clientele. Great emphasis is being placed on program development by lay committeemen with sustained guidance by professional county Extension personnel.

The county Extension agent's responsibilities are becoming increasingly broader in scope. Today, agents are expected to provide organizational leadership, and be responsible for helping people develop an awareness and understanding of their problems and to organize and effectively use their resources. The educational leadership role includes that of assisting the people in analyzing the situation, deciding upon needed improvement, and determining what should be done. To shift from the role of an organizer to that of a teacher is not always easy. Organization requires an aggressive leadership, while teaching often demands patient and gentle direction in encouraging self-expression. It is therefore essential that the agents who constitute the planning organizations understand the importance of their role in planning the county Extension program. Agents' understanding of their role in program

planning is directly related to the accomplishments of the county planning committees.

## II. OBJECTIVES OF STUDY

The major purpose of this study was to define and analyze county Extension agents' perception of their role in planning the county Extension program.

The specific objectives of the study were to:

1. Ascertain the characteristics of agents serving in counties.
2. Identify those tasks that ideally constitute the role of county Extension agents in planning the county Extension program based upon the literature.
3. Determine the degree of importance county agents assign to the various program planning tasks in relation to what they are doing and feel they should be doing in program planning.
4. Determine the degree of consensus between agricultural, home economics and 4-H club agents, as to the way they perceive the importance and performance of their program planning tasks.
5. Identify some of the major obstacles that agents experience in performing tasks associated with their role in planning the county Extension program.
6. Determine how county Extension agents rank

various Extension staff groups concerning the amount of assistance provided them in program planning.

7. Determine the extent to which the following factors appear to be associated with agents' perception of their program planning role:

- a. county position held;
- b. number of agents on a county staff;
- c. length of agents' tenure in Extension;
- d. percentage of working time devoted to program planning;
- e. level of formal education;
- f. major content area in which highest degree was earned;
- g. frequency of county staff meetings;
- h. formal course work in program planning; and
- i. degree of program contact with supervisors.

### III. SCOPE AND PROCEDURES

An interview questionnaire comprised of two sections was designed. The first section included questions about the characteristics of respondents. The second section contained the suggested program planning tasks Extension agents ideally ought to perform. Open-end questions were also included in the interview questionnaire to determine the major obstacles respondents had encountered in carrying out

their program planning role. Provisions were made for respondents to indicate the amount of program assistance obtained from various staff members.

The data used in this study were collected by Straughn<sup>1</sup> who was engaged in making program planning studies in Florida and Kansas. The data were obtained during the period November, 1962 to March, 1963.

The respondents for this study included the county Extension agents from five supervisory districts of Kansas Cooperative Extension Service. They had five or more years of experience as county Extension agents and had been continuously employed as county Extension agents during the past five years. Data were obtained from 139 or 97 per cent of the eligible county Extension agents. Group interviews were conducted at regularly scheduled district meetings.

#### IV. CHARACTERISTICS OF RESPONDENTS

The selected characteristics of 139 county Extension agent respondents studied, included (a) educational status, (b) staff affiliation, and (c) degree of program contact with supervisors.

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<sup>1</sup>Alto Alfred Straughn, op. cit., p. 6.



**Educational Status:**

1. Eighty-seven per cent of the respondents held Bachelor's degrees only, while 13 per cent held Master's degrees.

2. Forty-one per cent of the respondents earned their degree in education and social sciences; 40 per cent, in physical and biological sciences; and, 19 per cent, home economics.

**Staff Affiliation:**

1. Fifty-six per cent of the respondents had a major responsibility of adult agricultural education; 30 per cent, adult home economics education; and, 14 per cent, youth (4-H club) education.

2. <sup>Twenty</sup> ~~Thirty~~-seven per cent of the respondents had five to seven years tenure in Extension; 52 per cent, eight to fifteen years; and, 20 per cent, sixteen years or more.

3. Eighty-two per cent of the respondents were members of county Extension staffs having one to three agents; 13 per cent four to five agents; and only 3 per cent, six or more agents.

4. Seventy-three per cent of the respondents were members of a staff that met weekly; 13 per cent, every two to four weeks; and 14 per cent held no regularly scheduled staff meetings.

5. Eighty-three per cent of the respondents reported that planning and discussing future county programs was the most frequently discussed subject in staff meetings, while 68 per cent listed, reviewing scheduled events.

Program Contact:

1. Twenty-one per cent of the agents have had formal course work in program planning.

2. The respondents indicated the kinds of program contacts experienced with their supervisors, and how helpful these contacts had been. Mean weighted scores were computed and the respondents were classified into "high", "medium", and "low" program contact categories. Fifty per cent were classified "high"; 34 per cent, "medium"; and 16 per cent, "low".

3. Thirty per cent of the respondents devoted 9 per cent or less of their time to program planning, 51 per cent, 10-19 per cent; and .19 per cent, 20-40 per cent.

V. FACTORS ASSOCIATED WITH AGENTS'

PERCEPTION OF PROGRAM PLANNING

ROLE

The null hypothesis was established to provide guidance and direction in analyzing the relationships that might exist between nine selected factors and agents'

perception of the relative importance of their program planning role. This hypothesis, which relates to a specific factor, is followed by the writer's conclusions based on the data obtained in this study.

Hypothesis-- There are no differences in agents' perception of their role in planning the county Extension program and each of the following factors:

- a. county position held;
- b. number of agents on county staff;
- c. length of agents' tenure with Extension;
- d. percentage of working time devoted to program planning;
- e. level of formal education;
- f. major content area in which highest degree was earned;
- g. frequency of county staff meetings;
- h. formal course work in program planning;
- i. degree of program contact with supervisors.

In view of the findings of this study, this hypothesis is accepted for six of the nine independent variables tested. The three independent variables (1) county position held, (2) major content area in which highest degree was earned, and (3) frequency of staff meetings, were significantly related with the agents' perception of the importance of their role in planning the county Extension

program. Therefore these three parts of the null hypothesis were rejected.

County position held and major content area in which highest degree was earned appeared to be the most important of nine factors that influenced agents' perception of the importance of their role in planning the county Extension program. The other factor which seemed to be associated to some degree with agents' perception was frequency of county staff meetings.

#### Interrelationships of Independent Variables

In studying the interrelationships of the nine independent variables in the study it was found that, of the thirty-six possible relationships, twelve were significant at least at the .05 level. Four combinations of variables which had the highest degree of association were:

1. County position held and major content area in which highest degree was earned;
2. County position held and frequency of county staff meetings;
3. Percentage of working time devoted to program planning and degree of program contact with their supervisors; and
4. Major content area in which highest degree was earned and frequency of staff meetings.

VI. AGENTS' PERCEPTION OF THEIR  
PROGRAM PLANNING ROLE

One of the objectives of this study was to analyze county agents' perception of their role in planning the county Extension program. Perception refers to the manner in which agents view their planning role. Agents' perception of their role in planning the county Extension program was described in terms of: (a) the percentage of agents agreeing that each of the eleven program planning tasks was part of their program planning role; (b) relative importance and performance of program planning tasks as perceived by the agents; (c) major obstacles encountered by agents in performing the program planning tasks; and (d) staff assistance in programming.

Agents' Acceptance of  
Program Planning Tasks

With one exception, 85 or more per cent of the agents indicated they felt each of the eleven planning tasks needed to be performed. Seventy-three per cent felt they should perform task 11. Thus a large percentage of the agents perceived their role to include all eleven tasks in planning the county Extension program.



Importance and Performance of  
Program Planning Tasks

Eleven program planning tasks of county Extension agents included in this study were divided into three general groups, based on a comparison of the relative importance of the tasks. These groups were: (1) tasks of extreme importance, with mean weighted scores ranging from 4.34 to 4.23; (2) tasks of high importance, with mean weighted scores ranging from 4.09 to 3.99; (3) tasks of relatively moderate importance, with mean weighted scores ranging from 3.97 to 3.45.

A grouping of these tasks in order of relative rank of over-all importance is as follows: (The over-all rank of performance is included following each rank of importance.)

Tasks of Extreme Importance

1. Help the planning committee(s) collect relevant facts and background information for planning the county program.
2. Help the planning committee(s) logically order and analyze county background information and situational facts.
3. Help the planning committee(s) interpret county background information and situational facts.

Tasks of High Importance

4. Help the planning committee(s) consider possible alternate means for attacking and solving the major problems, needs, and interests.
5. Help the planning committee(s) select most promising course(s) of action for attacking the problem(s) under consideration.
6. Help the planning committee(s) identify problems, needs, and concerns confronting the people as indicated by county background information and situational facts.

Tasks of Relatively Moderate Importance

7. Help the planning committee(s) determine immediate and long-term objectives relative to the identified major problems, needs, and interests.
8. Help the planning committee(s) explore plans for coordinating program efforts with agencies and organizations having similar and/or related interests.
9. Help the planning committee(s) continually evaluate the programming process for purposes of identifying strengths and weaknesses and taking appropriate remedial measures.
10. Help the planning committee(s) determine the

relative importance of problems, needs and concerns, and establish priorities.

11. Help the planning committee(s) keep accurate records and minutes of planning meetings.

A rank order coefficient of correlation of .84 was computed from the comparison of task importance and performance. This relatively high correlation would seem to indicate that there was a close relationship between the degree of importance placed on a particular task by the respondents and the way it was being performed.

All of the tasks listed as of extreme importance were ranked above average in performance. Two out of three, in the grouping of high importance, were ranked above average in performance. One task of "help the planning committee(s) consider possible alternate means for attacking and solving the major problems, needs, and interests" which was in high importance group was ranked below average in performance. All tasks except one listed in the relatively moderate importance group were ranked considerably below average in performance.

There seemed to be a relatively high degree of consensus of the importance agricultural agents and 4-H club agents placed on tasks as shown by rho equaling .92. A lower degree of relationship seemed to exist between agricultural agents and home economics agents as indicated by

rho equaling .25. Home economics agents and 4-H club agents had the lowest rho for importance. This figure was .09.

When the correlation was computed for performance, the agricultural agents and 4-H club agents had the highest rho equaling .87. This same relatively high degree of consensus seemed to exist between agricultural agents and home economics agents. A somewhat lesser degree of relationship seemed to exist between home economics agents and 4-H club agents as indicated by figure .73.

Thus, there seemed to be a higher degree of consensus between agricultural agents and 4-H club agents, as to the way they perceived importance and performance of program planning tasks, than for any other paired respondent groups. Home economics agents and 4-H club agents, on the other hand, had lowest degree of consensus.

#### Major Obstacles Encountered by Agents

It is deemed desirable to know the obstacles agents encountered in carrying out the tasks encompassed in planning the county Extension program. Three major obstacles were cited in the planning process: (a) crowded schedule and/or lack of time; (b) insufficient background information for planning; and (c) lack of interest and/or time of local leaders and clientele groups.

Other obstacles encountered were: (a) insufficient direction and assistance from supervisors and specialists; (b) agents lack training on how to plan a program; (c) training members of the planning committee and subcommittees; and (d) limited staff resources and lack of cooperation from existing staff members.

#### Staff Assistance in Programming

The respondents were asked to rank their administrative, supervisory, specialist and county staff members concerning the amount of assistance received from them in performing these eleven program planning tasks.

The county staff was ranked first, supervisory staff members, second; specialist staff, third; and administrative staff, fourth.

### VII. CONCLUSIONS

1. County Extension agents perceived their program planning role to include: (a) collecting, analyzing, and interpreting situational data; (b) identifying problems and establishing priorities; (c) determining objectives; (d) considering alternate courses; (e) selecting a course of action; and (f) coordinating plans with other groups.

2. With the exception of task 11, 85 or more per cent of the respondents in this study perceived planning the county Extension program with its 11 program planning



tasks, to be a part of their program planning role.

3. In general, respondents tended to rate importance of the various program planning tasks higher than they rated them on performance.

4. When the eleven program planning tasks in the study were placed in rank order based on importance and performance, the three highest ranking tasks were related to collecting, analyzing and interpreting situational data which is the first basic element in planning the county Extension program.

5. There seemed to be a relatively higher degree of consensus of the importance agricultural agents and 4-H club agents placed on the program planning tasks. A lower degree of relationship seemed to exist between agricultural agents and home economics agents or 4-H club agents and home economics agents.

6. The home economics agents assessed greater importance to the eleven program planning tasks than agricultural or 4-H club agents.

7. In general, there seemed to be considerable agreement between these three respondent groups with respect to how well these tasks were being performed.

8. Three obstacles generally confronted agents in performing their program planning role. They include: (a) crowded schedule and/or lack of time; (b) insufficient

background information for planning; and (c) lack of interest and/or time of local leaders and clientele groups.

8. County Extension agents ranked their county staff first in amount of assistance received in performing the program planning role, supervisory staff, second; specialists, third; and administrative staff, fourth.

9. County position held, and major content area in which highest degree was earned appeared to be the most important of nine factors tested in this study that influence agents' perception of their program planning role.

10. One other factor which may influence agents' perception was frequency of county staff meetings.

#### VIII. RECOMMENDATIONS FOR ACTION

1. Role analysis followed by role description for county Extension agents might be helpful in bringing about clearer understanding of their responsibility in program planning.

2. The responses revealed considerable variation among the agricultural, home economics and 4-H club agents regarding perception of their program planning role. The provision of formal course work in program planning for agents at the beginning of their tenure might greatly lessen the variations in their perceptions and in divergence of opinions.

3. It is probable that as the county agents develop greater insight into the purposes, organizations and functions of the county planning committee, they will increase their effectiveness in program planning. Such insight might be developed through intensive in-service training in various aspects of program planning.

4. Supervisors, specialists and administrators need to know what kind of program planning assistance is needed by agents.

5. Extension administrators need to encourage county agents to devote more time to program planning.

6. The obstacles which agents cited suggests a need to strengthen the need of program planning training for members of county planning committees.

7. There appears to be a need for developing in detail the statement of roles, purposes and procedures for all the groups in the program planning process.

#### IX. RECOMMENDATIONS FOR FUTURE RESEARCH

1. The data needs to be analyzed on other phases of program planning and the findings compared with composite findings of this study. If such analyses produce confirming evidence with this study, one might apply the findings of this study to other states.

2. Factors other than the nine tested in this study

should be identified and investigated in a manner similar to the design of this study.

3. Studies similar to this one could be conducted for purposes of defining the program planning roles of members of county planning committees. Definition of such roles for members might be helpful in bringing about effectiveness of the total county Extension program.

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APPENDIX A

COUNTY EXTENSION AGENTS' ROLE IN PLANNING  
EXTENSION PROGRAMS

Purpose of the Study

The major purpose of this study is to define and clarify the role that county Extension agents perform in planning Extension programs. You are assuming an important role in achieving this purpose by completing this questionnaire.

General Instructions

1. Please read all parts of the questionnaire.
2. There are no "right" or "wrong" answers. Please give your real opinions at all times.
3. Upon completing the questionnaire, please re-check to make sure all questions have been answered.
4. Your answers will be regarded as confidential. The information given will be used in compiling group data. A summary of group findings will be released for use by the cooperating and other interested states.

Questionnaire

Section I. Personal Data

Do Not Write in This Space		
Columns	Code	Deck No. <u>  1  </u>
1	(1)	Schedule No. <u>          </u>
2,3,4	( ) ( ) ( )	Schedule No. <u>          </u>

The following are questions about yourself. Please read each question carefully. Record your answers as directed.

Do Not Write In This Space	Cols.	Code
5	( )	

5. A. Your present position on the county Extension staff.  
(check one)
  - .1  Agricultural Agent
  - .2  Associate Agricultural Agent
  - .3  Assistant Agricultural Agent
  - .4  Home Demonstration Agent
  - .5  Associate Home Demonstration Agent
  - .6  Assistant Home Demonstration Agent
  - .7  Other (specify) \_\_\_\_\_

Do Not Write  
In This Space  
Cols. Code

- 6 ( )
5. B. Your one major area of responsibility to which you devote 50 percent or more of your time. (check one)
- .1  Adult agricultural education
- .2  Adult home economics education
- .3  Youth education (4-H)
- .4  Other (specify) \_\_\_\_\_
- 7 ( )
6. Number of agents on your county staff. (check one)
- .1  One
- .2  Two
- .3  Three
- .4  Four
- .5  Five
- .6  Six or more
- 8 ( )
7. Number of years employed as a county Extension worker (as of July 1, 1962). (check one)
- .1  5 - 7 years
- .2  8 - 10 years
- .3  11 - 15 years
- .4  16 - 25 years
- .5  26 or more years
- 9 ( )
8. Approximate percent of your total Extension working time spent on program planning. (check one)
- .1  9 percent or less
- .2  10 - 19 percent
- .3  20 - 29 percent
- .4  30 - 39 percent
- .5  40 percent or more
- 10 ( )
9. Formal education.
- A. Highest academic degree you now hold. (check one)
- .1  Bachelor degree
- .2  Master degree
- .3  Other (specify) \_\_\_\_\_
- B. General content area in which your highest degree was earned. (check one)
- .1  Physical sciences (chemistry, physics, mathematics, etc.)
- .2  Social sciences (sociology, psychology, history, journalism, economics, anthropology, etc.)
- .3  Education (elementary, secondary, agricultural education, home economics education, Extension education, etc.)
- .4  Biological sciences or agricultural subject matter (botany, zoology, biology, bacteriology, soil and plant sciences, animal sciences, etc.)
- .5  Home economics subject matter (foods and nutrition, clothing, textiles, etc.)
- .6  Other (specify) \_\_\_\_\_
- 11 ( )

Do Not Write  
In This Space  
Cols.    Code

- 12            ( )
10. A. How often are regular county Extension staff meetings  
held in your county? (check one)
- .1        Weekly
- .2        Every two weeks
- .3        Every three weeks
- .4        Monthly
- .5        Other (specify) \_\_\_\_\_
- 13,14        ( ) ( )
- B. What major subjects are most frequently discussed in  
your staff meetings? (Examples: review scheduled  
events, budget, relationships with other agencies,  
personal matters, planning and discussing future  
programs, etc.) \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- 15            ( )
11. Have you completed a formal course or courses in program  
planning in which academic credit was given? (check one)
- Yes
- No

Do Not Write  
In This Space  
Cols. Code

## 12. Contact with supervisors.

- A. Which of the following contacts have you had with your supervisor concerning program planning during the past year? (Example: Supervisor visited me in my office twice during the past year to help me with programming. I wrote my supervisor for plan of work materials, etc.) Circle the item in the column which best describes the frequency of these contacts.

Kind of Program Planning Contact With the Supervisor	Degree of Contact			
	Never	Seldom	Occasion-ally	Fre-quently
	1	2	3	4
16 ( ) .1 Visited <u>by</u> your supervisor	0	1 - 2 per yr.	3 - 5 per yr.	6 or more per yr.
17 ( ) .2 Telephoned <u>by</u> your supervisor	0	1 - 2 per yr.	3 - 5 per yr.	6 or more per yr.
18 ( ) .3 Written to <u>by</u> your supervisor	0	1 - 2 per yr.	3 - 5 per yr.	6 or more per yr.
19 ( ) .4 Visited your super-visor	0	1 - 2 per yr.	3 - 5 per yr.	6 or more per yr.
20 ( ) .5 Telephoned your super-visor	0	1 - 2 per yr.	3 - 5 per yr.	6 or more per yr.
21 ( ) .6 Wrote your supervisor	0	1 - 2 per yr.	3 - 5 per yr.	6 or more per yr.
22 ( ) .7 Participated in in-service training meet-ing with your super-visor	0	1 per yr.	2 per yr.	3 or more per yr.
23 ( ) .8 Received special cir-culars pertaining to programming from your supervisor	0	1 per yr.	2 per yr.	3 or more per yr.
24 ( ) .9 Others (specify) _____				

12. B. In general, how helpful have all the above contacts been in helping you to acquire a better understanding of program planning? (Check one)

- 25 ( ) .1 \_\_\_\_\_ Very helpful  
 .2 \_\_\_\_\_ Helpful  
 .3 \_\_\_\_\_ Some help  
 .4 \_\_\_\_\_ Of little help  
 .5 \_\_\_\_\_ Not helpful

Do Not Write In This Space  
Degree

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

26 ( )



## Section II. Program Planning Phases and Tasks

This part of the study is concerned with county Extension agents' role in program planning. For purposes of this study, the Extension program planning process has been divided into six phases, namely:

- Phase I. Formulating and agreeing upon a state-wide program planning framework. (Development of state-wide philosophy, objectives, policies, and procedures that provide direction for state, area and county program efforts.)
- Phase II. Adapting the state programming framework to the county. (Adapting the framework to existing county conditions.)
- Phase III. Organizing for planning the county Extension program. (Determining the type of organization needed, committee composition, operational plans, and training planning committee members.)
- Phase IV. Planning the program. (Collecting and analyzing data, identifying problems, determining objectives, establishing priorities, and considering alternate courses of action.)
- Phase V. Developing the written program. (Actual writing of the program.)
- Phase VI. Developing the annual plan of work. (Development of specific educational plan(s) for attacking problems.)

These six phases are further divided into specific tasks. You are asked to appraise them.

### General Instructions

1. In Column A, check "yes" or "no" to indicate whether or not you think each suggested task is a part of county Extension agents' role in Extension program planning.
2. In Column B, circle one of the five numbers to indicate the degree of importance that you feel ought to be associated with each task.

Scale: 5. Very important - essential to the success of the process  
 4. Important - needs to be performed  
 3. Slightly important - contributes, but is not essential  
 2. Unimportant - does not need to be performed (not a task of county Extension agents)  
 1. Undecided - no definite opinion

3. In Column C, circle one of the five numbers to indicate the degree of your present performance of each task.

Scale: 5. Excellent - superior, best possible  
 4. Good - above average  
 3. Fair - average  
 2. Poor - below average  
 1. Not at all - did not perform

## Phase IV. PLANNING THE COUNTY EXTENSION PROGRAM

Do Not Write In This Space Cols.	SUGGESTED TASKS OF AGENTS IN PLANNING THE COUNTY EXTENSION PROGRAM	Column A		Column B	Column C
		Should be performed by agents in planning county Extension pro- grams: (CHECK ONE)	DEGREE OF IMPORTANCE		
		Yes	No		
60,61,62 ( ) ( ) ( )	1. Help the planning committee(s) collect relevant facts and background information for planning the county program.			5. Very important 4. Important 3. Slightly important 2. Unimportant 1. Undecided (CIRCLE ONE)	5. Excellent 4. Good 3. Fair 2. Poor 1. Not at all (CIRCLE ONE)
63,64,65 ( ) ( ) ( )	2. Help the planning committee(s) logically order and analyze county background information and situational facts.			5 4 3 2 1	5 4 3 2 1
66,67,68 ( ) ( ) ( )	3. Help the planning committee(s) interpret county background information and situational facts.			5 4 3 2 1	5 4 3 2 1
69,70,71 ( ) ( ) ( )	4. Help the planning committee(s) identify problems, needs, and concerns confronting the people as indicated by the county background information and situational facts.			5 4 3 2 1	5 4 3 2 1

Do Not Write In This Space Cols. Code	SUGGESTED TASKS OF AGENTS IN PLANNING THE COUNTY EXTENSION PROGRAM	Column A		Column C DEGREE OF PRE- SENT PERFORMANCE
		Should be performed by agents in planning county Extension pro- grams. (CHECK ONE)	Yes No	
72,73,74 ( ) ( ) ( )	5. Help the planning committee(s) determine the relative importance of problems, needs, and concerns, and establish priorities.			5. Very important 4. Important 3. Slightly important 2. Unimportant 1. Undecided (CIRCLE ONE)
75,76,77 ( ) ( ) ( )	6. Help the planning committee(s) determine immediate and long-term objectives relative to the identified major problems, needs, and interests.			5 4 3 2 1 5 4 3 2 1
27,28,29 ( ) ( ) ( )	7. Help the planning committee(s) consider possible alternate means for attacking and solving the major problems, needs, and interests.			5 4 3 2 1 5 4 3 2 1

Col. Code  
1 Deck No. (4)  
2-26 (Same as for Deck 1)

SUGGESTED TASKS OF AGENTS IN PLANNING THE COUNTY EXTENSION PROGRAM	Column A		Column B DEGREE OF IMPORTANCE	Column C DEGREE OF PRESENT PERFORMANCE
	Should be performed by agents in planning county Extension programs. (CHECK ONE)	Yes No		
8. Help the planning committee(s) select the most promising course(s) of action for attacking the problem(s) under consideration.			5 4 3 2 1 (CIRCLE ONE)	5 4 3 2 1
9. Help the planning committee(s) explore plans for coordinating program efforts with agencies and organizations having similar and/or related interests.			5 4 3 2 1 (CIRCLE ONE)	5 4 3 2 1
10. Help the planning committee(s) continually evaluate the programming process for purposes of identifying strengths and weaknesses and taking appropriate remedial measures.			5 4 3 2 1 (CIRCLE ONE)	5 4 3 2 1

Do Not Write  
In This Space  
Code

30,31,32 ( ) ( ) ( )

33,34,35 ( ) ( ) ( )

36,37,38 ( ) ( ) ( )

Do Not Write In This Space Cols. Code	Column A		Column B	Column C
	Should be performed by agents in planning county Extension pro- grams. (CHECK ONE)	Yes No	DEGREE OF IMPORTANCE 5. Very important 4. Important 3. Slightly important 2. Unimportant 1. Undecided (CIRCLE ONE)	DEGREE OF PRE- SENT PERFORMANCE 5. Excellent 4. Good 3. Fair 2. Poor 1. Not at all (CIRCLE ONE)
39,40,41 ( ) ( ) ( )	SUGGESTED TASKS OF AGENTS IN PLANNING THE COUNTY EXTENSION PROGRAM			
42,43,44 ( ) ( ) ( )	11. Help the planning committee(s) keep accurate records and minutes of planning meetings. 12. Other tasks (specify) _____ _____		5 4 3 2 1 5 4 3 2 1	5 4 3 2 1 5 4 3 2 1
45,46 ( ) ( )	13. What major obstacles have you encountered in carrying out your role in planning the county Extension program? (Examples: lack of help from state office and specialists, insufficient background information, lack of time, etc.) 1. _____ 2. _____ 3. _____			
47 ( ) 48 ( ) 49 ( ) 50 ( )	14. Based upon the amount of assistance you receive from various Extension staff members in helping you carry out the preceding tasks of this phase, rank the following groups of staff members 1, 2, 3, and 4. .1 Administrative staff _____ .2 Supervisory staff _____ .3 Specialist staff _____ .4 County staff _____ .5 Other (specify) _____			



APPENDIX B

TABLE XXXIII

PERCENTAGE DISTRIBUTIONS OF COUNTY AGENTS BY COUNTY POSITION AND SIZE OF COUNTY STAFF

County position held	Number of agents	Number of agents on county staff			Total percentage
		1-3	4-5	Six or more	
Adult Agricultural education	78	91	8	1	100
Adult Home Economics education	42	76	17	7	100
Youth education (4-H club)	19	63	32	5	100

$\chi^2 = 12.90$ ;  $p = <.05$ ;  $\bar{C} = .39$   
 \*Significant at .05 level.

TABLE XXXIV

PERCENTAGE DISTRIBUTIONS OF COUNTY AGENTS BY COUNTY POSITION AND YEARS OF TENURE

County position held	Number of agents	Years of tenure			Total percentage
		5-7	8-15	16 or more	
Adult Agricultural education	78	24	51	25	100
Adult Home Economics education	42	24	57	19	100
Youth education (4-H club)	19	47	42	11	100

$\chi^2 = 5.35$ ;  $p = <.30$ ;  $\bar{C} = .26$ .

TABLE XXXV

PERCENTAGE DISTRIBUTIONS OF COUNTY AGENTS BY COUNTY POSITION AND PERCENTAGE OF TIME SPENT ON PROGRAM PLANNING

County position held	Number of agents	Percentage of time spent on program planning			Total percentage
		9 or less	10-19	20-40	
Adult Agricultural education	78	40	47	13	100
Adult Home Economics education	42	14	57	29	100
Youth education (4-H club)	19	26	53	21	100

$\chi^2 = 10.23$ ;  $p = 4.05$ ;  $\bar{c} = .36^*$   
 \*Significant at .05 level.

TABLE XXXVI

PERCENTAGE DISTRIBUTIONS OF COUNTY AGENTS BY COUNTY POSITION AND LEVEL OF FORMAL EDUCATION

County position held	Number of agents	Level of formal education		Total percentage
		Bachelor's degree	Master's degree	
Adult Agricultural education	78	86	14	100
Adult Home Economics education	42	93	7	100
Youth education (4-H club)	19	79	21	100

$\chi^2 = 2.45$ ;  $p = < .30$ ;  $\bar{c} = .20$ .

TABLE XXXVII

PERCENTAGE DISTRIBUTIONS OF COUNTY AGENTS BY COUNTY POSITION AND CONTENT AREA IN WHICH HIGHEST DEGREE WAS EARNED

County position held	Number of agents	Content area			Total percentage
		Biological and physical sciences	Educational and social sciences	Home Economics	
Adult Agricultural education	78	55	45	--	100
Adult Home Economics education	42	--	38	62	100
Youth education (4-H club)	19	63	32	5	100

$\chi^2 = 81.05$ ;  $p = < .01$ ;  $\bar{C} = .81^{**}$   
 $^{**}$ Significant at .01 level.

TABLE XXXVIII

PERCENTAGE DISTRIBUTIONS OF AGENTS BY COUNTY POSITION AND FREQUENCY OF STAFF MEETINGS

County position held	Number of agents	Frequency of staff meetings			Total percentage
		Weekly	2-4 weeks	No regular time	
Adult Agricultural education	78	80	15	5	100
Adult Home Economics education	42	55	14	31	100
Youth education (4-H club)	19	84	5	11	100

$\chi^2 = 17.40$ ;  $p = < .01$ ;  $\bar{C} = .45^{**}$   
 $^{**}$ Significant at .01 level.

TABLE XXXIX

PERCENTAGE DISTRIBUTIONS OF AGENTS BY COUNTY POSITION AND COMPLETION OF FORMAL COURSE WORK IN PROGRAM PLANNING

County position held	Number of agents	Formal course work in program planning		Total percentage
		Yes	No	
Adult Agricultural education	78	19	81	100
Adult Home Economics education	42	21	79	100
Youth education (4-H club)	19	31	69	100

$$\chi^2 = 1.38; p = < .50; \bar{c} = .15.$$

TABLE XL

PERCENTAGE DISTRIBUTIONS OF AGENTS BY COUNTY POSITION AND DEGREE OF PROGRAM CONTACT WITH SUPERVISORS

County position held	Number of agents	Degree of program contact			Total percentage
		High	Medium	Low	
Adult Agricultural education	77	52	30	18	100
Adult Home Economics education	42	40	46	14	100
Youth education (4-H club)	19	63	32	5	100

$$\chi^2 = 4.85; p = < .50; \bar{c} = .24.$$



TABLE XLI

PERCENTAGE DISTRIBUTIONS OF AGENTS BY SIZE OF COUNTY STAFF AND YEARS OF TENURE

Agents on county staff	Number of agents	Years of tenure			Total percentage
		5-7	8-15	16 or more	
One to three	115	28	53	19	100
Four to five	19	21	47	32	100
Six or more	5	40	40	20	100

$$\chi^2 = 2.82; p = < .70; \bar{c} = .19.$$

TABLE XLII

PERCENTAGE DISTRIBUTIONS OF AGENTS BY SIZE OF COUNTY STAFF AND PERCENTAGE OF TIME SPENT ON PROGRAM PLANNING

Agents on county staff	Number of agents	Percentage of time spent on program planning			Total percentage
		9 or less	10-19	20-40	
One to three	115	30	52	18	100
Four to five	19	26	47	26	100
Six or more	5	60	40	--	100

$$\chi^2 = 2.64; p = < .70; \bar{c} = .19.$$

TABLE XLIII

PERCENTAGE DISTRIBUTIONS OF AGENTS BY SIZE OF COUNTY STAFF AND LEVEL OF FORMAL EDUCATION

Agents on county staff	Number of agents	Level of formal education		Total percentage
		Bachelor's degree	Master's degree	
One to three	115	86	14	100
Four to five	19	95	5	100
Six or more	5	80	20	100

$$\chi^2 = 1.29; p = < .50; \bar{c} = .05.$$

TABLE XLIV

PERCENTAGE DISTRIBUTIONS OF AGENTS BY SIZE OF COUNTY STAFF AND CONTENT AREA IN WHICH HIGHEST DEGREE WAS EARNED

Agents on county staff	Number of agents	Content area			Total percentage
		Biological and physical sciences	Education & social sciences	Home Economics	
One to three	115	42	41	17	100
Four to five	19	32	42	26	100
Six or more	5	20	40	40	100

$$\chi^2 = 2.73; p = < .70; \bar{c} = .19.$$

TABLE XLV

PERCENTAGE DISTRIBUTIONS OF AGENTS BY SIZE OF COUNTY STAFF AND FREQUENCY OF STAFF MEETINGS

Agents on county staff	Number of agents	Frequency of staff meetings			Total percentage
		Weekly	2-4 weeks	No regular time	
One to three	115	70	16	14	100
Four to five	19	79	5	16	100
Six or more	5	100	--	--	100

$$x^2 = 3.72; p = < .50; \bar{c} = .22.$$

TABLE XLVI

PERCENTAGE DISTRIBUTIONS OF AGENTS BY SIZE OF COUNTY STAFF AND COMPLETION OF FORMAL COURSE IN PROGRAM PLANNING

Agents on county staff	Number of agents	Formal course work in program planning		Total percentage
		Yes	No	
One to three	115	21	79	100
Four to five	19	21	79	100
Six or more	5	40	60	100

$$x^2 = 1.26; p = < .70; \bar{c} = .14.$$

TABLE XLVII

PERCENTAGE DISTRIBUTIONS OF COUNTY AGENTS BY SIZE OF  
COUNTY STAFF AND DEGREE OF PROGRAM CONTACT  
WITH SUPERVISORS

Agents on county staff	Number of agents	Degree of program contact			Total percentage
		High	Medium	Low	
One to three	114	49	35	16	100
Four to five	19	47	37	16	100
Six or more	5	80	20	--	100

$$\chi^2 = 2.11; p = < .80; \bar{c} = .16.$$

TABLE XLVIII

PERCENTAGE DISTRIBUTIONS OF COUNTY AGENTS BY TENURE IN  
EXTENSION AND PERCENTAGE OF TIME SPENT ON  
PROGRAM PLANNING

Tenure in Extension	Number of agents	Percentage of time spent on program planning			Total percentage
		9 or less	10-19	20-40	
5-7 years	38	31	53	16	100
8-15 years	72	26	51	23	100
16 or more years	29	38	48	14	100

$$\chi^2 = 2.02; p = < .80; \bar{c} = .15.$$

TABLE XLIX

PERCENTAGE DISTRIBUTIONS OF COUNTY AGENTS BY TENURE IN  
EXTENSION AND LEVEL OF FORMAL EDUCATION

Tenure in Extension	Number of agents	Level of formal education		Total percentage
		Bachelor's degree	Master's degree	
5-7 years	38	97	3	100
8-15 years	72	80	20	100
16 or more years	29	90	10	100

$$\chi^2 = 6.48; p = < .05; \bar{C} = .32.*$$

\*Significant at .05 level.

TABLE L

PERCENTAGE DISTRIBUTIONS OF COUNTY AGENTS BY TENURE IN  
EXTENSION AND CONTENT AREA IN WHICH HIGHEST DEGREE  
WAS EARNED

Tenure in Extension	Number of agents	Content area			Total percentage
		Biologi- cal and physical sciences	Educa- tion & social sciences	Home Eco- nom- ics	
5-7 years	38	45	42	13	100
8-15 years	72	36	39	25	100
16 or more years	29	41	45	14	100

$$\chi^2 = 3.08; p = < .70; \bar{C} = .19.$$



TABLE LI

PERCENTAGE DISTRIBUTIONS OF COUNTY AGENTS BY TENURE IN  
EXTENSION AND FREQUENCY OF STAFF MEETINGS

Tenure in Extension	Number of agents	Frequency of staff meetings			Total percentage
		Weekly	2-4 weeks	No regu- lar time	
5-7 years	38	76	11	13	100
8-15 years	72	72	15	13	100
16 or more years	29	69	14	17	100

$$\chi^2 = .93; p = < .99; \bar{c} = .10.$$

TABLE LII

PERCENTAGE DISTRIBUTIONS OF COUNTY AGENTS BY TENURE IN  
EXTENSION AND COMPLETION OF FORMAL COURSE WORK IN  
PROGRAM PLANNING

Tenure in Extension	Number of agents	Formal course work in program planning		Total percentage
		Yes	No	
5-7 years	38	13	87	100
8-15 years	72	26	74	100
16 or more years	29	31	79	100

$$\chi^2 = 2.64; p = < .30; \bar{c} = .18.$$

TABLE LIII

PERCENTAGE DISTRIBUTIONS OF COUNTY AGENTS BY TENURE IN  
EXTENSION AND DEGREE OF PROGRAM CONTACT  
WITH THE SUPERVISORS

Tenure in Extension	: Number : of : agents	: Degree of program : contact			: Total : percentage
		: High	: Medium	: Low	
5-7 years	38	50	29	21	100
8-15 years	71	46	39	15	100
16 or more years	29	58	31	11	100

$$x^2 = 2.90; p = < .70; \bar{c} = .19.$$

TABLE LIV

PERCENTAGE DISTRIBUTIONS OF COUNTY AGENTS BY PERCENTAGE  
OF WORKING TIME SPENT ON PROGRAM PLANNING AND  
LEVEL OF FORMAL EDUCATION

Working time spent on program planning	: Number : of : agents	: Level of formal : education		: Total : percentage
		: Bachelor's : degree	: Master's : degree	
9 per cent or less	42	86	14	100
10-19 per cent	71	86	14	100
20-40 per cent	26	92	8	100

$$x^2 = .78; p = < .70; \bar{c} = .11.$$

TABLE LV

PERCENTAGE DISTRIBUTIONS OF COUNTY AGENTS BY PERCENTAGE OF WORKING TIME SPENT ON PROGRAM PLANNING AND CONTENT AREA IN WHICH HIGHEST DEGREE WAS EARNED

Working time spent on program planning	Number of agents	Content area in which highest degree earned			Total percentage
		Biological and physical sciences	Education & social sciences	Home Economics	
9 per cent or less	42	41	52	7	100
10-19 per cent	71	41	38	21	100
20-40 per cent	26	35	31	34	100

$$\chi^2 = 8.81; p = < .10; \bar{c} = .33.$$

TABLE LVI

PERCENTAGE DISTRIBUTIONS OF COUNTY AGENTS BY PERCENTAGE OF WORKING TIME SPENT ON PROGRAM PLANNING AND FREQUENCY OF STAFF MEETINGS

Working time spent on program planning	Number of agents	Frequency of staff meetings			Total percentage
		Weekly	2-4 weeks	No regular time	
9 per cent or less	42	74	12	14	100
10-19 per cent	71	73	15	11	100
20-40 per cent	26	69	12	19	100

$$\chi^2 = 1.35; p = < .90; \bar{c} = .04.$$

TABLE LVII

PERCENTAGE DISTRIBUTIONS OF COUNTY AGENTS BY PERCENTAGE  
OF WORKING TIME SPENT ON PROGRAM PLANNING AND  
FORMAL COURSE WORK IN PROGRAM PLANNING

Working time spent on program planning	:Number: : of :agents:	:Formal course work in: : program planning		: Total : percentage
		: Yes	: No	
9 per cent or less	42	14	86	100
10-19 per cent	71	23	77	100
20-40 per cent	26	31	69	100

$$\chi^2 = 2.66; p = < .30; \bar{C} = .22.$$

TABLE LVIII

PERCENTAGE DISTRIBUTIONS OF COUNTY AGENTS BY PERCENTAGE  
OF WORKING TIME SPENT ON PROGRAM PLANNING AND DEGREE  
OF PROGRAM CONTACT WITH SUPERVISORS

Working time spent on program planning	:Number: : of :agents:	:Degree of program : contact			: Total : percentage
		: High	: Medium	: Low	
9 per cent or less	42	69	19	12	100
10-19 per cent	70	46	43	11	100
20-40 per cent	26	31	38	31	100

$$\chi^2 = 13.88; p = < .01; \bar{C} = .41.**$$

\*\* Significant at .01 level.

TABLE LIX

PERCENTAGE DISTRIBUTIONS OF COUNTY AGENTS BY LEVEL OF FORMAL EDUCATION AND MAJOR CONTENT AREA IN WHICH HIGHEST DEGREE WAS EARNED

Level of formal education	Number of agents	Content area in which highest degree earned			Total percentage
		Biological and physical sciences	Education & social sciences	Home Economics	
Bachelor's degree	121	42	36	22	100
Master's degree	18	36	72	6	100

$\chi^2 = 8.536$ ;  $p = < .05$ ;  $\bar{C} = .37$ .  
\*Significant at .05 level.

TABLE LX

PERCENTAGE DISTRIBUTIONS OF COUNTY AGENTS BY LEVEL OF FORMAL EDUCATION AND FREQUENCY OF STAFF MEETINGS

Level of formal education	Number of agents	Frequency of staff meetings			Total percentage
		Weekly	2-4 weeks	No regular time	
Bachelor's degree	121	73	13	14	100
Master's degree	18	72	17	11	100

$\chi^2 = .234$ ;  $p = < .90$ ;  $\bar{C} = .05$ .



TABLE LXI

PERCENTAGE DISTRIBUTIONS OF COUNTY AGENTS BY LEVEL OF FORMAL EDUCATION AND COMPLETION OF FORMAL COURSE WORK IN PROGRAM PLANNING

Level of formal education	Number of agents	Completion of formal course work in program planning		Total percentage
		Yes	No	
Bachelor's degree	121	20	80	100
Master's degree	18	33	67	100

$$x^2 = 1.69; p = <.20; \bar{c} = .17.$$

TABLE LXII

PERCENTAGE DISTRIBUTIONS OF COUNTY AGENTS BY LEVEL OF FORMAL EDUCATION AND DEGREE OF PROGRAM CONTACT WITH THE SUPERVISORS

Level of formal education	Number of agents	Degree of program contact			Total percentage
		High	Medium	Low	
Bachelor's degree	120	47	37	16	100
Master's degree	18	67	22	11	100

$$x^2 = 1.86; p = <.50; \bar{c} = .17.$$

TABLE LXIII

PERCENTAGE DISTRIBUTIONS OF COUNTY AGENTS BY MAJOR  
CONTENT AREA IN WHICH HIGHEST DEGREE WAS EARNED  
AND FREQUENCY OF STAFF MEETINGS

Content area	Number of agents	Frequency of staff meetings			Total percentage
		Weekly	2-4 weeks	No regu- lar time	
Biological and physical sciences	55	80	16	4	100
Education and social sciences	57	74	12	14	100
Home Economics	27	55	11	34	100

$\chi^2 = 13.46$ ;  $p = < .01$ ;  $\bar{C} = .40$ .\*\*  
\*\*Significant at .01 level.

TABLE LXIV

PERCENTAGE DISTRIBUTIONS OF COUNTY AGENTS BY MAJOR  
CONTENT AREA IN WHICH HIGHEST DEGREE WAS EARNED  
AND COMPLETION OF FORMAL COURSE WORK IN  
PROGRAM PLANNING

Content area	Number of agents	Completion of formal course work in program planning		Total percentage
		Yes	No	
Biological and physical sciences	55	25	75	100
Education and social sciences	57	19	81	100
Home Economics	27	19	81	100

$\chi^2 = .813$ ;  $p = < .70$ ;  $\bar{C} = .11$ .

TABLE LXV

PERCENTAGE DISTRIBUTIONS OF COUNTY AGENTS BY MAJOR  
CONTENT AREA IN WHICH HIGHEST DEGREE WAS EARNED  
AND DEGREE OF PROGRAM CONTACT  
WITH THE SUPERVISORS

Content area	: Number : of : agents	: Degree of program : contact			: Total : percentage
		: High	: Medium	: Low	
Biological and physical sciences	55	55	33	13	100
Education and social sciences	57	53	25	22	57
Home Economics	27	33	59	8	100

$\chi^2 = 10.89$ ;  $p = < .05$ ;  $\bar{C} = .35$ .  
\*Significant at .05 level.

TABLE LXVI

PERCENTAGE DISTRIBUTIONS OF COUNTY AGENTS BY FREQUENCY  
OF STAFF MEETINGS AND COMPLETION OF FORMAL COURSE  
WORK IN PROGRAM PLANNING

Frequency of staff meetings	: Number : of : agents	: Completion of formal : course work in		: Total : percentage
		: program planning	:	
		: Yes	: No	
Weekly	101	21	79	100
2-4 weeks	19	32	68	100
No regular time	19	16	84	100

$\chi^2 = 1.537$ ;  $p = < .50$ ;  $\bar{C} = .16$ .

TABLE LXVII

PERCENTAGE DISTRIBUTIONS OF COUNTY AGENTS BY FREQUENCY OF STAFF MEETINGS AND DEGREE OF PROGRAM CONTACT WITH THE SUPERVISORS

Frequency of staff meetings	: Number : : of : : agents :	: Degree of program : : contact :			: Total : : percentage :
		: High :	: Medium :	: Low :	
Weekly	100	50	33	17	100
2-4 weeks	19	53	42	5	19
No regular time	19	47	37	16	19

$$x^2 = 2.00; p = < .80; \bar{c} = .15.$$

TABLE LXVIII

PERCENTAGE DISTRIBUTIONS OF COUNTY AGENTS BY COMPLETION OF FORMAL COURSE WORK IN PROGRAM PLANNING AND DEGREE OF PROGRAM CONTACT WITH SUPERVISORS

Completion of formal course work in program planning	: Number : : of : : agents :	: Degree of contact : : with supervisors :			: Total : : percentage :
		: High :	: Medium :	: Low :	
Yes	30	47	40	13	100
No	108	51	33	16	100

$$x^2 = .471; p = < .80; \bar{c} = .08.$$

ROLE OF COUNTY EXTENSION AGENTS IN PLANNING  
THE COUNTY EXTENSION PROGRAM IN KANSAS

by

JAYANT SHAMRAO PATIL

B. Sc. (Agri.), University of Bombay (India), 1949  
M. Sc. (Agri.), University of Poona (India), 1960

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AN ABSTRACT OF A MASTER'S THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

School of Education

KANSAS STATE UNIVERSITY  
Manhattan, Kansas

1964



## PURPOSE OF THE STUDY

The major purpose of this study was to define and analyze county Extension agents' perception of their role in planning the county Extension program.

## PROCEDURE

A questionnaire was used in group interviews to obtain data from 139 county Extension agents in Kansas. Ninety-seven per cent of all agents who had five or more years of Extension experience responded. The data were collected during the period November, 1962 to March, 1963. The major statistical measures and tests used to analyze the data were percentage distributions, mean scores, chi squares and corrected coefficient of contingency ( $\bar{C}$ ).

## RESULTS

County Extension agents perceived their program planning role to include: (a) collecting, analyzing, and interpreting situational data; (b) identifying problems and establishing priorities; (c) determining objectives; (d) considering alternate courses; (e) selecting a course of action; and (f) coordinating plans with other groups.

In general the county agents tended to rate importance of various program planning tasks higher than they

rated them on performance.

When the eleven program planning tasks were placed in rank order based on importance and performance, the three highest ranking tasks were related to collecting, analyzing and interpreting situational data which is the first basic element in planning the county Extension program.

The home economics agents assess greater importance to the eleven program planning tasks than agricultural or 4-H club agents.

There seemed to be a relatively higher degree of consensus between agricultural agents and 4-H club agents as to the way they perceived importance and performance of program planning tasks than between agricultural agents and home economics agents or home economics agents and 4-H club agents.

Three obstacles generally confronted agents in their planning role: (a) crowded schedule and/or lack of time; (b) insufficient background information for planning; and (c) lack of interest and/or time of local leaders and clientele groups.

County Extension agents ranked the county staff first in amount of program assistance received in performing their role; supervisory staff, second; specialists, third; and administrative staff, fourth.

County position held and major content area in which highest degree was earned appeared to be the most important of nine factors tested in this study that influenced agents' perception of their role in planning the county Extension program.