ROLE OF COUNTY EXTENSION AGENTS IN FORMULATING A STATEWIDE FRAMEWORK FOR EXTENSION PROGRAM PLANNING IN KANSAS

by

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The author was married to former Nitsa Michael Katsineri of Morphou in 1959. The family now includes one daughter, Valentina.

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CHAPTER I

INTRODUCTION

I. PURPOSE OF THE STUDY

The primary purpose of this study was to define and analyze Kansas county Extension agents' perception of their role in formulating and agreeing upon a statewide framework for Extension program planning. The specific objectives of the study were as follows:

1. To ascertain the characteristics of agents serving in the counties in Kansas.
2. To identify those tasks that ideally constitute the role of county agents in formulating and agreeing upon a statewide framework for Extension program planning.
3. To determine the degree of importance that county Extension agents assign to the various suggested program planning tasks in relation to what they are doing and feel they should be doing in formulating a statewide framework for program planning.
4. To determine the degree of consensus among agriculture, home economics and 4-H club agents as to the way they perceive the importance and performance of their program planning tasks in formulating a statewide framework.
5. To identify some of the major obstacles that agents experience in performing tasks associated with their role in formulating and agreeing upon a statewide framework for Extension program planning.
6. To determine how Extension agents rank various Extension staff groups in regard to the amount of assistance provided them in program planning.

7. To determine if there were relationships between selected factors and agents' perception of their role in formulating and agreeing upon a statewide framework for Extension program planning.

Hypothesis

In order to analyze the data obtained in objective seven, the following null-hypothesis was developed to give direction to this study.

There are no differences in agents' perception of their role in formulating and agreeing upon a statewide program planning framework and each of the following factors:

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 subject 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.

II. STATEMENT OF THE PROBLEM

Program planning in cooperative Extension began half a century ago. Since then the evolution of program planning has had three phases. In the early stages programs were pre-determined and farmers received what was offered. In the second phase Extension leaders, through the evolution of new ideas, began to develop programs based largely on local information and interest, thus making the people feel directly and largely responsible for the Extension programs. Finally economical, social and biological facts were introduced into the county program planning procedures. At this stage the people with the help of the Extension agents made an analysis of the situation, selected outstanding needs and together developed a program to fit those needs.

The responsibility of Extension agents in program planning procedures has changed during the years and program planning has also become more complex. County agents have broader and more involved responsibilities. Today county agents are expected to assume broad organizational and educational roles in assisting the county Extension councils in the planning process.

The national economy is growing at a steady pace. This growth causes changes which require adjustment. The Extension Service can point with pride to the many changes

which it has helped to bring about over some fifty years of operation. However, the Service cannot rest on past accomplishments to maintain its status and continue to improve its educational services to rural people. One characteristic of Extension work has been the necessity to shift programs and methods to meet ever-changing conditions and demands.

The county agent is expected to serve the farmers at one hand and, at the same time, cooperate with the federal, state, and county governments. His role in program building is that of an organizer and a teacher. As the functions to be performed by the county agent become more numerous and involved and as the district and state jobs become more specialized, the required organization and operating procedures become more complex. It is generally assumed that Extension administrators and supervisors feel that the most successful county agent in helping formulate and agreeing upon a statewide framework for Extension program planning, is one who feels that he is responsible to help both his clientele and his administrators.

The county Extension agents' perception of the program planning process and their role in implementing it constitute the basis for their behavior in formulating and agreeing upon a statewide framework for Extension program planning. It is important that their role in planning be

ascertained if the formulating of a statewide framework for Extension programming is to be accomplished.

III. BACKGROUND

In 1915, the Kansas legislature passed the county farm bureau law. A county farm bureau, after meeting certain membership requirements, was entitled to county appropriations and state funds to aid in the execution of a county Extension program, this being the organization's purpose under its constitution. The county Extension programs were conducted by this means for thirty-six years.[1]

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. Since 1951, the people of the counties and the administrative officials and specialists of the Kansas Extension Service have developed many procedures for the development of county Extension programs and for the execution of those programs under prevailing and sociological conditions.[2]

The Extension council law states, ". . . it shall be the duty of said agricultural Extension council to plan the

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[1] Handbook for County Agricultural Extension Councils, (Manhattan, Kansas: Kansas State University, 1961), p. 5.

[2] Ibid.

educational Extension programs of the county."[3]

The Federal law (Smith-Lever Act amended) provides that:

> . . . this work shall be carried on in such a manner as may be eventually agreed upon by the Secretary of Agriculture and state agricultural college. . . . The cooperative Extension program in the state of Kansas, supported by congressional appropriations, shall be planned under the joint supervision of the Director of Extension and the administrator of the Federal Extension Service.[4]

Since 1951, county Extension programs have been the cooperative responsibility of county agricultural Extension councils and the Kansas State University. The council's main responsibility is:

> The giving of instruction and practical demonstrations in agriculture, home economics and 4-H club work to all persons in the county and the imparting to such persons of information on said subjects through field demonstrations, publications or otherwise.[5]

In practical terms the councils are responsible for planning and executing the Extension program with the advice and help of the county agents and various specialists at Kansas State University.

A county agricultural Extension council is composed of three members from each township and each city not a part of a township. These three members are elected at a

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[3] Ibid., p. 15.

[4] Ibid.

[5] Ibid., p. 5.

township meeting, one to represent agriculture, one to represent home economics, and one to represent 4-H club work.[6]

The law also provides for advisory committees. Three advisory committees are found in Kansas counties. These are the agricultural, home economics and the 4-H advisory committee which are composed of the agricultural, home economics, and 4-H representatives respectively.[7]

An executive board consisting of a chairman, a secretary, a treasurer and six other members is also elected at the annual meeting of a council. Not more than one member of the board shall be elected from any one township or city unless the county has less than nine townships and cities not a part of a township.[8]

The responsibility for planning and executing the Extension program rests with the local units. It is therefore a duty of the people who constitute these organizations to be familiar with the objectives of the Extension program before they assume the initiative for it.

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[6] Ibid.

[7] Ibid., p. 6.

[8] Ibid.

Program Development in Kansas

County programs are the basis for Extension work, according to Matthews,[9] and are the means by which the Extension Service seeks to accomplish its purposes. The results in Extension are dependent upon the quality of the county program, and quality is influenced by the methods used in developing the program.

The philosophy of the cooperative Extension Service today is based upon the fundamental belief that the planning of county Extension programs should be a joint effort of the people and the county Extension staff.

Sheats and Jayne wrote:

> It is axiomatic that people are naturally more interested in anything in which they have a hand in planning and for which they assume some responsibilities. Any superimposed program is soon likely to fall on its own weight, hence the clear need for observing the principle of local control and planning.[10]

In Kansas a county Extension service program is determined cooperatively by the local people and the Extension staff and includes a statement of:

1. The situation or pertinent facts and trends.
2. The problem or situations on which there is agreement that changes are needed.

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[9]J. L. Matthews, National Inventory of Extension Methods of Program Determination, U. S. Department of Agriculture, Extension Service Circular 477 (Washington, 1952), p. 1.

[10]Paul Sheats, C. D. Jayne, and R. D. Spence, Adult Education (New York: The Dryden Press, 1954), p. 149.

3. The objectives to provide direction for the program.[11]

Each county has a long-time program. It is reviewed annually to consider current situations and problems arising therefrom, and revised at four-year intervals.

Steps in the Four-Year County Program Plan

The following are the steps that are taken in developing the four-year program. These steps do not necessarily require separate meetings.

1. The Council and the Extension agents develop plans and present their plans to the executive board and the district agent for approval.

2. The Council and agents consider the work to be done and may select other people in the county to be members of county planning committees. This group includes other agricultural leaders, representatives of professional groups, commercial interests, and other branches of local, state, and federal governments. Some of those so selected may be considered as resource persons or consultants. This group, with the council, becomes the county planning committee, hereinafter called "the committee".

3. Extension personnel present to the whole committee, pertinent data regarding county, state, and national situations and trends obtained from available records.

4. The committee decides on the program areas for consideration in the county program.

5. Sub-committees for each project area are formed. These groups may need a further division into sub-project areas.

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[11] Handbook for County Agricultural Extension Councils, op. cit., p. 16.

6. These sub-committees meet separately and (a) select a permanent chairman and a secretary, (b) decide on the scope of their duty, and (c) subdivide into smaller committees if such procedure seems desirable.

7. When all original sub-committees have met and organized, all chairmen meet to compare notes and report any additional information their committees would like to have regarding their assignments. If surveys in the county are needed to determine local situations, the scope of these surveys may be determined at this meeting.

8. Each sub-committee (a) studies all facts available regarding the problems, (b) analyzes the situation locally and consider national implications, (c) lists objectives in relation to the problem.

9. All committees meet, with council chairman in charge, to consider all problems and objectives.

10. Council meets to:
    a. Determine importance of problems recognized.
    b. Refer certain problems (which may be outside the scope of Extension) to other agencies.
    c. Determine how to get the program into printed form.[12]

The Annual County Program

There are generally two steps taken in developing the annual county program:

1. The Council reviews annually the past year's accomplishments, considers any changes in objectives, and sets goals for the next year.

2. After the overall county program is written, the three advisory committees--Agriculture, Home

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[12] Ibid., pp. 16-17.

Economics, and 4-H Club, meet separately to plan their phase of the program, keeping in mind (a) the contribution of each phase of the program to the overall county objectives, and (b) those portions of each phase where joint activity is appropriate.[13]

IV. SCOPE AND PROCEDURES OF STUDY

This study pertains to the role of county Extension agents of Kansas in formulating and agreeing upon a statewide program planning process. The data used in this study were collected by Straughn[14] who was engaged in program planning studies in Florida and Kansas. The data were obtained during the period November, 1962 to March, 1963. While it has implications for the organizational structure, the primary concern was with the agents' perceptions of their jobs and how these views are related to background, educational status, position and tenure within the organizational structure of Extension work.

Selection of Respondents

The respondents of this study included 139 county Extension agents who had five or more years of experience

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[13] Ibid.

[14] 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.

as county Extension agents, and who had been continuously employed as county Extension agents during the past five years. These were agricultural, home economics or 4-H club agents. Table I shows the number and percentage of respondents that participated in this 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 to help 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 the prooess of formulating and agreeing upon a statewide framework for Extension program planning. These tasks were arranged so that each respondent was able to indicate: (a) whether or not each task should be performed by agents in helping formulate and agree upon a state program planning framework, (b) its degree of importance, and (c) the degree 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. They were employees of the Federal Extension Service, State Extension Services and other adult educational agencies.[15] They were asked to indicate those tasks which ought to constitute the county Extension agents' role

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[15] Ibid., pp. 7-8.

in program planning.

Open-end questions were also included in the interview questionnaire to determine (a) the major obstacles encountered by the respondents in carrying out their program planning role, and (b) the amount of program assistance the respondents obtained from various staff members.

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

Collection of Data

The State Extension Director approved conducting this study. 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 personal or official difficulties.[16]

Analysis of Data

The questionnaire was pre-coded for IBM tabulations. Data obtained were punched on IBM cards. The data in this study were sorted and tabulated by use of the IBM 1620 Data

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[16] Ibid., pp. 7-12.

Processing System in Seaton Hall at Kansas State University. This is an electronic high speed digital computer using card input-output.

Since the study group represents a complete enumeration of those agents meeting certain criteria--agents who had five or more years of experience as county Extension agents, estimates of sampling error were not used in treating the data.

The major statistical measures used to analyze the data were:

1. Frequency distributions
2. Percentages
3. Mean weighted scores
4. Rank order scores
5. The contingency coefficient (C), and
6. Kendall's coefficient of concordance (W) (Rank order correlation).

V. DEFINITION OF TERMS

Role. Refers to "a set of expectations applied to an incumbent of a particular position."[17]

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[17]Neal Gross, Ward S. Mason, and Alexander W. McEachern, Explorations in Role Analysis: Studies of the School Superintendency Role (New York: John Wiley and Sons, Inc., 1958), p. 67.

Role Consensus. Refers to "the amount of agreement in role definition of county agents; the agreement among agents of different types."[18]

Perception. Refers to:

> 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.[19]

Program Planning. Refers to an educational process through which local leaders and the professional Extension staff analyze the situation, identify problems, establish priorities, and identify short-term and long-term objectives in relation to the problems.

County Extension Program. Refers to a written statement prepared by agents, with assistance from supervisors, specialists, and planning committee members, and includes:

1. The situation or pertinent facts and trends;
2. The problem or situations on which there is agreement that changes are needed;
3. The objectives to provide direction for the program.

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[18] Ibid., p. 3.

[19] Floyd H. Allport, Theories of Perception and the Concept of Structure (New York: John Wiley and Sons, Inc., 1955), p. 14.

Statewide Program. Refere to all the Exteneion educational activitiee conducted in the state and encompassee all the educational activities conducted in all the counties of the etate. It encompasses the efforts of every member of the Extension staff including the Director of Extension. It includes all program phases--agricultural, home economice and 4-H club work. It ie a people-centered program concept that deale with probleme determined through democratic involvement of the people, and all parts of the program contribute to those basic purposes that are achieved through coordinated efforts of the etaff and lay people.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter consists of two sections. The first section deals with the function and history of the Extension Service. A synthesis of theories, concepts and research considered relevant to this study constitutes the second section--it treats (a) perception, (b) role, (c) program planning process, (d) procedures, (e) organization, (f) philosophy of Extension, (g) objectives, (h) policy, and (i) program planning tasks.

While certain general hypotheses are established in the study the method is one of description and interpretation, rather than of theory testing. The general design for the study is based upon certain notions in role theory. However, while there is a considerable amount of literature relating to program planning, only a limited amount relates specifically to the county agent's role in formulating and agreeing upon a statewide framework for Extension program planning.

Selections to formulate this theoretical frame of reference have been made only from literature that helps to establish the situation for this investigation, or that helps to substantiate the findings of this study.

I. FUNCTION OF EXTENSION EDUCATION

Agricultural Extension is an educational enterprise and the people engaged in it must possess a good many abilities in common with teachers in schools.[1]

The principal Extension function--as education, is clearly identified in the Smith-Lever Act, under which the present extension system was established, "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 encourage the application of the same."[2]

Though Extension is one of the functions of the College of Agriculture it does not involve education in the abstract or classroom sense; it is an informal type of education designed for action--people's action. To distinguish this, the Smith-Lever Act states:

> Cooperative agricultural extension work shall consist of the giving of instruction and practical demonstrations in agriculture and home economics and subjects relating thereto to persons not attending as resident in said colleges in the several communities. . . .[3]

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[1]Carsie Hammonds, Teaching Agriculture, (New York: McGraw-Hill Book Company, Inc., 1950), p. 304.

[2]Smith-Lever Act, Section I, Public Law 83, 93rd Congress, Chapter 157, 1st Session, S. 1679.

[3]Ibid., Section II.

This clarifies that Extension work is primarily an educational enterprise whose objectives and ideals should be to direct and help people in solving the various problems which they encounter from day to day in the fields of agriculture, home economics and related subjects.

Cooperative Extension work has been interpreted and defined in many ways. However a close study of statements of purpose and objectives reveals a difference of emphasis rather than in fundamentals.

Basic legislation--Smith-Lever Act, and other statements of purpose from pioneer workers, former state Extension directors and present administrators can best present the way these purposes and objectives changed during the years.

Seaman A. Knapp, founder of the present Extension work, said that Extension's purpose was

> . . . to adjust agriculture and place it upon a basis of greater profit, to reconstruct the rural home, and to give country life an attraction, a dignity and potential influence it has never received.[4]

M. C. Burritt, former Extension Director of New York, stated years ago, that:

> The fundamental purpose of any educational enterprise is to teach persons how to think, and not what to think. This principle cannot be over-emphasized, too often reiterated, because people are everywhere beset

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[4]Lincoln D. Kelsey and Cannon C. Hearne, Cooperative Extension Work (third edition; Ithaca, New York: Comstock Publishing Associates, 1963), pp. 34-35.

> by unsound propaganda whose motive seems to be simply to "put it over" thus substituting propagandists' thinking for individual thinking. . . . It is the function of Extension service to teach people to determine accurately their own needs and the solution of their own problems, to help them to acquire knowledge and to inspire them to action but it must be their own action out of their own knowledge and convictions.[5]

Dr. W. J. Spillman, a director of the office of Farm Management, U.S.D.A., who was also involved in trying to promote county agent work, stated that the objectives of Extension Education were:

1. To carry to the farmers the results of scientific research . . . and to aid the farmer in applying these results . . .
2. To reorganize and redirect the agriculture of the various sections of the country in such a way as to secure not only enterprises that are profitable in themselves . . . but also to secure a system of enterprises that will permit the largest economical use of power, capital and labor possible under the conditions. . . .[6]

Liberty H. Bailey, Cornell University said the

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[5] G. L. Carter and Robert C. Clark (eds.), Selected Readings and References in 4-H Club Work (Madison, Wisconsin: National Agricultural Extension Center for Advanced Study, 1961), p. 11.

[6] W. J. Spillman, (U. S. Department of Agriculture, Bureau of Plant Industry, Bulletin 259), p. 61.

objectives of Extension work are, "to teach those who have a desire for information, and to create a desire for information in those who do not yet have the desire."[7]

In striving to attain these objectives the guiding principle of the Extension worker has always been "helping people to help themselves." This definition emphasizes the fact that the program should be one in which extension officers work alongside the 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.[8]

This suggests the fundamental importance of involving the people concerned in all phases and processes of the

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[7]Lincoln D. Kelsey and Cannon C. Hearne, op. cit., p. 35.

[8]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.

Extension programs and activities. In short the program should be based upon peoples' needs, capacities and levels of aspiration.

Achieving people's participation in Extension is the target for all those involved in Extension, starting from the county agent and carrying it up to the Director of Extension. Success or failure on any Extension activity depends on the participation of lay people, of the entire Extension staff and others who can contribute. People's participation in any Extension program is secured in the most democratic fashion. This voluntary character of all Extension Organizations has been characteristic since the inception of the Extension Service. As Nathan E. Cohen states: "The essence of the democratic approach was man's opportunity to participate in formulating the rules of the game by which choices were to be made. . ."[9]

Hall supports this when he says that "participation comes easier in a permissive atmosphere."[10]

The voluntary character of Extension can be seen if we review the history of the Extension Service in the

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[9]Nathan E. Cohen (ed.) "Citizen Participation, The Backbone of Democracy," The Citizen Volunteer (New York: Harper and Brothers, 1960), pp. 28-32.

[10]D. M. Hall, Dynamics of Group Action, Second edition, (Danville, Illinois: The Interstate Printers and Publishers, Inc., 1960), pp. 187-188.

United States. The writer is of the opinion that knowledge of the development of Cooperative Extension work lends perspective to the present. It is out of the historical development of Cooperative Extension work that have come the purpose, the knowledge and working rules which prevail today and set the task of Cooperative Extension Work.

Brief History of Extension Development

The present Cooperative Extension system is a product of evolution. It aims to make scientific and practical information and instruction available to people generally. It's development can be traced back to the establishment of Agricultural Societies and through a series of agricultural educational movements including farmers institutes, cooperative experiments, and early college Extension departments.

Authors of Extension history refer to the Philadelphia Agricultural Society as the real beginning of the Extension Service. This Society was organized by a group of farmers in 1785, and subsequently spread all over the United States to play an important role in Extension work till 1852.

The farmers' institutes followed. These grew out of farmers' meetings held more or less irregularly by agricultural societies during the first half of the nineteenth century. They had their real beginning, however, soon after the establishment of the Land-Grant Colleges following the

passage of the Morrill Act which was approved by Congress in 1862.[11]

As True states, "between 1880 and 1890 farmers institutes were established on a more or less permanent basis in twenty-six states."[12]

In 1887, an organized lobby of the Land-Grant College Association helped get the Hatch Act through Congress. Under this law, federal funds were provided for agricultural experiment stations operated by state colleges, and thus form a base from which scientific and technical information could be disseminated. The country was seeking "any effective system for getting acoumulated knowledge in practice among the farmers generally."[13] The colleges were mainly confining their efforts to more or less formal teaching . . . and comparatively little study to the problems of reaching the farmer in such a way to induce him to adopt better farming practices."[14] By this time the "demonstration method was a means of communication to the sectors of the

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[11] Lincoln D. Kelsey and Cannon C. Hearne, op. cit., p. 29.

[12] Alfred Charles True, A History of the Agricultural Extension Work in the United States 1885-1923, (Washington, D. C.: United States Government Printing Office, 1928), p. 14.

[13] Ibid., p. 15.

[14] Ibid., pp. 58-75.

population that could not be reached through books. They were considered as cooperative experiments so far as the farmer is concerned, but demonstrations from the standpoint of the college. Demonstrations were more effective in contrast to the farmers institutes, not only because it reached people that could not be reached through books, but because it served to make clear the importance of the demonstration method in agricultural adult education.[15]

Extension work as now organized, had its beginnings in the South. The significance of the demonstration was realized by Dr. Seaman A. Knapp.[16] To him is generally given the credit for creating the organization which was destined to make this method of teaching so effective. The United States Department of Agriculture had appointed Dr. Knapp to study and try to improve the agricultural situation in Texas brought about by the ravages of the pink boll weevil. He had installed, then, the first man to work exclusively in one county--Smith County, November first, 1906. His name was W. C. Stallings.

In 1911, states began making appropriations directly for county work. Congressional appropriations also grew rapidly as the effectiveness of the idea became apparent.

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[15] Ibid.

[16] Ibid.

Leavenworth County, Kansas, was first organized in 1912. P. H. Ross was appointed as the first County Agent, August 1, of that year.[17]

The passage of the Smith-Lever Act by Congress in 1914 placed Extension work on a sound financial basis.[18]

Extension work proved so effective in agricultural production that during World War One, large emergency appropriations were made by Congress so that the work might be extended to every agricultural county in the United States.[19]

As we noticed, several acts were passed by Congress but they did not destroy the voluntary character of the Extension Service; in fact, they helped put its services on an organized basis. This is born out by the way Extension programs are carried out through voluntary organizations in all states.

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[17] Ibid., p. 91.

[18] Ibid., p. 114.

[19] E. A. Wilkening, The County Extension Agent in Wisconsin: Perception of Role Definitions as Viewed by Agents (Madison, Wisconsin: University of Wisconsin, Agricultural Experiment Station, Research Bulletin 203, September, 1957), p. 1.

II. PERCEPTION

Perception Defined

"Perception" as used in this study will be consistent with the definition given by Hilgard which is as follows:

> Perception is the process of becoming aware of objects, qualities, or relations by way of the sense organs. While sensory content is always present in perception, what is perceived is influenced by set and prior experiences, so that perception is more than passive registration of stimuli impinging on sense organs.[20]

Webster's definition of perception lends support to that given by Hilgard.

> Perception is an immediate or intuitive cognition or judgment; an insight analogous to sense perception in respect to immediacy and the feeling of certainty accompanying it, and often implying nice observation or subtle discrimination.[21]

Bartley stated:

> In studying perception, we are studying what it is that the organism experiences, not what the physical world contains. . . . Perception is the immediate response of the organism to the energy impinging on sense organs. . . . Perception, whether overt or introspective, is an immediate reaction to a set of conditions that pertain now. . . . If the perceptual act changes something in the environment, or relocates the organism in it, the next instant a new perception is provided

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[20] Earnest R. Hilgard, Introduction to Psychology, (second edition; New York: Harcourt, Brace and Company, 1957), p. 587.

[21] Webster New International Dictionary (second edition, Unabridged; Springfield, Massachussetts: G and C Merriam Company, 1955).

for.[22]

Allport in defining perception added that:

> We can include all the senses and can interpret perception as covering the awareness of complex environmental situations as well as of single objects.[23]

According to Ittleson and Cantril, the foregoing discussions suggest some specific characteristics of perception:

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 behaviour center 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. . . . When 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.[24]

Factors that Influence Perception

Individual perceptions of a situation are influenced by many factors. Attitudes and decisions are the result of one's experience, his environment, or his conscious or

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[22]Howard S. Bartley, Principles of Perception (New York: Harper and Brothers, 1958), pp. 12-46.

[23]Allport, loc. cit.

[24]William H. Ittelson and Hadley Cantril, Perception (New York: Random House, 1954), p. 5.

unconscious values and goals. Stodgill in discussing individual perception states:

> Individuals tend to formulate judgments in terms of scales of estimate that appear to be related not only to the objective situation but also to their past experiences. Thus, an individual's perception of a situation is determined both by the information that he derives from the situation and by the set or expectation in terms of which he views the situation. The desirability of a situation is estimated in reference to internalized scales and norms of value which are determined by past experience. That which conforms to these norms tends to be most readily perceived, and that which departs from the norms tends to be rejected.[25]

Berelson and his Associates summarized as follows:

> Accuracy of perception is affected by communication exposure, education, interest, and cross pressures--with communication exposure probably the strongest influence.[26]

Straughn[27] summarizes several factors which influence one's perception, namely:

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

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

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

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[25]Ralph M. Stodgill, Individual Behavior and Group Achievement (New York: Oxford University Press, 1959), p. 72.

[26]Bernard Berelson, Paul Lazarsfeld, and William N. McPhee, "Political Perception," Handbook of Social Psychology, editor, Gardner Lindzey, (third edition; New York: Holt Rinehart and Winston, Inc., 1954), p. 85.

[27]Alto Alfred Straughn, op. cit., p. 16.

d. Strength of stimulus(i) impingment(s) on the perceiver.

e. Memory or ability to recall.

Implications For This Study

Cooperative Extension Service is an educational organization. It's success is largely dependent on 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 these 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.[28]

Straughn[29] in emphasizing the necessity of close relationships between state administrators, specialists, and county agents states:

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[28]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.

[29]Alto Alfred Straughn, op. cit., p. 17.

> This logic is equally applicable as it pertains to the relationships between state administrators, specialists, and county agents. Administrative, supervisory and specialist staff members cannot effectively perform their roles in training and guiding county Extension workers unless they know how agents perceive their roles, and in particular, their program planning role.

Moore stressed the importance of this reasoning in his direct reference to Extension:

> . . . perception sets the limits within which communication is possible and provides the elements by which behavior or 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.[30]

It is highly unlikely that supervisors and specialists can provide maximum assistance to agents in program planning unless they know agents' perception of their role. When this is known, the possibility of designing training programs to satisfy specific agents needs is enhanced. It is logical to expect that the county agents' contribution towards formulating and agreeing upon a statewide framework for Extension program planning, will be enhanced.

Harlow emphasized the need of knowing the perceptions of those with whom one works as follows:

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[30]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.

> It is not enough that the goals (of an organization) be stable; it is of the essence that the goals be understood, accepted, and pursued by a very substantial fraction of the members of the enterprise. Otherwise, the goals are simply inoperative in guiding the effort of the enterprise. . . . It is necessary that the goals of Extension be . . . shared by most of the members of the Extension staff. . . . If, in any Extension organization, these conditions (adequacy of staff and staff assignments, procedures, constance of goals and widespread sharing of such goals by Extension workers) be untenable, the resulting disturbing influences will be great.[31]

III. ROLE

Cooperative Extension work in agriculture and home economics was began half a century ago. During this time county Extension work has progressed from the demonstration of certain methods of crop and livestock improvement to a concern with economics, public affairs, family relations, health and many other topics. Furthermore, Extension work in most counties has grown from the services of a single person on a part-time or full-time basis to the services of at least three persons, each primarily responsible for agriculture, home making, and youth phases, with the help of a core of specialists at the state level.[32]

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[31] James G. Harlow, "Is Reorganization Necessary," Administration in Extension (editors) Robert C. Clark and R. H. Abraham (Madison: National Agricultural Extension Center for Advanced Study, University of Wisconsin, 1960), pp. 63, 71.

[32] E. A. Wilkening, The County Extension Agent in Wisconsin, loc. cit.

During the depression and World War II the Extension Service assumed administrative responsibility. The states have looked to the Extension Service to support or carry out programs.[33]

How county Extension agents, who are faced with these and many other expectations, define their jobs in helping formulate a statewide program planning framework in Kansas helps provide a basis for the study.

Extension personnel at all levels need to develop and maintain a constant and on-going consensus of role definition. As planning and executing educational programs constitute the primary activities of Extension, consensus among Extension's many "position occupants" of their role in program planning becomes even more crucial.

Role Defined

The concept role has many different meanings. It can be used in a general sense as the role of the Extension agent, referring to the functions and relationships of the agent in the total society. The same concept can be used in a social psychological sense to refer to the expectations of persons occupying a position. Problems here pertain to namely:

a. The nature of personal needs, interests, and

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[33] Ibid.

abilities with respect to the job.

b. The extent and nature of the expectations of persons in other positions.

c. Conflicts of these expectations, as viewed by the agent.

d. Conflict between personal needs and aspirations and the expectations of others.

e. The relationships of the above variables to what the agent does, and how this in turn is related to job satisfaction and to job achievement.[34]

Wilkening states:

> The term role definition refers primarily to the agent's indication of what he feels he "ought to do" or what he feels his relationship with other persons "should be". This definition of what "ought to be" derives from the agent's own needs and interests as well as from the expectations of persons in other positions.[35]

Sarbin states:

> Role theory attempts to conceptualize human conduct at a relatively complex level. In a sense it is an interdisciplinary theory in that its variables are drawn from studies of culture, society, and personality. The broad conceptual units of the theory are role, the unit of culture; position, the unit of society; and self, the unit of personality.[36]

According to Linton, "a role represents the dynamic aspect of a status. . . . When the (individual) puts the rights and duties which constitute the status into effect,

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[34] Ibid., p. 2.

[35] Ibid.

[36] Theodore R. Sarbin, "Role Theory," Handbook of Social Psychology, (ed.) Gardner Lindzey (Cambridge: Addison-Wesley Press, 1954), p. 223.

he is performing a role."[37]

In a later book, he wrote role is ". . . the sum total of culture patterns associated with a particular status."[38]

Newcomb[39] wrote that "the ways of behaving which are expected of any individual who occupies a certain position constitute the role . . . associated with that position."

According to Sargent:

> A person's role is a pattern or type of social behavior which seems situationally appropriate to him in terms of the demand and expectations of those in his groups. . . . Roles have ingredients of cultural, personal, and situational determination. But never is role wholly cultural, personal, or situational.[40]

Davis' definition deals with role as behavior of actor occupying social positions. According to Davis:

> How an individual actually performs in a given position, as distinct from how he is supposed to perform, we call his role. The role, then is the manner in which a person actually carried out the requirements of his position. It is the dynamic aspect of status or office and as such, is always influenced by factors other than

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[37]Ralph Linton, The Study of Man (New York: Appleton-Century Crofts, Inc., 1936), p. 114.

[38]Ralph Linton, Cultural Background of Personality (New York: D. Appleton-Century Co., 1945), p. 77.

[39]Theodore M. Newcomb, Social Psychology (New York: The Dryden Press, 1951), p. 280.

[40]Stansfeld Sargent, "Concepts of Role and Ego in Contemporary Psychology," Social Psychology at the Cross-roads, (ed.) John H. Roher and Muzafer Sherif (New York: Harper and Brothers, 1951), pp. 359-360.

the stipulations of the position itself.[41]

In spite of the differences in role definition, the following three major elements of role are recognized by most authorities on the subject:

1. Social location
2. Behavior, and
3. Expectations.[42]

For purposes of this study, role was used to imply, "a set of expectations or evaluative standards, applied to an incumbent of a particular position."[43]

Factors That Influence Role

The following factors as summarized by Straughn[44] appear to influence the behavior of an occupant of a position:

1. The orientation of the position incumbent--his interests, needs, desires; and his perception of what he thinks society expects him to do.
2. Past experiences and established normative behavior patterns of predecessors of a given position.

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[41] Kingsley Davis, Human Society (New York: The MacMillan Company, 1948), p. 90.

[42] Neal Gross, Ward S. Mason, and Alexander W. McEachern, Explorations in Role Analysis: Studies in the School Superintendency Role (New York: John Wiley and Sons, Inc., 1958), p. 60.

[43] Ibid.

[44] Alto Alfred Straughn, op. cit., pp. 26-27.

3. The inter-acting influences of peers.

4. The inter-acting influences of superordinates of a position--the degree of freedom allotted to a position incumbent to permit him to define his own behavior and the degree of imposed influence from superordinate positions which tend to influence the behavior of the position occupant.

5. The degree of role consensus among significant role definers as perceived by an actor or position incumbent.

6. Availability of resources (human, mechanical and/or natural) to the position occupant.

7. Normative cultural behavior patterns or norms (sanctions to do things as well as expectations to have things done).

8. Group size and degree of inter and intra-group activity.

9. Degree of social interaction and effectiveness of communication between interacting position incumbents.

10. The degree to which a given position incumbent is permitted to help define his role (expected behavior) in cooperation with those position incumbents help develop are more readily accepted by the incumbent.

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

1. County position held;

2. Number of agents on county staff;

3. Length of 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 Extension staff meetings;
8. Formal course work in program planning; and
9. Degree of program contact with supervisors.

Importance of Role

Organization and Extension are nearly synonymous. Organizations exist to accomplish certain goals or objectives which are realized through the inter-acting behavior of its members. The effectiveness of the behavior of members of an organization is enhanced when each member (position occupant) knows and understands his own role and the roles of those with whom he interacts.

Brown stressed the importance of Extension workers knowing their role.

> The roles played by people in Extension are interrelated. That is, the activities of the specialists, the supervisors, the county staff and local leaders must fit and mesh together to have an effective organization. . . . There is a role set for every position. Effective communications within the organization require that the role definer have some consensus with respect

to these expectations.[45]

Extension agents are also known as adult educators. It is therefore worth quoting Levy, who stressed the importance of adult educators knowing about their role:

> The word role . . . implies that the adult educator must take a position. Like an actor on a stage, his role will not be a role at all, unless in playing the role, it becomes increasingly clear who he is and what he stands for, and how he is related to other persons and things.[46]

Gagne and Fleishman in expressing the importance of knowing about role stated:

> What makes the role of such importance is the fact it largely determines how people will act towards other people. Individuals are expected to exhibit particular patterns of behavior in particular roles. . . . Changes in status may result in role conflicts. But despite role conflicts, we are able to change readily from one role to another.[47]

Finally, in the words of Newcomb:

> 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

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[45] Emory J. Brown, "An Overview of Program Development Research in Pennsylvania," A Research Approach to Program Development in Cooperative Extension, (ed.) E. J. Boone (Madison: The National Agricultural Extension Center for Advanced Study, University of Wisconsin, 1962), pp. 50-51.

[46] Ronald Levy, "The Adult Educator's Role," Adult Education: Issues in Dispute,(ed.) John Walker Powell, (The Adult Education Association of the United States of America, 1960), p. 12.

[47] Robert M. Cagne and Edwin A. Fleishman, Psychology and Human Performance, An Introduction to Psychology (New York: Henry Holt and Company, 1959), p. 296.

> 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 understandings. . . . Each role may be visualized or at the center of a net work of roles.[48]

The Extension Service uses organization as an educational process to teach principles of organization, leadership and democracy. It helps to organize groups to help them gain objectives unattainable to the individuals. Planning and executing educational programs constitute the primary activities of Extension. It is therefore crucial that the role consensus of county agents be known to the State Extension personnel in order to assist in the process of formulating statewide program planning. One aspect of role consensus is the agreement among the agricultural agents, while another is the amount of agreement among agents of different types, i. e., agricultural, home and 4-H; finally another refers to the agreement in role definition between agents of one type and persons in other positions, such as county agricultural committeemen or State Extension personnel.[49]

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[48]Theodore M. Newcomb, op. cit., pp. 280-286.

[49]E. A. Wilkening, op. cit., p. 3.

IV. PROGRAM PLANNING

Program Planning Defined

Campbell and Gregg defined planning as "intelligent preparation for action. It gives meaning to action, for only as goals and objectives are clearly conceived do reasons for programs and activities become apparent."[50]

Hagman and Schwartz viewed planning as a technique or process. "In itself, the word planning suggests no goals. It merely means that some method is followed which results in determining what is wanted in a plan of action for reaching desired goals."[51] The implication is that planning is a technique or process that results in the determination of goals as well as procedures for reaching these goals.

McFarland wrote:

> To be concerned with change is to be concerned with future. In management, we call this consideration for the future, planning. . . . planning is an intellectual process involving creative thinking and an imaginative juggling of many complex variables. Conceptual thought is at the core of the mental abilities required for

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[50]Ronald F. Campbell and Russell T. Gregg, Administrative Behavior in Education (New York: Harper and Brothers Publishers, 1957), p. 281.

[51]Harlan Hagman and Alfred Schwartz, Administration in Profile for School Executives (New York: Harper and Brothers, 1955), p. 165.

planning.[52]

He wrote:

> Planning is the function whereby executives anticipate the probable affects of forces that will change the activities and objectives of their business. By planning, they attempt to influence and control the nature and direction of change and to determine what actions are required to bring about desired change.[53]

Definitions of planning by various Cooperative Extension writers harmonize with the preceding and other statements made on planning theory. Matthews defined Extension program as:

> . . . an understanding arrived at cooperatively by local people and County Extension Staff of (1) the situation in which the people are located; (2) the real problems of the local situation; (3) the objective of the local people in relation to the problems; and (4) recommendations for reaching the objectives.[54]

Jans wrote that the "Cooperative Extension Service under such a definition brings no predetermined program to the people."[55] It is a well known fact that Extension staff today contribute as much factual background information as it can and helps the people to analyze this information in

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[52]Dalton E. McFarland, Management Principles and Practices (New York: The McMillan Co., 1958), p. 69.

[53]Ibid., p. 70.

[54]J. L. Matthews, op. cit., p. 1.

[55]Fred C. Jans, Extension Looks at Program Planning, U. S. Department of Agriculture, Extension Service Circular No. 478 (Washington: Government Printing Office, 1952), p. 2.

the light of their situations and problems.

The Extension Program

When the Federal Extension office was asked by the chairman of the Senate Sub-committee on Agriculture, "What is the Extension's program?", C. M. Ferguson, Administrator of the FES, gave this answer:

> Extension does not have a national program, but Extension's program is the sum total of that which is identified, and planned, and worked out, and developed by the people themselves in each of the 3,000 counties.[56]

Logically the same answer to such a question would apply at the state level. Extension in Kansas or any other state does not have a state Extension program, but the state program is the sum total of that which is identified, and planned, and worked out, and developed by the people themselves in each of the 105 counties in Kansas.

Heywood supports this statement in one of her principles of program planning, namely:

> State Extension program is the sum of county Extension programs, and the federal Extension program should logically be the sum of state Extension programs.[57]

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[56] Cooperative Extension Administration, Report of Fifth National Administrative Workshop (Madison, Wisconsin: University of Wisconsin, 1956), p. 9.

[57] Eunice Heywood, "Principles of Program Planning," Report of Program Planning Workshop, (Madison, Wisconsin: Wisconsin College of Agriculture, May 17-19, 1954), pp. 13-14. (Mimeographed.)

Matthews states:

> Programs are developed by the local people and the County staff working together. Therefore, Extension programs can only be developed in the counties, and decisions about content of the program should be made by local people. The purpose of the Federal and State Services is to help the county staff develop programs. This means that their function is not to determine the program, but to make it as easy as possible to do the job properly in the county.[58]

Some Principles of Extension Program Development

In any Cooperative Extension program, be it national, state, county or community there are certain basic principles or concepts to which such a program must conform, if it is to have a marked effect, either temporary or long time, upon the lives or actions of the people. A few such principles are set down here.

1. Based on needs. The Extension program should be based upon the needs and interests of the people themselves. It should develop out of their daily lives and experiences rather than be super-imposed upon them.

2. Comprehensive. The Extension program should include the interests of the entire family and should be comprehensive enough to embrace all age groups, creeds, races at all levels and community, county, state, national and international problems. It is futile to deal with only one phase of life in a community as an end in itself.

3. Flexible. The Extension program should be flexible so that it may be changed to meet the needs of the people. It must meet short-time and long-time situations and special emergencies.

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[58] J. L. Matthews, loc. cit.

4. Education. The Extension program should be broadly educational in its truest sense. It should help to change interests, attitudes and judgments of all people as well as to give information. It should teach people to help themselves. Otherwise its value will be only temporary. Extension should help to provide the tools and assist in their effective use, but only as a means for teaching, never as an end in itself.

5. Start where people are. The Extension program should start with people where they are. Programs like sermons are too often above the heads of the people concerned. "Let down your bucket where you are" is applicable to the program in any area. Groups can and should advance, but they must start from their present position.

6. Objectives. The Extension program should clearly define its objective to all levels. These objectives must be thoroughly understood by all those who plan and execute the program.

7. Personnel. Trained personnel should be secured in so far as possible and provision made for effective supervision and continuous improvement in program planning.

8. Lay leadership. Maximum use should be made of local leaders in planning and carrying out the program. Their effective training should be a definite part of the plan.

9. Organization. The Extension program should use organization as a tool to accomplish its objectives. Organization should never be an end in itself. Simplicity of organization should be maintained along with full opportunity for participation in the program, not necessarily in the organization of the greatest number on the local level.

10. Evaluation. The program should be evaluated frequently. Difficult as this is, techniques for evaluation must be developed. Nothing is more fatal than insistence on a program today which

meete yeeterday'e needs.[59]

Norby suggeets eight applied principles for the process of developing the over-all county program plan, which are ae follows:

1. Coordination and effioiency 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 objeotivee, procedures and responsibilities in the planning procees.

2. County program planning efforts are enhanced when the representatives of the county Agricultural Committee understand and approve the procees and its purposee, and are involved in the process from the beginning.

3. The effectiveness of the program planning committee ie enhanced when favorable attitudee toward the committee's activities are present among county repreeentatives of related agencies and their knowledge and suggestions are involved in the planning procese.

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 etaff and selected reeource people.

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

6. The effectivenese of the planning committee in developing an appropriate program plan is enhanced when needs and intereets of the people are identified, applicable scientific, social and cultural facts are

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[59] Report of Workshop on Extension Administration October 21-November 2, 1946, University of Wisoonsin, pp. 88-89.

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 and pre-planning by agents at each stage in the process.[60]

Organization is one of the key factors in the building of an Extension program at the county level. The type of organization that is established and the way it is used, determines to a large extent the effectiveness of the work that is done. An effective planning group is not static. It will change its composition and procedures to meet new challenges that present themselves.[61]

The types of committees, councils, boards, and other groups which are used for planning Extension programs vary considerably. Vast differences exist on a county level in commodity groups and farm organizations. Moreover, the amount of local participation in Extension activities and

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[60]Oscar Woodrow Norby, "An Appraisal of Long-Time Cooperative Extension Program Planning in Waupaca County, Wisconsin" (unpublished Ph. D. thesis, the University of Wisconsin, 1961), pp. 23-24.

[61]Fred B. Morris, Planning County Agricultural Extension Programs, U. S. Department of Agriculture, Extension Service Circular No. 260 (Washington, 1937), pp. 8-12.

the interest of the agent in involving local people in program determination also vary considerably.[62]

Extension is concerned with the development of programs and, even more, with the development of people, especially their leadership abilities. The involvement of large numbers of local people on advisory councils and committees is one means of developing this leadership.[63]

The writer has pointed out in the first part of this chapter that Extension's function is education, directed to "helping people help themselves". In order for the Extension Service to perform this function most advantageously, it has generally operated informally, considering the most important local needs and opportunities, and with respect to both short-time and long-time goals.

Morris wrote:

> In a public educational system designed for people operating a business such as agriculture, it would seem that two things are needed in each county--one, a county agricultural Extension program; the other an annual plan of work.[64]

The county agricultural Extension program is the permanent program. It is the program that is constantly being built with the assembling of local and national facts.

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[62] Ibid.

[63] Ibid., p. 4.

[64] Ibid., p. 6.

In the words of Morris:

> It is the program that permits farmer committeemen, specialists, and county agents to see the major trends, to recognize the essential farm adjustments that are needed from which to make annual plans of work that include provisions for education in terms of the larger and more significant issues of rural life. . . . This kind of a program is assembled in a sturdy loose-leaf notebook in every county Extension office in the United States. Divisions in this book might be for the major types of farming, for health, recreation. . . . Each division might contain:
>
> 1. Statement of situation for each major type of farming and for other objectives.
>
> 2. Statements of the major farm problems for each type of farming, and the major problems for other objectives arrived at from a study and analysis of the statement of situation.
>
> 3. Suggested general solutions for each major problem.[65]

Extension program development has often been a cooperative effort. In the process of program planning rural leadership is usually utilized. The planning of a program in agriculture, home economics and related fields involves interrelated interests and concerns of people. Extension therefore 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.

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[65] Ibid., pp. 7-8.

5. Arrive at the most promising course of action in light of their own desires, resources, and abilities.[66]

Because of the rapidly changing scene, Extension leaders have re-examined Extension's scope and responsibility and have refocused program emphasis on essential, though shifting, areas of need. These areas include:

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 the home.
5. Family living.
6. Youth development.
7. Leadership development.
8. Community improvement and resource development.
9. Public affairs.[67]

If programs planned around the nine areas of emphasis are to be effective, it is necessary to find ways by which participation of local people, representing all areas of

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[66] 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, op. cit., p. 4.

[67] 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, op. cit., pp. 8-12.

the county and major interests in the county have a say.[68]

Matthews wrote:

> . . . Participation in program development in organized groups is an effective means of teaching people how to work together to deal with their own problems. For this reason program development is one of the best ways to give people experience in solving their own problems.[69]

Houle supported this statement and goes further to say:

> We must broaden both our content and deepen the goals we try to achieve, and we must increasingly think of programming not as a simple process flowing from a single principle, but as a complicated process flowing from a balance of principles. The proper function of the Extension Service is education, and its future lies not on the farms and in the homes of the people but in their minds.[70]

Evolution of Program Planning

Early Extension programs--before, and for sometime after the establishment of the Cooperative Extension Service--reflected only modest program planning. The agricultural agents' programs were largely pre-determined in state and county Extension offices and centered on the best advice that could be given for controlling pests and diseases,

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[68] Fred C. Jans, op. cit., pp. 3-4.

[69] J. L. Matthews, loc. cit.

[70] Cyril Houle, "Some Essentials in Program Development," Report of National Cooperative Extension Administrative Workshop (Wisconsin: University of Wisconsin, 1956), p. 35.

building home storage and other scientific or technical matters. Pre-determined programs reflected the direct interest of the colleges. These programs served that period well.[71]

Soon after World War I, the second step in the evolution occurred. This type of programming was being self-determined. Farm people began making suggestions. They would meet in homes or community gathering places, and together, plan their programs and decide which course of action to take in carrying out the proposed program. Because of the numerous projects organized to meet the many and varied requests from each organization or community, such programs tended to call for far more activity than the county agent could effectively carry out. Farmer leadership was not sufficiently developed, nor were agents experienced in selecting farm leaders and training them.[72]

The third step in the evolution of Extension program planning occurred during the middle to late 1920's. Practices were being tested in the light of related information. Trends in production, market demands, soil management, rural youth problems, differences in rural and urban living, and many other background situations were being brought to

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[71] Ibid., p. 1.

[72] Ibid.

the attention of local people who shared in program planning. Thie was the period of fact-determined programe baeed on local, state and eometimee national situations. This was the ripening period of many oouncile. Becauee of the many facte made available to theee oouncile, they were able to give more aesietance in developing realistic programe baeed on the people's neede and intereste.[73]

This period lasted until the depreesion period of the early to mid 1930's. This wae another emergency period in which national and world wide economic conditions faced American agriculture. Again pre-determined programs were imposed upon the people. New farm programe, developed to meet depreesion conditione, changed the program emphasis of county Extension agents.[74]

Out of thie developed the next etep in the evolution. Land-uee planning committees were eet up. Their purpose was to gather relevant facts concerning the agricultural eituation which could be used by the people in program development. During this period programe were both fact-determined and self-determined. This type of programming gained impetue and acceptance in several statee. Furthermore, to eome extent, thie dual procees is still being

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[73] Ibid., p. 2.

[74] Ibid.

employed in some states for determining specific project plans.[75]

During 1941-1945 another emergency situation arose. Because of the war, emphasis was placed on production of food, feed and fibre. Programs during this period were pre-determined, but self-determined programs were still employed by county Extension staffs.[76]

Extension administrators however, have encouraged their personnel during the past ten years to develop self-determined programs with representatives of Extension's clientele, namely:

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.[77]

Great emphasis is now being placed on program development by councilmen with sustained guidance by professional county Extension personnel.

According to Matthews in the evolution of Extension programming one finds the following types of planning, with

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[75] Ibid.

[76] Ibid.

[77] Ibid.

some adaptation, existing in each stage of program determination.

1. A representative county council plans a county program after problems and needs have been discussed at community meetings.

2. Problems are discussed and programs drafted on the county level by selected representatives of organizations and agencies, serving as a county program building council.

3. Problems are discussed and programs drafted by a county council which is not represented on geographical or special interest basis.

4. Programs are determined by commodity or special interest councils, not organized as a county program planning group.

5. Programs are largely planned by the agents through personal consultation with leaders and well informed people of the county who are not organized into a program planning council.

6. Agents plan the program from their own knowledge, after a mail survey, or by selecting from a list of projects prepared at the college.[78]

Trends in Program Planning

The present emphasis of program building is directed more toward quality of service in relation to the amount of behavioral change of Extension's clientele, rather than merely a change in the clientele's financial status.

Extension is now being asked by the major farm groups and other interested organizations to do long-range program planning. A new term "program projection" has been

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[78] J. L. Matthews, op. cit., pp. 3-4.

proposed by the federal and state administrators for this type of program development. The meaning and purpose as stated by the Federal Extension Service is as follows:

> The Cooperative Extension Service continuously strives to perfect the methods and devices it uses to contribute to the educational development of the people. At the present time, important steps are being taken to improve the extension method of working with people in the development of programs. The end product of this effort is commonly called program projection. Program projection is strictly a professional term and refers to an enlarged concept and to the operation of a more advanced and effective form of program planning than has been carried out on by many Extension workers in the past.[79]

Characteristics of Program Planning

Characteristics are defined as "distinguishing features or qualities."[80]

LeBreton and Henning wrote:

> A plan must have three characteristics. Initially, it must involve the future; secondly, it must involve action; and thirdly, there is an element of personal or organizational identification or causation.[81]

Seckler-Hudson presented characteristics rephrased in the form of questions, namely:

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[79] Program Projection, U. S. Department of Agriculture, Federal Extension Service HEP-44 (5-57), p. 1.

[80] The American College Dictionary, C. L. Barnhart and Jess Stein, (editors) (New York: Random House, 1960).

[81] Preston P. LeBreton and Dale A. Henning, Planning Theory, (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1961), p. 7.

1. Is the plan based on clearly defined dimensions and objectives?

2. Is the plan as clear and simple as the subject matter will permit?

3. Does the plan have stability while providing for flexibility?

4. Does the plan outline standards of operation or clearly provide for them?

5. Is the plan economical in terms of resources needed to implement it?

6. Is the plan needed?

7. Does the plan anticipate the future?[82]

According to McFarland:

> . . . plans exist . . . in a hierarchy, according to different degrees of importance. . . . As one goes from the lower levels of the organization to the higher levels, planning tends to become broader and longer range in its scope and coverage.[83]

Kincaid interpreted McFarland's statement to imply:

> In Extension, the development of a broad statewide organizational purpose is itself, planning; that this planning produces objectives; and that the broad objectives are at the top of a hierarchy of plans. . . . Planning as a phenomenon, occurs at all levels of an organization, it is broad at top levels, and limited and detailed at the lowest level of the organizational

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[82]Catheryn Seckler-Hudson, Organization and Management: Theory and Practice (Washington: The American University Press, 1955), pp. 107-109.

[83]Dalton E. McFarland, op. cit., pp. 72, 77.

hierarchy.[84]

Jans wrote:

> Planning in Cooperative Extension is based on the needs of the people, is comprehensive in scope, is flexible, is an educational process; starts where people are, requires capable leadership, makes use of technical and research information, and seeks maximum local participation in the effort to help people help themselves.[85]

In summary, distinguishing features of a plan and program planning include:

1. Consideration is given to futurity, action and personal or organization causation.

2. Arrangements are made for plans to be:

   a. Based upon known needs;
   b. Developed through cooperative and democratic involvement of the concerned;
   c. Flexible;
   d. Comprehensive in scope in relation to the problem area being considered;
   e. Guided and directed by capable leadership;
   f. The outgrowth of cooperative educational efforts involving both professional and lay leader resources;
   g. Based upon clearly defined objectives;
   h. Complete in providing for analysis and classification of actions; and
   i. Evaluated because provisions for such were included in the plan.

3. Broad and long-range in scope and coverage at top organizational levels yet limited and detailed at the lowest levels.

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[84]James M. Kincaid, Jr., "A Suggested Model for Evaluating the Cooperative Extension Program Planning Process" (unpublished Master's thesis, National Agricultural Extension Center for Advanced Study, University of Wisconsin, 1962), p. 126.

[85]Fred C. Jans, op. cit., p. 2.

Welch and Gordy concluded:

> Effective Extension work is more likely to be achieved when the Extension program is geared to meet the needs of the people it serves. This can best be done when the people help in the organization, planning and conduct of Extension work. County agents recognize this fact for they report county-wide advisory councils or committees in practically every county in the United States. . . . Each county-wide council or committee is concerned with some phase of Extension work.[86]

Factors Influencing Planning

Factors affecting planning are those elements which contribute to achieving desired results. The literature suggests that the procedures used in planning are a major factor that contributes to formulation and implementation of effective plans.

PROCEDURES

Procedures are "detailed descriptions of how each job or action is performed." Trent suggested seven essential steps that need to be taken always in some form, in developing and carrying out a successful program.

1. Recognition and definition of the problem.
2. Collection and assembling of relevant facts or data.
3. Analyzing data--what does it suggest?

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[86] C. Herman Welch, Jr., and Amelia S. Gordy, Analysis of County Extension Advisory Councils or Committees (Washington: U.S.D.A., F.E.S., E. R. & T. - 212 (8-57), 1956), p. 2.

4. Listing possible solutions or alternatives.

5. Testing various alternatives. (What would likely happen?)

6. Select best alternative or course of action.

7. Evaluate results over time.[87]

He wrote:

> Planning should be looked upon as a process of studying the past and the present in order to forecast the future and in the light of the forecast, determining goals to be achieved and deciding what must be done to achieve them on a continuing basis. In this process of analysis, decision making and projection, it is often helpful to remember that the past is gone, the present we can't do much about, but the future is ours.[88]

Kincaid suggests the concept of continuity of planning is also one of the elements of the factor "procedures".

> . . . planning should not be considered as a single planning meeting or a series of them at a given time of year. It is often heard that program flexibility and needed adjustments can only occur when planning and evaluation are accepted as continuous . . . but in reality, there are periods for stopping to retool.[89]

If one viewed these "retool" periods as necessary parts of planning (a phase of planning), then there is continuous year-round planning. This is logical because rapidly changing conditions present an unending array of

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[87]Curtis Trent, "Steps in Program Planning," Mimeographed material for Education 605, Kansas State University, January, 1962.

[88]Ibid.

[89]James M. Kincaid, Jr., op. cit., p. 46.

new problems to people of any given society.

In summary procedures in planning include (a) formulating and developing a plan for planning; (b) implementing the plan; (c) evaluating results obtained. In each of these steps decisions must be made. The ideal procedure for arriving at desirable decisions would essentially be the problem-solving method. Too, planning is a continuous, ongoing process.

Trent suggested these criteria for evaluating an Extension program.

1. It must focus on the needs and interests of the people.
2. It must be developed through joint participation of local leaders, county staff and specialists, taking into account recommendations from the district, state and federal government personnel.
3. It must be in line with local as well as state and national needs.
4. It must focus on problems that are most important since it cannot be "all things" to all people at the same time.
5. It must be flexible with a "backbone" that gives it stability and continuity.
6. It must be balanced, that is, contain items of assistance for all major social, economic, age and sex status groups.
7. It must provide for a system of priorities in line with local needs, interests and resources.
8. It must have objectives that are obtainable within the economic, social and mental capacities of the people through education with a minimum of government aid.

9. It must be highly significant economically, socially, and morally to a relatively large number of people in an area.

10. It must be developed, understood, conduoted and judged as an educational instrument for helping people learn how to help themselves.

11. It must provide satisfaction for the people who participate.[90]

Norby developed eight program planning principles which are intended to serve as "guides to the procedures for finding answers or solutions (guides to program planning)". These are listed on pages 47 and 48 of this chapter.

Kelsey and Hearne suggest three steps to aid program development as a combined effort of county, state and the Federal Extension organization.

I. Developing and agreeing on a procedure with:

   A. The college Extension staff.
   B. County Extension workers.
   C. County leaders--lay and professional people.

II. Assembling and analyzing information by:

   A. The Federal Extension staff.
   B. The state Extension staff.
   C. The county Extension staff.
   D. County leaders and people.

III. Using several methods:

   A. Visits with leaders and families of all

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[90]Curtis Trent, "Criteria for Evaluating An Extension Program," Mimeographed material for Education 605, Kansas State University, January, 1962.

significant population and interest groups in a county.
B. Surveys, census, and similar factual sources.
C. The international and national outlook.
D. Analyses of farm and home plans in operation.
E. Meetings with community and county leaders.
F. Meetings with leaders in districts of a state and/or a state basis.[91]

According to Jans, there are things to think about in program planning, namely:

1. Follow the leader--team up with your state Extension office.

2. Make program planning a staff-wide activity.

3. Look to the amount and kind of background material that local committees should use in making decisions.

4. Use your supervisors and specialists in program planning.

5. Thoroughly explain the planning procedures to local leaders and help them especially in the early stages.

6. Keep the public informed and give credit where it is due.

7. Use the talent available in farm organizations, agencies, and local groups.

8. Make the annual program-planning conference a good one.

9. Consider program planning as a continuing activity and a twin to program execution.

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[91]Lincoln D. Kelsey and Cannon C. Hearne, op. cit., p. 179.

10. Keep your state office informed on problems and progress.[92]

Other factors that contribute to the formulation and implementation of effective plans are organization philosophy, objectives and policies. For a summary of the review of literature, see Appendix D.

Program Planning Tasks

Several writers have proposed different lists of tasks that may be performed by agents. The program planning tasks contained in this study "Formulating and Agreeing upon a Statewide Framework for Extension Program Planning," were accepted by a panel as constituting part of Extension agents' role in program planning, namely:

1. Keep informed about problems affecting people in the county.
2. Keep aware of area and state problems which may affect the economic and social development of the county.
3. Keep informed about the total county Extension program and its relative effectiveness in coping with relevant county problems.
4. Understand how the various parts (Agriculture, Home Economics, 4-H Club work, etc.) of the county Extension program relate to each other.
5. Keep appropriate state Extension officials advised about relevant problems in the county.
6. Keep appropriate state Extension officials

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[92]Fred C. Jans, op. cit., pp. 11-12.

advised about the relative effectiveness of the county Extension program in coping with relevant problems.

7. Help supervisors develop an awareness of the need for making adjustments as warranted in parts for which they are responsible.

8. Help specialists develop an awareness of the need for making adjustments as warranted in parts for which they are responsible.

9. Help Extension administrators develop an awareness of the need for making adjustments in the total Extension program in order to cope with the existing situation.

10. Assist appropriate state Extension staff members in formulating, clarifying and revising the objectives of the state Extension Service.

11. Assist appropriate state Extension staff members in defining the objectives to be sought through program planning.

12. Assist appropriate state Extension staff members in formulating statewide policies to guide the program planning process in the state.

13. Assist appropriate state Extension staff members in developing a general statewide procedure for the program planning.

14. Assist appropriate state Extension staff members in defining the program planning roles of the following officials:

    a. Administrators
    b. Supervisors
    c. Specialists.

15. Help supervisors plan training programs for county Extension staff members in program planning.

16. Help supervisors conduct training programs for county Extension staff members in program planning.

17. Keep informed about the state programming framework including objectives, policies, procedures and practices.

CHAPTER III

GENERAL CHARACTERISTICS OF COUNTY EXTENSION AGENTS

This chapter describes some general characteristics of the 139 county Extension agents participating in this study. The participants comprised 96.52 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

Formal education is considered to be a major factor in studying agents' perception of their role in program planning. As used in this study the term referred to the highest academic degree obtained by the agents and the general areas in which degrees were granted.

Highest Degree Earned

Agents with bachelor's degrees were proportionately over-represented. The data in Table II show that the

proportion of agents with bachelor's degrees to those with Master's degrees is almost seven to one.

TABLE II

COUNTY EXTENSION AGENTS CLASSIFIED BY HIGHEST ACADEMIC DEGREE EARNED

Highest degree earned	Number of agents	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. Such areas were (1) physical sciences, (2) social sciences, (3) education, (4) biological sciences, and (5) home economics.

The data in Table III classifies the agents by these general content areas. It indicates that more than nine out of ten earned their degree in education, the biological sciences, and home economics. Only one agent earned his degree in physical sciences.

TABLE III

GENERAL CONTENT AREA IN WHICH HIGHEST DEGREE WAS EARNED

General content area of highest degree	Number of agents	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 scienoes, etc.)	54	39
Home Economics (foods and nutrition, clothing and textiles, etc.)	27	19
Total	139	100

II. STAFF AFFILIATION

In this study, staff affiliation included data on position on county staff, tenure in Extension, size of county staff, frequency of staff meetings, and major subjects disoussed at meetings.

Position on County Staff

In the Kansas Extension Service there are three main positions for county Extension agents. These are: (1) county agricultural agent, (2) home economics agent,

and (3) county youth club agent. Positions as associate or assistant agents may be found in some counties. The county agricultural agent has been designated as the director of the County Extension Service, by the Director of the Kansas Extension Service, to be responsible for coordinating the work of all agents in the county.

The data in Table IV reveal that agricultural agents made up more than one-half of all county staff positions. Home economics agents comprise the second largest proportion of positions on the county staff. Comparison of the three main positions, reveals that for every six agricultural agents there are approximately three home economics agents and one youth club agent.

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)	16	12
Total	139	100

Major Area of Work on the County Staff

Table V indicates the distribution of agents in relation 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 the indicated areas. Over half the respondents had major responsibility for adult agricultural education, while almost half as many were responsible for home economics education. Those responsible for youth education numbered one-fourth of the agents engaged in adult agricultural education.

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

Based on the assumption that increased tenure in Extension allows for more experience in program planning, one might hypothesize that tenure is highly associated with agents' perceptions of their program planning role. The

data in Table VI classifies the respondents on the basis of number of years employed as county agents.

Agents with eight to ten years tenure were proportionately over represented. The proportion of agents with sixteen or more years tenure dropped sharply.

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	23
16 - 25 years	20	14
26 years or more	9	7
Total	139	100

Size of County Staff

The number of persons constituting county staffs varies among counties from one to more than six persons. The data in Table VII classifies respondents by the size of their county staff.

Almost half of the respondents were employed on two-agent county staffs. The data reveals that eight out of ten agents were employed on two- or three-agent staffs.

TABLE VII

COUNTY EXTENSION AGENTS CLASSIFIED BY NUMBER OF AGENTS ON COUNTY STAFFS

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

Frequency of Staff Meetings

As staff size increases, it is assumed that the need for interaction among agents increases and problems of communication, cooperation, and coordination of efforts increase in number and complexity. Thus one might hypothesize that this factor is highly associated with agents' perception of program planning.

Table VIII reveals that more than seven out of ten agents were members of staffs that hold weekly conferences. Less than two out of ten agents had no regular staff meeting schedule.

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

If one assumes that frequency of staff meetings is highly associated with agents' perception of program planning, one might also hypothesize that major subjects discussed in staff meetings likewise are associated with agents' perception.

Table IX indicates the major subjects discussed as well as the percentage of respondents that mentioned each subject as being discussed. As the data reveals, about seven or eight out of ten agents mentioned that two major subjects were discussed: (a) planning and discussing future county programs, and (b) reviewing scheduled events. Very few agents mentioned other matters discussed.

TABLE IX

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

Major subjects discussed	Number (of agents who mentioned each subject)	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

III. PROGRAM CONTACT

An effort was made to identify and analyze the kinds of program contacts that 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 had with their supervisors.

Participation in Formal Program Planning Courses

The respondents were asked to indicate whether they had completed a formal course or courses in program planning in which academic credit was given. As indicated in Table X, nearly eight agents out of ten had no participation in program planning courses.

TABLE X

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

Completed courses in Program Planning	Number	Percentage
Yes	30	22
No	109	78
Total	139	100

Kind and Frequency of Program Contacts with Supervisors

A major aspect of the role of Extension supervisors is that of helping county agents acquire an understanding of and become proficient in applying basic program planning principles and concepts. In performing this aspect of their role, supervisors generally employ a number of methods.

Table XI presents some measure of agents' program contact with supervisors to help analyze agents' perception of their program planning role.

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	12	48	37	3
Telephoned by supervisors	38	37	21	4
Written to by supervisors	8	26	34	32
Agents visited supervisors	16	56	25	3
Agents telephoned supervisors	32	40	25	3
Agents wrote to supervisors	13	30	36	21
Agents participated in in-service training with the supervisors	5	33	37	25
Agents received special circulars about program planning from supervisors	8	24	25	43

Agents were contacted by their supervisors most frequently by letters and circulars, while personal visits was a method seldom used. Participation in in-service training and writing letters were about equally used by agents to contact their supervisors about program planning. Visiting supervisors was a method seldom used.

Helpfulness of Program Contact

Respondents were asked to indicate how helpful was the contact with their supervisors in regard to planning. Data in Table XII reveal that eight out of ten agents felt that such a contact was either very helpful or helpful. One out of ten agents felt that their contact with their supervisors was of little or no help.

TABLE XII

COUNTY EXTENSION AGENTS CLASSIFIED ON THE BASIS OF HOW HELPFUL PROGRAM CONTACTS FROM SUPERVISORS HAVE BEEN

Helpfulness of contacts	Number	Percentage
Very helpful	51	35
Helpful	53	38
Some help	23	17
Of little help	10	8
Not helpful	2	2
Total	139	100

Degree of Program Contact with Supervisors

To determine the degree of program contact agents had with supervisors during the past year, a weighted numerical score for each person was computed. 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.

Table XIII reveals that one-half of the agents were ranked high in the degree of supervisory contact. Slightly more than one-third were ranked medium in degree of program contact, and very few were ranked low.

TABLE XIII

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

Degree of contact	Number	Percentage
High	70	50
Medium	48	35
Low	21	15
Total	139	100

Per cent of Working Time Devoted to Program Planning

Assuming that the amount of time agents devote to program planning might be an indication of the importance

they assign to this activity, the respondents were asked to indicate the approximate percentage of their total working time devoted to program planning.

Table XIV reveals that only three out of ten agents devoted 9 or less per cent of their time to planning. Over half of the agents devoted 10-19 per cent of their time, 14 per cent devoted 20-29 per cent, 4 per cent devoted 30-39 per cent and one agent devoted 40 or more per cent of his time 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

SUMMARY

This chapter has deecribed eelected characteristice of the 139 county Extension agents who participated in this study. The data presented reveal the following facts:

1. The 139 respondents constituted 96.52 per cent of all the county Extension agente who had five or more yeare tenure.

2. Eighty-seven per cent held Bachelor'e degreee only, while 13 per cent held Master'e degrees.

3. Ninety-two per cent had earned their degreee in education, biological eciencee and home economics. Eight per cent had been awarded degrees in social sciencee and physical eoiences.

4. Fifty-eix per cent of the respondents were agricultural agente. One per cent were assistant agricultural agents. Twenty-nine per cent were home economice agents, 1 per cent aesietant, and 1 per cent aesociate home economics agents. Twelve per cent were 4-H club agents.

5. Fifty-six per cent of the agente indicated that they spend more than 50 per cent of their time on adult agricultural education; 30 per cent, on adult home economice education; 14 per cent, on youth (4-H) education.

6. Twenty-seven per cent of the reepondents had five to seven years tenure in Exteneion; 29 per cent, eight

to ten years; 23 per cent, eleven to fifteen years; 14 per cent, sixteen to twenty-five years; and 7 per cent, twenty-six or more years of tenure in Extension.

7. Fifty-two per cent were members of county Extension staffs that had one or two agents. Thirty per cent were members of three-agent staffs, and 18 per cent were members of more than three-agent staffs.

8. Seventy-three per cent indicated that they held weekly meetings. Thirteen per cent held meetings every two to four weeks while 14 per cent were members of staffs that did not hold regularly scheduled staff meetings.

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

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

11. Eighty-eight per cent of the agents had been visited by their supervisors for program planning work during the past year. Ninety-two per cent received letters and 38 per cent were never telephoned by their supervisors on matters concerning program planning.

12. Eighty-four per cent of the agents visited their supervisors for program guidance. Eighty-seven per

cent of the respondents had program planning contacts with their supervisors by writing to them and 95 per cent by participating in in-service training meetings.

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

14. Ninety-eight per cent of the agents felt that the program contact with their supervisors was helpful.

15. Fifty per cent of the agents were classified as having a high degree of program planning contact with their supervisors; 35 per cent, medium; and 15 per cent, low.

16. Thirty per oent of the agents devoted 9 per cent or less of total Extension working time to program planning; 51 per cent, devoted 10-19 per cent. Nineteen per cent of the agents devoted 20 per cent or more of their time on program planning.

CHAPTER IV

AN ANALYSIS OF COUNTY EXTENSION AGENTS' PERCEPTION OF THEIR PROGRAM PLANNING ROLE

This study is concerned with the role of county agents in helping formulate and agree upon a statewide program planning framework. This implies that tasks related to the philosophy, objectives, general policies, procedures including allocation of resources, definition of roles of various persons in the process and methods for equipping professional staff for their roles, should receive top emphasis by all agents.

A major purpose of this study was to determine the perception county agents have of their program planning role. To accomplish this objective, a functional program model was formulated from relevant literature.

This chapter presents an analysis of 139 county Extension agents' perceptions of their role in program planning. Data include: (a) agents' perception of the relative importance and performance assigned to seventeen program planning tasks; (b) major obstacles encountered by agents in performing tasks associated with the six program planning phases, and (c) relative ranking assigned to various Extension staff members concerning the amount of

assistance in program planning provided to county agents. This information was obtained in an interview questionnaire in which they were requested to:

1. Indicate whether each task comprised part of their role in program planning;
2. Indicate the degree of importance they felt ought to be associated with each task; and
3. Appraise their performance of 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)

The respondents' performance of each task was recorded on the following scale:

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

Statistical Treatment of Data

The data were tabulated for each program planning task according to responses obtained. Percentage

distributions wers computed for each task.

The mean weighted scores were computsd to emphasize the differencs bstween agents' perceived importancs and performancs of each task. This was accomplished by multiplying ths numbsr of respondents in sach catsgory by the scale valus, adding the products of the five categories and thsn dividing by ths total number of respondents. This process was applied to each of the ssventeen tasks.

The agents were also asksd to indicate the obstacles they had encountered in carrying out ths tasks in formulating and agreeing upon a statewide framework for the program planning process. Major obstacles and the percentage experiencing them wsre dstermined by:

1. Establishing from a random sampls of completsd questionnaires the mors frequently cited obstacles;
2. Counting the numbsr of respondsnts who had sncountered sach of ths obstacles.

Ths respondsnts wers also asked to rank four groups of Extension staff members on ths basis of ths amount of assistance received from them in psrforming tasks associated with formulating and agrseing upon a statewide program planning process. Staff groups ranked included: (a) administrators, (b) supervisors, (c) specialists, and (d) county staff msmbers.

I. AGENTS' ACCEPTANCE OF PROGRAM PLANNING TASKS

Data in Table XV show that agents included all of the suggested tasks in formulating and agreeing upon a statewide framework for Extension program planning as part of their program planning role. In six instances acceptance of tasks by agents was below the 75 per cent level. About seven out of ten agents felt that task twelve, "assist appropriate state Extension staff members in formulating statewide policies to guide the program planning process in the state," and task thirteen, "assisting appropriate state Extension staff members in developing a general statewide procedure for program planning," were part of their role.

Task fourteen which contained three parts and was concerned with the definition of staff members' role in planning was rated lowest in relative acceptance. About four out of ten agents felt that their program planning included assisting state staff members in defining the program role of Extension administrators, while almost six out of ten agents felt they should help define program planning roles for supervisors. Seven out of ten agents felt they should help define such roles for subject matter specialists.

While eight out of ten agents felt they should "help

TABLE XV

COUNTY AGENTS' PERCEPTION OF THEIR PROGRAM PLANNING ROLE IN FORMULATING AND AGREEING UPON A STATEWIDE FRAMEWORK FOR EXTENSION PROGRAM PLANNING

Planning tasks	Constitutes part of agents' role	Perceived importance		Perceived performance	
	Percentage agreeing	Mean weighted score	Over-all rank	Mean weighted score	Over-all rank
1. Keep informed about problems affecting people in the county.	100	4.62	2	3.61	2
2. Keep aware of area and state problems which may affect the economic and social development of the county.	97	4.07	8	3.29	6.5
3. Keep informed about the total county Extension program and its relative effectiveness in coping with relevant county problems.	99	4.65	1	1.02	19
4. Understand how the various parts (Agriculture, Home Economics, 4-H club work, etc.) of the county Extension program relate to each other.	100	4.60	3	3.05	1
5. Keep appropriate state Extension officials advised about relevant problems in the county.	99	4.19	6	3.45	3

TABLE XV (continued)

Planning tasks	Constitutes part of agents' role	Perceived importance		Perceived performance	
	Percentage agreeing	Mean weighted score	Over-all rank	Mean weighted score	Over-all rank
6. Keep appropriate state Extension officials advised about the relative effectiveness of the county Extension program in coping with relevant problems.	99	4.12	7	3.29	6.5
7. Help supervisors develop an awareness of the need for making adjustments in parts of the program which do not appear to be adequate in coping with relevant problems.	96	4.38	5	3.42	5
8. Help specialists develop an awareness of the need for making adjustments as warranted in parts for which they are responsible.	97	4.40	4	3.42	4
9. Help Extension administrators develop an awareness of the need for making adjustments in the total Extension program in order to cope with the existing situation.	93	4.06	9	2.87	9

TABLE XV (continued)

Planning tasks	Constitutes part of agents' role	Perceived importance		Perceived performance	
	Percentage agreeing	Mean weighted score	Over-all rank	Mean weighted score	Over-all rank
10. Assist appropriate state Extension staff members in formulating, clarifying and revising the objectives of the state Extension Service.	81	3.59	12	2.51	11
11. Assist appropriate state Extension staff members in defining the objectives to be sought through program planning.	82	3.47	14	2.42	12
12. Assist appropriate state Extension staff members in formulating statewide policies to guide the program planning process in the state.	73	3.37	15	2.24	15
13. Assist appropriate state Extension staff members in developing a general statewide procedure for the program planning.	69	3.27	16	2.19	16

TABLE XV (continued)

Planning tasks	Constitutes part of agents' role	Perceived importance		Perceived performance	
	Percentage agreeing	Mean weighted score	Over-all rank	Mean weighted score	Over-all rank
14. Assist appropriate state Extension staff members in defining the program planning roles of the following officials:					
a. Administrators (Director, Asst. Director, and state leaders.	44	2.73	19	1.73	18
b. Supervisors	58	3.09	17	2.09	17
c. Specialists	71	3.51	13	2.40	13
15. Help supervisors plan training programs for county Extension staff members in program planning.	82	3.75	11	2.54	10
16. Help supervisors conduct training programs for county Extension staff members in program planning.	59	3.00	18	2.31	14
17. Keep informed about the state programming framework including objectives, policies, procedures and practices.	95	3.92	10	3.02	8

supervisors plan training programs for county Extension staff members in program planning" (task fifteen), only six out of ten agents felt they should "help supervisors conduct such training programs" (task sixteen).

II. TASK IMPORTANCE AND PERFORMANCE

The agents' perception of the importance and performance of each task, as stated, was converted into mean weighted scores and are presented in Table XV. The over-all rank is presented in the same table.

The respondents in this study were (1) agricultural agents, (2) home economics agents, and (3) 4-H club agents. A mean weighted score for each respondent group was determined for each task (Tables XXIX and XXX, Appendix B). These tables show the over-all rank order of importance and performance of the seventeen tasks along with the over-all mean weighted score for each task. The task relationship of each respondent group to the over-all ranking is also revealed by each table along with corresponding mean weighted scores.

As shown in Table XV, the tasks having mean weighted scores of 5.0 were rated very important while those having a score of 4-4.9 were considered important. Tasks having scores of 3-3.9 were classified as of slight importance. Based on this classification, nine of the seventeen tasks

were perceived to be important or higher for agents to perform in formulating and agreeing upon a statewide framework for Extension program planning. Nine tasks were viewed as being between slightly important and important, while task fourteen (a) was considered to be less than slightly important.

As the data reveal in Table XV, there is some variation in agents' perceived performance of the seventeen tasks. In all cases the respondents' perceived performance of each task was lower than the degree of importance assessed to them. Only task four, "understanding how the various parts (agriculture, home economics and 4-H club work) of the county Extension program relate to each other," was rated between good and excellent in performance. Tasks three and fourteen (a) were rated as having been performed between not at all and poor. Tasks nine, ten, eleven, twelve, thirteen, fourteen (b) and (c), fifteen and sixteen were performed between poor and fair. All other tasks were rated as having been performed fair to good.

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 seventeen tasks, as perceived by the total number of respondents. The formula $\rho xy = 1 - \frac{6 \sum D^2}{N(N^2 - 1)}$ was used to

determine rho. The letter ρ_{xy} is the coefficient of correlation, ΣD^2 is the sum of the squared differences in ranks of paired scores, and N is the number of pairs of scores.[1] The value of ρ would be equal to -1.0 if the rank order of the paired values was directly reversed. If there were no relationship at all, the value of ρ would equal 0. The coefficient of correlation derived from the comparison of task importance and performance was (ρ = .78). This relatively high correlation would seem to indicate that a close relationship existed between the degree of importance placed on a particular task by the agents and the degree of performance.

A rank difference coefficient of correlation (rho) was also determined for, (1) agricultural agents to home economics agents as to importance, (2) home economics agents to 4-H club agents as to importance, (3) agricultural agents to 4-H club agents as to importance, (4) agricultural agents to home economics agents as to performance, (5) home economics agents to 4-H club agents as to performance, and (6) agricultural agents to 4-H club agents as to performance. Rank orders from Tables XXIX and XXX were used to make these comparisons.

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[1] T. Francis Rummel, An Introduction to Research in Education (New York: Harper and Brothers, 1958), pp. 183-185.

Importance	Performance
Agricultural agents--Home economics agents = .96	Agricultural agents--Home economics agents = .95
Home economics agents--4-H club agents = .89	Home economics agents--4-H club agents = .92
Agricultural agents--4-H club agents = .98	Agricultural agents--4-H club agents = .94

The analysis revealed that there was a high correlation of the importance agents placed on tasks. There was a comparatively lower correlation in the degree of consensus between home economics agents and 4-H club agents.

Correlations for performance appear to be equally high.

From this analysis one might conclude that there was a high degree of consensus between the various groups of agents as to the way they perceived importance and performance of their program planning tasks.

III. MAJOR OBSTACLES ENCOUNTERED BY AGENTS

In anticipating agents' appraisal of their performance of the suggested tasks it was felt it would be helpful to know what major obstacles agents had encountered in carrying out the seventeen program planning tasks. The data in Table XVI identify the six obstacles cited most frequently. "Crowded schedule or lack of time" was the most frequently mentioned obstacle. More than one-half of

TABLE XVI

MAJOR OBSTACLES ENCOUNTERED BY AGENTS IN PERFORMING TASKS IN FORMULATING AND AGREEING UPON A STATEWIDE FRAMEWORK FOR EXTENSION PROGRAM PLANNING

Major obstacles	Percentage experiencing each obstacle	Rank order
Crowded schedule and/or lack of time.	55	1
Limited contact with administrative and supervisory staffs.	36	2
Lack of agent training and "know-how".	22	2.5
Limited opportunities for county workers to influence state program planning framework.	22	2.5
Poor communications between supervisors and county staffs.	18	5
Lack of coordination between county, district and state program efforts.	9	6

the agents cited this item. More than one-third of the agents cited "limited contact with administrative and supervisory staffs" as the second most frequently encountered obstacle. About one-fifth of the agents cited "lack of agent training and "know-how" and "limited opportunities for county workers to influence state program planning framework" as the next obstacle. "Poor communications

between supervisors and county staff", the fifth obstacle to program planning, was cited by less than one-fifth of the agents. The sixth obstacle agents encountered in performing their tasks, was "lack of coordination between county, district and state program efforts." This was cited by 9 per cent of the agents.

IV. PROGRAM ASSISTANCE RECEIVED FROM EXTENSION STAFF MEMBERS

Data in Table XVII show how respondents ranked administrative, supervisory, specialist and county staff members in terms of assistance received in performing this aspect of their program planning role.

Supervisory staff members were ranked first in terms of assistance provided agents in performing tasks in formulating and agreeing upon a statewide framework for Extension program planning. Specialist staff members were ranked second followed by county and administrative staff members.

The summations of the total ranked scores indicate almost no differences between the second and third ranked groups as contrasted to wide differences between the first and second, and the third and fourth ranked groups.

It appears from the findings of this study, that agents received the greatest amount of assistance in

formulating and agreeing upon a statewide framework for Extension program planning from their supervisors; a lesser but almost equal amount of assistance from specialist and county staff members and the least assistance from administrators.

TABLE XVII

EXTENSION STAFF MEMBERS RANKED BY AMOUNT OF ASSISTANCE PROVIDED TO AGENTS IN PERFORMING TASKS IN FORMULATING AND AGREEING UPON A STATEWIDE FRAMEWORK FOR EXTENSION PROGRAM PLANNING

Staff members	Ranking				Summation of total ranked scores	Overall rank	W*
	1	2	3	4			
Administrative staff	10	10	24	56	408	4	.21
Supervisory staff	50	22	22	6	229	1	
Specialist staff	12	46	28	14	304	2	
County staff	28	22	26	24	309	3	

*This value refers to the agreement among the four groups ranked.

Kendall's[2] rank order correlation test, which can be applied to data comprised of three or more sets of ranks was used to measure the relation among these rankings. The

[2]Sidney Siegel, Nonparametric Statistics for the Behavioral Sciences (New York: McGraw-Hill Book Company, Inc., 1956), pp. 229-239.

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

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

where S = sum of squares of the observed deviations from the mean; K = number of sets of rankings, that is, the number of judges; N = number of entities (objects or individuals) ranked; $1/12\ K^2(N^3 - N)$ = maximum possible sum of the squared deviations, that is, the sum S which would occur with perfect agreement among K rankings.

The W value of the measure of this association was .21.

CHAPTER V

FACTORS ASSOCIATED WITH COUNTY EXTENSION AGENTS' PERCEPTION OF THEIR PROGRAM PLANNING ROLE

An analysis of 139 county agents' perception of their program role was given in Chapter IV. It described the program planning tasks which agents felt they should perform, the degree of importance assigned to each task, and their perceived performance of the tasks. The purpose was to present an overview of county agents' program planning role as they perceived it.

The concept that perception is related to the experience of the individual establishes a basis for predicting that the respondents' perception of their role may be associated with the following nine experience-oriented factors:

1. County position held;
2. Number of agents on a 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 perception was termed a dependent 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. INDEPENDENT VARIABLES AND THEIR INTERRELATIONSHIPS

In order to interpret the correlation between the perception (dependent variable) and the nine independent variables, it was first necessary to determine which of the independent variables were intercorrelated, and to what degree.

The contingency coefficient C was computed to show the size and direction of the interrelationships of the independent variables.

According to Siegel:

> The contingency coefficient C is a measure of the extent of association or relation between two sets of attributes. It is uniquely useful when we have only categorical (nominal scale) information about one or

both sets of these attributes.[1]

A contingency coefficient may be computed from a 2 x 2 table, a 2 x 5 table, a 3 x 3 table or any K x r table. In such a table, we may enter expected frequencies for each cell by determining what frequencies would occur if there were no association or correlation between the two variables. The larger the discrepancy between these expected values and the observed cell values, the larger is the degree of association between the two variables and thus the higher is the value of C.

It is important to note that C does not attain unity or one, when the variables show complete dependence on each other. It is therefore, difficult to interpret but there is no other simple statistic to measure associations in a K x r table.

The degree of association between two sets of attributes, whether ordered or not, and irrespective of the nature of the variable (it may be either continuous or discrete or of the underlying distribution of the attribute (the population distribution may be normal or any other shape), may be found from a contingency table of the

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[1]Sidney Siegel, Nonparametric Statistics for the Behavioral Sciences (New York: McGraw-Hill Book Company, Inc., 1956), p. 196.

frequencies by:[2]

$$C = \sqrt{\frac{x^2}{N + x^2}}$$

In order to compute C, one first computes the value of x^2 (Greek chi) and then inserts the value into the formula given above.[3]

Table XVIII shows (C) values between pairs of independent variables.

The researcher has chosen arbitrarily to describe associations which were important and had high values as well to this study. The most important associations had values above .15 and this was considered therefore an important or meaningful level for this study.

County Position Held

County staff position was highly associated with (a) number of agents on county staff; (b) length of agents' tenure in Extension; (c) percentage of working time devoted to program planning; (d) major content area in which the higher degree was earned; (e) frequency of staff meetings, and (f) degree of program contact with supervisors.

The agricultural agents were more likely to be members of a county staff having one to three agents, followed

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[2] Ibid., p. 197.

[3] Ibid., pp. 104-109.

TABLE XVIII

CORRELATION COEFFICIENTS FOR INTERRELATIONSHIPS

Independent variables	Independent variables							
	2	3	4	5	6	7	8	9
1. County position held	.27	.19	.26	.13	.61	.33	.10	.19
2. Number of agents on a county staff		.12	.14	.10	.14	.15	.08	.12
3. Length of agents' tenure in Extension			.12	.21	.15	.08	.16	.14
4. Percentage of working time devoted to program planning				.07	.24	.10	.14	.31
5. Level of formal education					.16	.04	.11	.13
6. Major content area in which highest degree was earned						.30	.08	.28
7. Frequency of county staff meetings							.10	.12
8. Formal course work in program planning								.06
9. Degree of program contact with supervisors								1.00

No tests were used due to the fact that the respondents under study constitute 97 per cent of the total population.

by the home economics agents and the 4-H club agents respectively (Table XXXI, Appendix C). The C value of association was .27.

More than one-half, 57 per cent, of the home economics agents, and slightly over one-half, 51 per cent, of the agricultural agents had eight to fifteen years tenure. The 4-H club agents were more likely to have five to seven years tenure. However, agricultural agents were comparatively more likely to have had sixteen or more years tenure, followed by the home economics and the 4-H club agents respectively (Table XXXII, Appendix C). The C value of association was .19.

The home economics agents were devoting more time to program planning than the agricultural or 4-H club agents (Table XXXIII, Appendix C). The C value was .26.

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 scienoes. The 4-H club agents were more likely to be majors in biological or physical sciences than education and social sciences. The C value was .61, a very high association (Table XXXV, Appendix C).

More than four-fifths, 84 per cent, of the 4-H club agents were members of a staff which held weekly meetings,

while four-fifths of the agricultural agents were members of a similar staff. Of the home economics agents, more than one-half, 55 per cent, held weekly meetings while almost one-third, 31 per cent, had no regular time for holding their meetings. The C value of the association was .33 (Table XXXVI, Appendix C).

Number of Agents on County Staff

The data in Table XXX, Appendix B, show that the number of agents on the county staff was highly associated with county position held. The C value of association was .27.

Length of Agents' Tenure in Extension

Agents' tenure was associated with formal education and formal course work in program planning.

Agents with eight to fifteen years of tenure were more likely to hold Master's degrees than those having five to seven years, or sixteen or more years of tenure (Table XLVII, Appendix C). The C value of the association was .21.

Agents with sixteen or more years of tenure were more likely to have completed a formal course in program planning than those having five to seven years, or sixteen or more years of tenure. They were followed by those agents

who had eight to fifteen years of tenure (Table L, Appendix C). The C value was .16.

Percentage of Working Time Devoted to Program Planning

There was a high association between this factor and (a) degree of program contact with supervisors (C = .31); (b) county position held (C = .26) and (c) major content area in which highest degree was earned (C = .24).

The agents who spent 9 per cent or less of their time on program planning had higher degree of contact with their supervisor than those who devoted 10-19 per cent or 20 per cent or more of their time on this activity (Table LVI, Appendix C). The C value of association was .31.

A higher percentage of agents who had 9 per cent or less of their total time on program planning had their highest degree in education or social sciences while a higher percentage of the agents who spent 10-19 per cent or 20 per cent or more of their time on this activity had their degrees in biological or physical sciences. Seven per cent of the agents who devoted 9 per cent or less of their time to program planning had their degree in home economics. About one-third of the agents, 34 per cent, who devoted 20 per cent or more on this activity had their degree in home economics (Table LIII, Appendix C). The C value was .24.

Level of Formal Education

Level of formal education was associated with length of tenure in Extension. The C value of association was .21 (Table XLVII, Appendix C).

A lower association was that with major content area in which highest degree was earned, (C = .16). 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 LVII, Appendix C).

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 factor is highly associated with (a) county

position held (C = .61); (b) frequency of county staff meetings (C = .30); (c) degree of program contact with supervisors (C = .28); and (d) level of formal education (C = .16).

The agents who had their degrees in biological and physical sciences were more likely to hold weekly staff meetings. They were followed by agents who had education and social sciences and home economics as their majors (Table LXI, Appendix C).

Those agents who had their degree in biological and physical sciences had more program contact with their supervisors than those who had their majors in other areas (Table LXIII, Appendix C).

Frequency of County Staff Meetings

Frequency of staff meetings was associated with (a) county position held (C = .33); and (b) major content area in which the highest degree was earned (C = .30). See description of Tables XXXVI and LXI.

Formal Course Work in Program Planning

This factor, as data in Table XVIII show, had no high association with any other variable.

Degree of Program Contact with Supervisors

Data in Table XVIII show that the degree of program contact was associated with (a) percentage of working time devoted to program planning (C = .31); (b) major content area in which highest degree was earned (C = .28); and (c) county position held.

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

It appears logical to assume that administrators can function more effectively if they know the relationships that exist between selected background factors and their staffs' perception of program planning. Through such knowledge, Extension administrators and supervisors can better determine how to improve the program planning process.

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 seventeen program planning tasks. Importance scores ranged from 1 to 5.

Twenty-one agents with composite importance scores ranging from 4.41 to 5.00 were considered as the high importanoe group. Forty-two agents with scores ranging from 3.91 to 4.40 were considered as the medium importance group. The remaining seventy-six with scores from 0-3.90 were considered as the low importance group. Percentage frequency distributions which show respondents' perceived degree of importance of program planning tasks are shown in the tables that follow.

The oontingency coefficient C, was computed to show the degree of association between independent variables and elements of perception. The higher the value of C, the larger is the degree of association. Statistical measures were used to help the researcher determine the degree of association between independent variables and between

independent and dependent variables. No probability tests were used since this study covered 97 per cent of the actual population--agents who had five or more years of experience in program planning, and who had been employed as Extension agents during the past five years.

Agents' Perception by Staff Position

Each county staff position was identified with a title. The respondents defined staff position in terms of major areas of responsibility to which respondents devoted 50 per cent or more of their time. The three general classifications that resulted were (a) adult agricultural education, (b) adult home economics education, and (c) youth (4-H club) education.

As the data in Table XIX reveal, the association of county staff position with agents' perceptions of the importance of their role in formulating and agreeing upon a statewide framework of program planning process is (C = .17).

As indicated in this table about one-half of the agents of each staff position concerned, were classified in the "low" importance category. Of the agents having agricultural eduoation as their major responsibility only one out of ten were classified in the "high" importance category. A greater proportion of agents concerned with youth

education were in the "high" importance category, followed by the agents concerned with home economics.

TABLE XIX

AGENTS' PERCEPTION OF THE IMPORTANCE OF THEIR ROLE IN FORMULATING AND AGREEING UPON A STATEWIDE FRAMEWORK FOR PROGRAM PLANNING, BY STAFF POSITION

County staff position	Number of agents	Importance (percentage)			Total percentage	x^2	C
		High	Medium	Low			
Adult agri. education	78	11	31	58	100	4.14	.17
Adult home education	42	19	29	52	100		
Youth education (4-H club)	19	26	32	42	100		
	C = .17			(x^2 = 4.14)			

Agents' Perception by Size of County Staff

Data in Table XX reveal that a greater proportion of those agents working on four to five agent county staff were in the high importance group as compared to those who were working on smaller size county staff. Almost one-half of the agents working on a four to five agent county staff were in the "medium" importance group while more than one-half of the agents working on one to three agent county

staffs were in the "low" importance group. All agents working on a six or more county staff were in the "low" importance group. The association value was (C = .24).

TABLE XX

AGENTS' PERCEPTION OF THE IMPORTANCE OF THEIR ROLE IN FORMULATING AND AGREEING UPON A STATEWIDE FRAMEWORK FOR EXTENSION PROGRAM PLANNING, BY SIZE OF COUNTY STAFF

Number of agents on county staff	Number of agents	Importance (percentage)			Total percentage	x^2	C
		High	Medium	Low			
One to three	115	14	29	57	100	8.46	.24
Four to five	19	21	47	32	100		
Six or more	5	--	--	100	100		
	C = .24			(x^2 = 8.46)			

Agents' Perception by Tenure in Extension

The assumption that increased tenure in Extension allows for more experience in program planning, guides one to the hypothesis that tenure is highly associated with agents' perception of their role in program planning. Data in Table XXI reveal that a greater proportion of agents with five to seven years of tenure were in the "high" importance category as compared to agents with eight to fifteen, or

sixteen or more years of tenure. The association value was (C = .14).

TABLE XXI

AGENTS' PERCEPTION OF THE IMPORTANCE OF THEIR ROLE IN FORMULATING AND AGREEING UPON A STATEWIDE FRAMEWORK FOR EXTENSION PROGRAM PLANNING, BY TENURE IN EXTENSION

Tenure in Extension	Number of agents	Importance (percentage)			Total percentage	x^2	C
		High	Medium	Low			
5-7 years	38	21	21	58	100	2.83	.14
8-15 years	72	13	33	54	100		
16 or more years	29	14	34	52	100		
	C = .14			(x^2 = 2.83)			

Agents' Perception by Percentage of Time Spent on Program Planning

Data in Table XXII reveal that no matter how much of their time agents spent in program planning they tended to fall in the low importance group. The association value was (C = .14).

Agents' Perception by Formal Education

It was assumed that formal education might be associated with the agents' perception of their program planning role (Table XXIII). The data provide support for this association (C = .16). Those agents who had Master's

degrees expressed somewhat higher importance of the program planning role than did those having Bachelor's degrees.

TABLE XXII

AGENTS' PERCEPTION OF THE IMPORTANCE OF THEIR ROLE IN FORMULATING AND AGREEING UPON A STATEWIDE FRAMEWORK FOR EXTENSION PROGRAM PLANNING, BY PERCENTAGE OF TIME SPENT ON PROGRAM PLANNING

Percentage of time spent on program planning	Number of agents	Importance (percentage)			Total percentage	x^2	C
		High	Medium	Low			
9 per cent or less	42	12	24	64	100	2.92	.14
10-19 per cent	71	19	32	49	100		
20-40 per cent	26	11	35	54	100		
	C = .14			(x^2 = 2.92)			

TABLE XXIII

AGENTS' PERCEPTION OF THE IMPORTANCE OF THEIR ROLE IN FORMULATING AND AGREEING UPON A STATEWIDE FRAMEWORK FOR EXTENSION PROGRAM PLANNING BY LEVEL OF FORMAL EDUCATION

Level of formal education	Number of agents	Importance (percentage)			Total percentage	x^2	C
		High	Medium	Low			
Bachelor's degree	121	14	29	57	100	3.80	.16
Master's degree	18	13	44	33	100		
	C = .16			(x^2 = 3.80)			

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

Data in Table XXIV revealed that county agents having degrees in home economics expressed higher importance of their programming role as compared to agents that had their degrees in education and social sciences or biological and physical sciences. The association of this variable to agents' perception was (C = .14).

TABLE XXIV

AGENTS' PERCEPTION OF THE IMPORTANCE OF THEIR ROLE IN FORMULATING AND AGREEING UPON A STATEWIDE FRAMEWORK FOR EXTENSION PROGRAM PLANNING, BY CONTENT AREA IN WHICH HIGHEST DEGREE WAS EARNED

Content area in which highest degree earned	Number of agents	Importance (percentage)			Total percentage	x^2	C
		High	Medium	Low			
Biological & physical sciences	55	15	29	56	100	2.80	.14
Education & social sciences	57	14	26	60	100		
Home economics	27	18	41	41	100		
	C = .14			(x^2 = 2.80)			

Agents' Perception by Degree of Contact with Supervisors

A higher percentage of county agents who had no regular meeting time indicated higher importance of their program planning role than did the agents who held regular meetings. As Table XXV shows, almost all groups had equal percentage in low importance group. The association value was (C = .09).

TABLE XV

AGENTS' PERCEPTION OF THE IMPORTANCE OF THEIR ROLE IN FORMULATING AND AGREEING UPON A STATEWIDE FRAMEWORK FOR EXTENSION PROGRAM PLANNING, BY FREQUENCY OF STAFF MEETINGS

Frequency of staff meetings	Number of agents	Importance (percentage)			Total percentage	x^2	C
		High	Medium	Low			
Weekly	101	15	30	55	100	1.33	.09
Every 2-4 weeks	19	10	37	53	100		
No regular meeting time	19	20	27	53	100		
	C = .09			(x^2 = 1.33)			

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

Table XXVI shows that 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. The association value was (C = .02).

TABLE XXVI

AGENTS' PERCEPTION OF THE IMPORTANCE OF THEIR ROLE IN FORMULATING AND AGREEING UPON A STATEWIDE FRAMEWORK FOR PROGRAM PLANNING, BY COMPLETION OF FORMAL COURSE WORK IN PROGRAM PLANNING

Formal course work in program planning	Number of agents	Importance (percentage)			Total percentage	x^2	C
		High	Medium	Low			
Yes	30	17	30	53	100	.07	.02
No	109	15	30	55	100		
	C = .02			(x^2 = .07)			

Agents' Perception by Degree of Contact with Supervisors

Table XXVII reveals that a higher percentage of agents who were ranked medium in degree of supervisory contact indicated high importance of their program planning role than did the agents who were ranked high or low in degree of supervisory contact. However more than one-half

of the agents of each rank indicated low importance of their program planning role. The association value was (C = .17).

TABLE XXVII

AGENTS' PERCEPTION OF THE IMPORTANCE OF THEIR ROLE IN FORMULATING AND AGREEING UPON A STATEWIDE FRAMEWORK FOR EXTENSION PROGRAM PLANNING, BY CONTACT WITH SUPERVISORS

Degree of contact with supervisors	Number of agents	Importance (percentage)			Total percentage	x^2	C
		High	Medium	Low			
High	69	14	19	67	100	4.13	.17
Medium	48	21	26	53	100		
Low	21	12	36	52	100		
	C = .17			(x^2 = 4.13)			

Summary

The interrelationships between the nine independent variables were measured and described. The relationships of these independent variables to the agents' perception of the importance of their role in formulating and agreeing upon a statewide program framework of program planning were also analyzed.

The contingency coefficients were used to describe the degree of interrelationships between the nine independent variables. Table XVIII is a matrix of the correlation coefficients.

The data in Table XXVIII are a summary of the relationships between each of the nine independent variables and the importance agents assigned to formulating and agreeing upon a statewide framework for Extension program planning.

A review of the data in this table show that there is a varying relation between all independent variables and the agents' perception of their role in formulating a statewide framework of program planning. However the researcher has chosen values with (C = .15) and above as a criterion for meaningful associations. That is, there were relatively greater differences between the independent variables, county position held, number of agents on county staff, level of formal education and degree of program contact with agents' perception of the importance of their role towards a statewide program planning framework.

A hypothesis was established to give direction to this study. Accepting or rejecting the null hypothesis depended on how each variable met the association limit, as set by the researcher (C = .15). The following is a restatement of the hypothesis, with summary statements as to how well the hypothesis is supported by the findings.

Hypothesis--There are no differences in agents' perception of their role in formulating and agreeing upon a statewide program framework and each of the following factors:

TABLE XXVIII

ASSOCIATION OF INDEPENDENT VARIABLES WITH AGENTS' PERCEPTION OF THE IMPORTANCE OF THEIR ROLE IN FORMULATING A STATEWIDE FRAMEWORK FOR EXTENSION PROGRAM PLANNING

Independent variables	Perception	
	N	C
Staff position		
Agricultural education	78	.17
Home economics education	42	
Youth education (4-H club)	19	
Agents on county staff		
One to three	115	.24
Four to five	19	
Six or more	5	
Tenure in Extension		
5-7 years	38	
8-15 years	72	
16 or more years	29	
Percentage of time spent on program planning		
9 per cent or less	42	.14
10-19 per cent	71	
20-40 per cent	26	
Formal education		
Bachelor's degree	121	.16
Master's degree	18	
Content area in which highest degree was earned		
Biological and physical sciences	55	.14
Education and social sciences	57	
Home economics	27	
Frequency of staff meetings		
Weekly	101	.09
Every 2-4 weeks	19	
No regular meeting time	19	

TABLE XXVIII (continued)

Independent variables	Perception	
	N	C
Formal course work in program planning		
Yes	30	.02
No	109	
Contact with supervisors		
High	21	.17
Medium	48	
Low	69	

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.

In view of the findings of this study as summarized in Table XXVIII only four independent variables have a C value above .15. Therefore this hypothesis is accepted for five of the nine independent variables. The independent variables, county position held, number of agents on a

county staff, level of formal education, and degree of program contact with supervisors were different with agents' perception of their role in formulating and agreeing upon a statewide program planning framework. These four parts of the null hypothesis were rejected. The county position held, the number of agents on the county staff, the level of formal education and degree of program contact agents have with their supervisors are more highly associated with agents' perception of their role in formulating and agreeing upon a statewide program planning framework than other factors considered.

CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

I. THE PROBLEM

The purpose of this study was to define and analyze the role county agents do and should perform in formulating and agreeing upon a statewide framework for program planning.

The state Extension program is the sum of the programs developed by the people and the Extension staff in the 105 counties in Kansas.

County programs are the basis for Extension work and are the means by which the Extension Service seeks to accomplish its purposes. The results in Extension are dependent upon the quality of the county programs, and quality is influenced by the methods used in developing the program.

County agents were selected for the study because they are the professional employees and official representatives of the Land-Grant institution at the county level. They are, therefore, the primary contaot between the institution and the people. Through them the problems, needs and interests of people in the counties become the target toward which educational programs are planned and directed.

They are the channels through which the educational resources of Land-Grant institutions are marshalled, organized and utilized to meet the needs of Extension's clientele.

Research has shown that county agents have a desire for more training in program planning. Clearly defining their role in planning programs will help provide direction in training for these responsibilities.

In view of these conditions, the major purpose of this study was conceived.

II. OBJECTIVES OF THE STUDY

Specific objectives were to:

1. Ascertain the characteristics of agents serving in the counties of Kansas.

2. Identify those tasks that ideally constitute the role of county agents in formulating and agreeing upon a statewide framework for Extension program planning.

3. Determine the degree of importance that county Extension agents assign to various suggested program planning tasks in relation to what they are doing and feel they should be doing in formulating a framework on program planning.

4. Determine the degree of consensus between agricultural, home and 4-H club agents, as to the way they perceive the importance and performance of their program

planning tasks in formulating a statewide framework.

5. Identify some of the major obstacles that agents experience in performing tasks associated with their role in formulating and agreeing upon a statewide framework for Extension program planning.

6. Determine how Extension agents rank various Extension staff groups as regards the amount of assistance provided them in program planning.

7. Determine the extent to which the following factors appear to be associated with agents' perceptions 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 that obtained 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 the suggested program planning tasks that ideally ought to be performed. The tasks were arranged for each respondent to indicate (a) whether or not each task was felt to be part of county agents' program planning role; (b) its degree of importance; and (c) the degree to which county agents felt they performed each task.

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[1] who was engaged in a program planning study in Florida and Kansas. The data were obtained during the period November, 1962 to March, 1963.

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 such, during the past five years. These were agricultural, home economics or 4-H club agents. The number of agents participating in this study constituted 97 per cent of the eligible county Extension agents.

IV. CHARACTERISTICS OF RESPONDENTS

The data describing the respondents' general characteristics were organized into three categories: (a) educational status; (b) staff affiliation; and (c) degree of program contact with supervisors.

Educational Status:

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

2. Forty-one per cent of the respondents had been awarded degrees in education and social sciences; 40 per cent in biological and physical sciences; and, 19 per cent

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[1]Alto Alfred Straughn, op. cit., p. 6.

in home economics eubject matter.

Staff Affiliation:

1. The respondente identified themselves with one of three work areae on the baeis of having devoted 51 per cent or more of their time to a specific area. Fifty-eix per cent were adult agricultural educatore; 30 per cent, adult home economice educators; and, 14 per cent, youth (4-H club) educators.

2. Twenty-seven per cent of the agents had five to seven yeare tenure in Extension; 52 per cent, eight to fifteen years; and, 21 per cent, sixteen yeare or more.

3. Eighty-two per cent of the respondents were members of county Extension staffs having one to three agents; 14 per cent, four or five agente; and, 4 per cent, six or more agents.

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

5. Planning and diecussing future county programs wae mentioned by 83 per cent of the respondents as one of the major eubjecte moet frequently discussed in their staff meetings. Reviewing echeduled evente wae another eubject that was cited by 68 per cent of the agente as one of such

subjects discussed.

Program Contact:

1. Twenty-two 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", or "low" program contact categories. Fifty per cent were classified "high"; 35 per cent, "medium"; and 15 per cent, "low".

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

V. AGENTS' PERCEPTION OF THEIR PROGRAM PLANNING ROLE

As stated, the primary purpose of this study was to define and analyze county agents' perception of their planning role. Perception refers to the manner in which agents view their planning role.

A summary of agents' perception of their role in formulating and agreeing upon a statewide framework for Extension program planning is presented in Table XV in Chapter IV. The data in Table XV describe agents'

perception of the planning role in terms of: (a) the percentage of agents agreeing that each task was part of their program planning role; (b) mean weighted scores to show perceived task importance; and (c) mean weighted scores to show perceived task performance.

Formulating and agreeing upon a statewide framework of Extension program planning, establishes the basis from which the program function evolves. It is the result of the concerted efforts of those who assume major responsibility for the Extension program function and includes: (a) philosophy and educational objectives of the organization; (b) general program policies to guide the efforts of the staff; (c) procedures, including designation and allocation of organizational resources; (d) definition of various roles of specific personnel involved in the process; (e) orderly plans for staff involvement in decision-making; and (f) plans for coordinating the Extension program function with those of related agencies, organizations and groups.

Based on the data in Table XV, two-thirds or more of the respondents felt that thirteen of the nineteen tasks constituted part of the agents' role in planning. Less than two-thirds felt that the agents' role included that of assisting Extension staff members to develop a general statewide procedure for program planning. Less than

one-half of the agents perceived their role to include helping to define administrators' roles in planning, while over one-half of the agents perceived their planning role to include assisting staff members in defining supervisors' program roles. However, more agents--close to two-thirds--perceived their planning role to include assisting staff members in defining specialists' planning role. While 82 per cent of the agents perceived their role to include helping supervisors plan training programs for county Extension staff members, only 59 per cent of the respondents perceived their role to include helping supervisors to conduct such training programs.

Generally, the respondents felt most of the tasks were at least important for agents to perform. Nine of the nineteen tasks were perceived to be important or higher for agents to perform in formulating a statewide framework for Extension program planning. They included:

(a) keep informed about problems affecting people in the county;

(b) keep aware of area and state problems which may affect the economic and social development of the county;

(c) keep informed about the total county Extension program and its relative effectiveness in coping with relevant county problems;

(d) understand how the various parts (Agriculture,

Home economics, 4-H club work, etc.) of the county Extension program relate to each other;

(e) keep appropriate state Extension officials advised about relevant problems in the county;

(f) keep appropriate state Extension officials advised about the relative effectiveness of the county Extension program in coping with relevant problems;

(g) help supervisors develop an awareness of the need for making adjustments in parts of the program which do not appear to be adequate in coping with relevant problems;

(h) help specialists develop an awareness of the need for making adjustments as warranted in parts for which they are responsible; and

(i) help Extension administrators develop an awareness of the need for making adjustments in the total Extension program in order to cope with the existing situation.

Nine tasks were viewed as being between slightly important and important. They included:

(a) assist appropriate state Extension staff members in formulating, clarifying and revising the objectives of the state Extension Service;

(b) assist appropriate state Extension staff members in defining the objectives to be sought through program planning;

(c) assist appropriate state Extension staff members in formulating statewide policies to guide the program planning process in the state;

(d) assist appropriate state Extension staff members in developing a general statewide procedure for the program planning;

(e) assist appropriate state Extension staff members in defining the program roles of the following officials:

(1) supervisors
(2) specialists;

(f) help supervisors plan training programs for county Extension staff members in program planning;

(g) help supervisors conduct training programs for county Extension staff members in program planning; and

(h) keep informed about the state programming framework including objectives, policies, procedures and practices.

One task, "assisting appropriate state Extension staff members in defining the program planning roles of administrators," was rated to be less than slightly important. Agents apparently view this task as the responsibility of other Extension workers.

As the data reveal in Table XV, there is some variation in agents' perceived performance of the nineteen tasks. In all of the tasks agents perceived their role of

performance to be lower than the degree of importance associated with the tasks. Performance of only task four, "understanding how the various phases (agriculture, home economics, and 4-H club work) of the county Extension program relate to each other", was rated between good and excellent. Task three, "keep informed about the total county Extension program and its relative effectiveness in coping with relevant county problems," and task fourteen (a) "assist appropriate state Extension staff members to define the program planning roles of administrators," were rated as having been performed between not at all and poor.

Respondents perceived their performance to be between poor and fair for nine of the tasks. They included: (a) help Extension administrators develop an awareness of the need for making adjustments in the total Extension program; (b) help state Extension staff members formulate, clarify, and revise objectives of the state Extension Service; (c) help state Extension staff members define objectives to be sought through program planning; (d) help state staff members formulate statewide policies to guide program planning processes in the state; (e) help state Extension staff members in developing a general statewide procedure for program planning; (f) help state Extension staff members define program planning roles for supervisors and specialists; (g) help supervisors plan training programs for county

Extension staff members in program planning; and (h) help supervisors conduct training programs for county Extension staff members in program planning.

All other tasks were rated as having been performed fair to good. These included: (a) keep informed about problems affecting people in the county; (b) keep aware of area and state problems which may affect the economic and social development of the county; (c) keep appropriate state Extension officials advised about relevant problems in the county; (d) keep appropriate state Extension officials advised about the relative effectiveness of the county Extension program in coping with relevant problems; (e) help supervisors develop an awareness of the need for making adjustments in parts of the program which do not appear to be adequate in coping with relevant problems; (f) help specialists develop an awareness of the need for making adjustments as warranted in parts for which they are responsible; (g) help Extension administrators develop an awareness of the need for making adjustments in the total Extension program in order to cope with the existing situation; and (h) keep informed about the state programming framework including objectives, policies, procedures, and practices.

A rank difference coefficient of correlation of .78 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.

Agents' Consensus of Importance and Performance

There seemed to be a high degree of consensus among the agents on the importance they placed on tasks. The degree of correlation between agricultural agents and 4-H club agents was ($p = .98$); agricultural agents and home economics agents ($p = .96$); and, a somewhat lesser degree of correlation existed between home economics and 4-H club agents as indicated by the figure ($p = .89$).

This same high degree of consensus existed among agents as to the way they performed the tasks. The degree of correlation between agricultural agents and home economics agents was ($p = .95$); home economics agents and 4-H club agents ($p = .92$); and, agricultural agents and 4-H club agents ($p = .94$).

From this analysis one might conclude that there was a high degree of consensus among the three groups of agents as to the way they perceived importance and performance of their planning tasks.

Major Obstacles Encountered

In anticipating agents' appraisal of their performance of the seventeen program planning tasks, it was deemed desirable to know what major obstacles agents had encountered. Four major obstacles were cited in planning a statewide program: (a) crowded schedule and/or lack of time; (b) limited contact with administrative and supervisory staffs; (c) lack of agent training and "know-how"; and (d) limited opportunities for county workers to influence state program planning framework.

Other obstacles encountered were: (a) poor communications between supervisors and county staffs; and (b) lack of coordination between county, district and state program efforts.

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 seventeen tasks. The supervisory staff members were ranked first, specialist staff, second; county staff, third; and administrative fourth. This was a relative ranking, and in no way indicated the actual kind or quantity of assistance provided.

VI. FACTORS ASSOCIATED WITH AGENTS' PERCEPTION OF THEIR 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 role in formulating and agreeing upon a statewide framework for program planning process. No significance tests were used as the respondents under study constituted 97 per cent of the total population. Accepting or rejecting the null hypothesis depended on how each variable met the arbitrary limit, as set by the researcher (C = .15). 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 formulating and agreeing upon a statewide program planning framework and each of the following factors:

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 subject 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 hypothesis was accepted for five of the nine independent variables. The independent variables, county position held, number of agents on a county staff, level of formal education, and degree of program contact with supervisors differed with agents' perception of their role in formulating and agreeing upon a statewide program planning framework. Therefore these four parts of the hypothesis were rejected.

Interrelationships of Independent Variables

Table XVIII summarizes the interrelationships of the nine independent variables in the study. It was found that, of the thirty-six possible relationships, fifteen were above the (C = .15) value. As stated in Chapter IV, the researcher arbitrarily considered associations with C values above .15 to be important or meaningful associations for purposes of this study. 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; C = .61

2. County position and frequency of county staff meetings; C = .33
3. Percentage of working time devoted to program planning and degree of program contact with supervisors; C = .31
4. Major content area in which highest degree was earned and frequency of county staff meetings. C = .30

VII. CONCLUSIONS

1. In formulating and agreeing upon a statewide framework for program planning, agents perceive that the following tasks constitute part of their role: (a) to be informed about problems affecting the people in the county, the area and state, the total county Extension program and the state programming framework including objectives, policies, procedures and practices; (b) to understand the various parts of the county Extension program; (c) to keep state Extension officials informed about the problems of the county and the effectiveness of the program; (d) to help supervisors, specialists, and administrators develop an awareness of the need for making adjustments in the total Extension program; (e) to assist appropriate state Extension staff members to: (1) formulate, clarify, revise

and define objectives; (2) formulate statewide policies to guide the planning process; (3) develop a general statewide procedure for program planning; and (4) define the program planning roles of supervisors and specialists; and (f) help supervisors plan and conduct training programs for county Extension staff members.

The majority of the agents perceived that it was not part of their role to assist state Extension staff members to define the role of the administrators.

2. With the exception of six tasks, 12, 13, 14 (a), (b), (c), and 16, more than two-thirds of the agents perceived that formulating the statewide framework with its nineteen program planning tasks was part of their program planning role.

3. In all cases, the respondents' perceived performance for each task as lower than the degree of importance assessed to it.

4. When the nineteen program planning tasks were placed in rank order based on importance, the three highest ranking tasks were that agents (1) be informed about the total county Extension program and its relative effectiveness in coping with relevant county problems; (2) be informed about problems affecting people in the county; and (3) understand the various parts of the program and how they relate to each other.

When the same tasks were placed in rank order based on performance, the rankings were not all related to the importance assigned to them. The three most highly performed tasks were (1) understanding of the various parts of the program and how they relate to each other; (2) keeping informed about problems affecting people in the county--this task was related with the importance assigned to it; and (3) keeping appropriate state Extension officials advised about relevant problems in the county.

The rankings reveal that the most important task, as indicated by the agents in formulating a statewide program framework, was performed least well of the nineteen tasks. However, the rankings of the top three tasks based on both importance and performance are basic in formulating a statewide program framework for program planning.

5. There was a high degree of consensus between all three groups of agents as to the way they perceived importance and performance of their program planning tasks.

6. Four major obstacles generally confronted agents in performing their program planning role. They include: (a) crowded schedule and/or lack of time; (b) limited contact with administrative and supervisory staffs; (c) lack of agent training and "know-how"; and (d) limited opportunities for county workers to influence state program planning framework.

7. County agents ranked their supervisors first in amount of assistance received in performing their program planning role, specialist staff, second; county staff, third; and administrative staff, fourth.

8. Number of agents on a county staff, county position held, degree of program contact with supervisors and level of formal education were the most important factors associated with agents' perception of their role in formulating and agreeing upon a statewide framework for program planning.

9. Other factors which were associated with agents' perception to a lesser degree were tenure in Extension, percentage of time spent on program planning, and content area in which highest degree was earned.

VIII. RECOMMENDATIONS FOR ACTION

1. Supervisors and administrators should keep Extension agents informed about the total county Extension program and its relative effectiveness in coping with relevant county problems.

2. The obstacles that agents cited suggest, (a) that administrative and supervisory staff increase their contacts with county agents; (b) the need for program planning training for county agents regarding the "know-how" to program planning; and (c) to improve the capacity of

communications between supervisors and county agents. In classifying the agents by kind and frequency of program contacts with supervisors it was found that 33 per cent of the agents seldom participated in in-service training with supervisors while 5 per cent never did. Almost one-fourth of the agents seldom received special circulars about program planning from supervisors and 8 per cent never did. Almost three quarters of the agents feel that contacts with their supervisors are more than helpful for the planning process. The findings also revealed a high association between time spent on program planning and the degree of program contact with supervisors.

Agents whose contacts with supervisors were high, spent the smallest percentage of their time on program planning. Maybe this is an indication that agents need the "know-how" for program planning rather than to devote more time to it.

3. The data revealed some variation among agricultural, home economics and 4-H club agents regarding perception. Formal course work in program planning for agents at the beginning of their tenure might even further lessen such variations in their perceptions.

4. The counties and the state Extension office should encourage agents to increase their formal education as a means of increasing the quality of programs. This may

be more essential in the future if the scope of Extension's programs continues to broaden. The data revealed that only 11 per cent of the agents had obtained a Master's degree.

IX. RECOMMENDATIONS FOR FUTURE RESEARCH

Based on the interpretations of the findings of this study, it is recommended that:

1. Studies similar to this one be conducted for the purpose of defining the program planning roles of (a) Extension administrators; (b) supervisors; and (c) subject matter specialists. When the program planning roles for all members of the state Extension division are clearly defined and understood, the state programming framework may be communicated more effectively to the total Extension staff and lay leaders.

2. Factors other than the nine studied in this study should be identified and investigated. As the more highly related factors are known, they can be employed to enrich and strengthen on-going training programs.

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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	
1	(1)	Deck No. 1
2,3,4	( )( )( )	Schedule No. _____

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 Cols.	Space Code
6	( )
7	( )
8	( )
9	( )
10	( )
11	( )

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) _____

6. Number of agents on your county staff. (check one)
   - .1 _____ One
   - .2 _____ Two
   - .3 _____ Three
   - .4 _____ Four
   - .5 _____ Five
   - .6 _____ Six or more

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

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

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) _____

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 1	Seldom 2	Occasionally 3	Frequently 4
16 ( )	.1 Visited by your supervisor	0	1 - 2 per yr.	3 - 5 per yr.	6 or more per yr.
17 ( )	.2 Telephoned by your supervisor	0	1 - 2 per yr.	3 - 5 per yr.	6 or more per yr.
18 ( )	.3 Written to by your supervisor	0	1 - 2 per yr.	3 - 5 per yr.	6 or more per yr.
19 ( )	.4 Visited your supervisor	0	1 - 2 per yr.	3 - 5 per yr.	6 or more per yr.
20 ( )	.5 Telephoned your supervisor	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 meeting with your supervisor	0	1 per yr.	2 per yr.	3 or more per yr.
23 ( )	.8 Received special circulars 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

26 ( )

Do Not Write In This Space
Degree
.1 _____ .3 _____
.2 _____

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 I. FORMULATING AND AGREEING UPON A STATE-WIDE FRAMEWORK FOR EXTENSION PROGRAM PLANNING

Do Not Write In This Space Cols. Code	SUGGESTED TASKS OF AGENTS IN FORMULATING AND AGREEING UPON A STATE-WIDE FRAMEWORK FOR EXTENSION PROGRAM PLANNING	Column A: Should be performed by agents in helping formulate and agree upon a state program planning framework. (CHECK ONE)		Column B: DEGREE OF IMPORTANCE 5. Very important 4. Important 3. Slightly important 2. Unimportant 1. Undecided (CIRCLE ONE)	Column C: DEGREE OF PRESENT PERFORMANCE 5. Excellent 4. Good 3. Fair 2. Poor 1. Not at all (CIRCLE ONE)
		Yes	No		
27,28,29 ( )( )( )	1. Keep informed about problems affecting people in the county.			5 4 3 2 1	5 4 3 2 1
30,31,32 ( )( )( )	2. Keep aware of area and state problems which may affect the economic and social development of the county.			5 4 3 2 1	5 4 3 2 1
33,34,35 ( )( )( )	3. Keep informed about the total county Extension program and its relative effectiveness in coping with relevant county problems.			5 4 3 2 1	5 4 3 2 1
36,37,38 ( )( )( )	4. Understand how the various parts (Agriculture, home economics, 4-H club work,etc.) of the county Extension program relate to each other.			5 4 3 2 1	5 4 3 2 1

Do Not Write In This Space Cols. Code	SUGGESTED TASKS OF AGENTS IN FORMULATING AND AGREEING UPON A STATE-WIDE FRAMEWORK FOR EXTENSION PROGRAM PLANNING	Column A: Should be performed by agents in helping formulate and agree upon a state program planning framework. (CHECK ONE) Yes	Column A: No	Column B: DEGREE OF IMPORTANCE 5. Very important 4. Important 3. Slightly important 2. Unimportant 1. Undecided (CIRCLE ONE)	Column C: DEGREE OF PRESENT PERFORMANCE 5. Excellent 4. Good 3. Fair 2. Poor 1. Not at all (CIRCLE ONE)
39,40,41 ( )( )( )	5. Keep appropriate state Extension officials advised about relevant problems in the county.			5 4 3 2 1	5 4 3 2 1
42,43,44 ( )( )( )	6. Keep appropriate state Extension officials advised about the relative effectiveness of the county Extension program in coping with relevant problems.			5 4 3 2 1	5 4 3 2 1
45,46,47 ( )( )( )	7. Help supervisors develop an awareness of the need for making adjustments in parts of the program which do not appear to be adequate in coping with relevant problems.			5 4 3 2 1	5 4 3 2 1

Do Not Write In This Space Cols. Code	SUGGESTED TASKS OF AGENTS IN FORMULATING AND AGREEING UPON A STATE-WIDE FRAMEWORK FOR EXTENSION PROGRAM PLANNING	Column A: Should be performed by agents in helping formulate and agree upon a state program planning framework. (CHECK ONE) Yes	Column A: No	Column B: DEGREE OF IMPORTANCE 5. Very important 4. Important 3. Slightly important 2. Unimportant 1. Undecided (CIRCLE ONE)	Column C: DEGREE OF PRESENT PERFORMANCE 5. Excellent 4. Good 3. Fair 2. Poor 1. Not at all (CIRCLE ONE)
48,49,50 ( )( )( )	8. Help specialists develop an awareness of the need for making adjustments as warranted in parts of the program for which they are responsible.			5 4 3 2 1	5 4 3 2 1
51,52,53 ( )( )( )	9. Help Extension administrators develop an awareness of the need for making adjustments in the total Extension program in order to cope with the existing situation.			5 4 3 2 1	5 4 3 2 1
54,55,56 ( )( )( )	10. Assist appropriate state Extension staff members in formulating, clarifying, and revising the objectives of the State Extension Service.			5 4 3 2 1	5 4 3 2 1

Do Not Write In This Space Cols. Code	SUGGESTED TASKS OF AGENTS IN FORMULATING AND AGREEING UPON A STATE-WIDE FRAMEWORK FOR EXTENSION PROGRAM PLANNING	Column A: Should be performed by agents in helping formulate and agree upon a state program planning framework. (CHECK ONE) Yes	Column A: No	Column B: DEGREE OF IMPORTANCE 5. Very important 4. Important 3. Slightly important 2. Unimportant 1. Undecided (CIRCLE ONE)	Column C: DEGREE OF PRESENT PERFORMANCE 5. Excellent 4. Good 3. Fair 2. Poor 1. Not at all (CIRCLE ONE)
57,58,59 ( )( )( )	11. Assist appropriate state Extension staff members in defining the objectives to be sought through program planning.			5 4 3 2 1	5 4 3 2 1
60,61,62 ( )( )( )	12. Assist appropriate state Extension staff members in formulating state-wide policies to guide the program planning process in the state.			5 4 3 2 1	5 4 3 2 1
63,64,65 ( )( )( )	13. Assist appropriate state Extension staff members in developing a general state-wide procedure for program planning.			5 4 3 2 1	5 4 3 2 1

Do Not Write In This Space Cols. Code	SUGGESTED TASKS OF AGENTS IN FORMULATING AND AGREEING UPON A STATE-WIDE FRAMEWORK FOR EXTENSION PROGRAM PLANNING	Column A: Should be performed by agents in helping formulate and agree upon a state program planning framework. (CHECK ONE) Yes	Column A: No	Column B: DEGREE OF IMPORTANCE 5. Very important 4. Important 3. Slightly important 2. Unimportant 1. Undecided (CIRCLE ONE)	Column C: DEGREE OF PRESENT PERFORMANCE 5. Excellent 4. Good 3. Fair 2. Poor 1. Not at all (CIRCLE ONE)
	14. Assist appropriate state Extension staff members in defining the program planning roles of the following officials.				
66,67,68 ( )( )( )	a. Administrators (Director, Asst. Directors, and State Leaders)			5 4 3 2 1	5 4 3 2 1
69,70,71 ( )( )( )	b. Supervisors			5 4 3 2 1	5 4 3 2 1
72,73,74 ( )( )( )	c. Specialists			5 4 3 2 1	5 4 3 2 1

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

Do Not Write In This Space Cols. Code	SUGGESTED TASKS OF AGENTS IN FORMULATING AND AGREEING UPON A STATE-WIDE FRAMEWORK FOR EXTENSION PROGRAM PLANNING	Column A: Should be performed by agents in helping formulate and agree upon a state program planning framework. (CHECK ONE) Yes	Column A: No	Column B: DEGREE OF IMPORTANCE 5. Very important 4. Important 3. Slightly important 2. Unimportant 1. Undecided (CIRCLE ONE)	Column C: DEGREE OF PRESENT PERFORMANCE 5. Excellent 4. Good 3. Fair 2. Poor 1. Not at all (CIRCLE ONE)
27,28,29 ( )( )( )	15. Help supervisors plan training programs for county Extension staff members in program planning.			5 4 3 2 1	5 4 3 2 1
30,31,32 ( )( )( )	16. Help supervisors conduct training programs for county Extension staff members in program planning.			5 4 3 2 1	5 4 3 2 1
33,34,35 ( )( )( )	17. Keep informed about the state programming framework including objectives, policies, procedures, and practices.			5 4 3 2 1	5 4 3 2 1
36,37,38 ( )( )( )	18. Other tasks (specify) _____ _____ _____ _____ _____			5 4 3 2 1	5 4 3 2 1

Do Not Write In This Space

Cols. Code

39,40 ( )( )

19. What major obstacles have you encountered in carrying out your role in formulating and agreeing upon a state-wide framework for Extension program planning? (Examples: lack of training, crowded schedule, limited contact with supervisory and administrative staffs, etc.)

1. _____

2. _____

3. _____

20. 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.

41 ( ) .1 Administrative staff _____

42 ( ) .2 Supervisory staff _____

43 ( ) .3 Specialist staff _____

44 ( ) .4 County staff _____

.5 Other (specify) _____

APPENDIX B

TABLE XXIX

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		
	Agricultural agents	Home Economics agents	4-H club agents			Agricultural agents	Home Economics agents	4-H club agents
1. Keep informed about problems affecting people in the county	4.60	4.64	4.63	4.62	2	2	1	3
2. Keep aware of area and state problems which may affect the economic and social development of the county	3.91	4.26	4.32	4.07	8	9	8	6
3. Keep informed about the total county Extension program and its relative effectiveness in coping with relevant county problems	4.64	4.62	4.79	4.65	1	1	2	2
4. Understand how the various parts (Agriculture, Home economics, 4-H club work, etc.) of the county Extension program relate to each other	4.59	4.52	4.84	4.60	3	3	4	1

TABLE XXIX (continued)

Tasks	Mean weighted score			Over-all mean weighted score	Over-all rank	Rank by Respondent groups		
	Agricultural agents	Home Economics agents	4-H club agents			Agricultural agents	Home Economics agents	4-H club agents
5. Keep appropriate state Extension officials advised about relevant problems in the county	4.09	4.36	4.21	4.19	6	6	5.5	8
6. Keep appropriate state Extension officials advised about the relative effectiveness of the county Extension program in coping with relevant problems	4.01	4.33	4.10	4.12	7	8	7	11
7. Help supervisors develop an awareness of the need for making adjustments in parts of the program which do not appear to be adequate in coping with relevant problems	4.24	4.57	4.53	4.38	5	5	3	4

TABLE XXIX (continued)

Tasks	Mean weighted score			Over-all mean weighted score	Over-all rank	Rank by Respondent groups		
	Agricultural agents	Home Economics agents	4-H club agents			Agricultural agents	Home Economics agents	4-H club agents
8. Help specialists develop an awareness of the need for making adjustments as warranted in parts of the program for which they are responsible	4.47	4.35	4.16	4.40	4	4	5.5	9.5
9. Help Extension administrators develop an awareness of the need for making adjustments in the total Extension program in order to cope with the existing situation	4.04	3.95	4.37	4.06	9	7	11	5
10. Assist appropriate state Extension staff members in formulating, clarifying, and revising the objectives of the state Extension Service	3.59	3.33	4.16	3.59	12	12	15	9.5

TABLE XXIX (continued)

Tasks	Mean weighted score			Over-all mean weighted score	Over-all rank	Rank by Reepondent groups		
	Agri-cultural agents	Home Eco-nomics agents	4-H club agents			Agri-cultural agents	Home Eco-nomics agents	4-H club agents
11. Aseist appropriate state Exteneion staff membere in defining the objectivee to be sought through program planning	3.37	3.50	3.79	3.47	14	14	12	13.5
12. Assist appropriate etate Exteneion staff membere in formulating statewide policiee to guide the program planning procese in the state	3.32	3.39	3.74	3.37	15	15	14	15
13. Aesiet appropriate etate Exteneion etaff members in developing a general statewide procedure for program planning	3.20	3.19	3.68	3.27	16	16	16	16

TABLE XXIX (continued)

Tasks	Mean weighted score			Over-all mean weighted score	Over-all rank	Rank by Respondent groups		
	Agricultural agents	Home Economics agents	4-H club agents			Agricultural agents	Home Economics agents	4-H club agents
14. Assist appropriate state Extension staff members in defining the program planning roles of the following officials								
a. Administrators (Director, Ass't. Director and State Leaders	2.76	2.55	3.00	2.73	19	19	19	19
b. Supervisors	3.00	3.12	3.37	3.09	17	18	17	17
c. Specialists	3.46	3.48	3.79	3.51	13	13	13	13.5
15. Help supervisors plan training programs for county Extension staff members in program planning	3.60	3.98	3.89	3.75	11	11	10	12
16. Help supervisors conduct training programs for county Extension staff members in program planning	3.03	2.95	3.05	3.00	18	17	18	18

TABLE XXIX (continued)

Tasks	Mean weighted score			Over-all mean weighted score	Over-all rank	Rank by Respondent groups		
	Agricultural agents	Home Economics agents	4-H club agents			Agricultural agents	Home Economics agents	4-H club agents
17. Keep informed about the state programming framework including objectives, policies, procedures and practices	3.69	4.19	4.26	3.92	10	10	9	7

TABLE XXX

RANK OF PERFORMANCE 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		
	Agricultural agents	Home Economics agents	4-H club agents			Agricultural agents	Home Economics agents	4-H club agents
1. Keep informed about problems affecting people in the county	3.63	3.69	3.37	3.61	2	2	2	2.5
2. Keep aware of area and state problems which may affect the economic and social development of the county	3.22	3.55	3.00	3.29	6.5	7	3	7
3. Keep informed about the total county Extension program and its relative effectiveness in coping with relevant county problems	1.04	1.00	1.00	1.02	19	19	19	19
4. Understand how the various parts (Agriculture, Home economics, 4-H club work, etc.) of the county Extension program relate to each other	4.08	3.98	4.10	4.05	1	1	1	1

TABLE XXX (continued)

Tasks	Mean weighted score			Over-all mean weighted soore	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
5. Keep appropriate state Extension officials advised about relevant problems in the county	3.59	3.31	3.16	3.45	3	3	5	5
6. Keep appropriate state Extension officials advised about the relative effectiveness of the county Extension program in coping with relevant problems	3.29	3.24	3.32	3.29	6.5	6	7	4
7. Help supervisors develop an awareness of the need for making adjustments in parts of the program which do not appear to be adequate in coping with relevant problems	3.33	3.36	3.37	3.34	5	5	6	2.5

TABLE XXX (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
8. Help specialists develop an awareness of the need for making adjustments as warranted in parts for which they are responsible	3.54	3.36	3.05	3.42	4	4	4	6
9. Help Extension administrators develop an awareness of the need for making adjustments in the total Extension program in order to cope with the existing situation	2.99	2.81	2.53	2.87	9	8	8.5	8.5
10. Assist appropriate state Extension staff members in formulating, clarifying and advising the objectives of the state Extension Service	2.56	2.40	2.53	2.51	11	9	12	8.5

TABLE XXX (continued)

Tasks	Mean weighted score			Over-all mean weighted score	Over-all rank	Rank by Respondent groups		
	Agricultural agents	Home Economics agents	4-H club agents			Agricultural agents	Home Economics agents	4-H club agents
11. Assist appropriate state Extension staff members in defining the objectives to be sought through program planning	2.42	2.50	2.21	2.42	12	13	10	11
12. Assist appropriate state Extension staff members in formulating statewide policies to guide the program planning process in the state	2.23	2.33	2.10	2.24	15	15	13.5	12
13. Assist appropriate state Extension staff members in developing a general statewide procedure for program planning	2.24	2.17	2.00	2.19	16	14	16	13

TABLE XXX (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
14. Assist appropriate state Extension staff members in defining the program planning roles of the following officials:								
a. Administrators (Director, Ass't. Director and State Leaders	1.81	1.71	1.42	1.73	18	17	17	18
b. Supervisors	2.11	2.21	1.68	2.09	17	16	15	17
c. Specialists	2.49	2.45	1.95	2.40	13	10	11	14
15. Help supervisors plan training programs for county Extension staff members in program planning	2.45	2.81	2.28	2.54	10	11	8.5	10

TABLE XXX (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
16. Help supervisors conduct training programs for county Extension staff members in program planning	2.43	2.33	1.79	2.31	14	12	13.5	15
17. Keep informed about the state programming framework including objectives, policies, procedures and practices	1.51	1.67	1.84	3.02	8	18	18	15

APPENDIX C

TABLE XXXI

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

C = .27 (x^2 = 11.29)

TABLE XXXII

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	24	100
Adult Home Economics education	42	24	57	19	100
Youth education (4-H club)	19	47	42	11	100

C = .19 (x^2 = 5.31)

TABLE XXXIII

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

C = .26 (x^2 = 10.17)

TABLE XXXIV

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

C = .13 (x^2 = 2.45)

TABLE XXXV

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	Education & 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

C = .61 (x^2 = 80.98)

TABLE XXXVI

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

C = .33 (x^2 = 17.34)

TABLE XXXVII

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	32	68	100
C = .10		(x^2 = 1.38)		

TABLE XXXVIII

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	78	53	29	18	100
Adult Home Economics education	42	41	45	14	100
Youth education (4-H club)	19	63	32	5	100
C = .19		(x^2 = 5.18)			

TABLE XXXIX

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

C = .12 (x^2 = 2.03)

TABLE XL

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

C = .14 (x^2 = 2.73)

TABLE XLI

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
C = .10		(x^2 = 1.31)		

TABLE XLII

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
C = .14		(x^2 = 2.73)			

TABLE XLIII

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

C = .15 (x^2 = 3.44)

TABLE XLIV

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

C = .08 (x^2 = 1.03)

TABLE XLV

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

C = .12 (x^2 = 2.07)

TABLE XLVI

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

C = .12 (x^2 = 2.03)

TABLE XLVII

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
C = .21		(x^2 = 6.46)		

TABLE XLVIII

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
		Biological and physical sciences	Education & social sciences	Home Economics	
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
C = .15		(x^2 = 3.08)			

TABLE XLIX

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 regular 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
C = .08		(x^2 = .89)			

TABLE L

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	69	100
C = .16		(x^2 = 3.48)		

TABLE LI

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	72	46	39	15	100
16 or more years	29	58	31	11	100
C = .14		(x^2 = 2.74)			

TABLE LII

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
C = .07		(x^2 = .78)		

TABLE LIII

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
C = .24			(x^2 = 8.80)		

TABLE LIV

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
C = .10			(x^2 = 1.31)		

TABLE LV

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
C = .14		(x^2 = 2.65)		

TABLE LVI

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	71	46	43	11	100
20-40 per cent	26	31	38	31	100
C = .31		(x^2 = 14.56)			

TABLE LVII

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	39	55	6	100
C = .16			(x^2 = 3.87)		

TABLE LVIII

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
C = .04			(x^2 = .23)		

TABLE LIX

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

C = .11 (x^2 = 1.69)

TABLE LX

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	121	47	37	16	100
Master's degree	18	67	22	11	100

C = .13 (x^2 = 2.42)

TABLE LXI

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 regular 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
C = .30		(x^2 = 13.70)			

TABLE LXII

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
C = .08		(x^2 = .81)		

TABLE LXIII

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	100
Home Economics	27	33	59	8	100
C = .28			(x^2 = 11.59)		

TABLE LXIV

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 program planning		Total percentage
		Yes	No	
Weekly	101	21	79	100
2-4 weeks	19	32	68	100
No regular time	19	16	84	100
C = .10		(x^2 = 1.53)		

TABLE LXV

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	100
No regular time	19	47	37	16	100
C = .12			(x^2 = 1.91)		

TABLE LXVI

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
C = .06			(x^2 = .47)		

APPENDIX D

ORGANIZATION

Organization Defined

Allen defined organization as:

> . . . the process of identifying and grouping the work to be performed, defining and delegating responsibility and authority, and establishing relationships for the purpose of enabling people to work most effectively together in accomplishing objectives.[1]

Brown wrote:

> Organization defines the part which each member of an enterprise is expected to perform and the relations between such members, to the end that their concerted endeavor shall be most effective for the purpose of the enterprise.[2]

Every enterprise of considerable size requires many people to do its work. This suggests the division of work effort among the members of the enterprise.

Seckler-Hudson wrote:

> In dividing the organization, the leader, arranges the proper distribution of policies, programs, responsibilities, authority, resources, various kinds of information and instructions, . . .[3]

In the words of Gulick organization is the means of:

> . . . interrelating the subdivisions of work by allotting

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[1]Louis A. Allen, Management and Organization, (New York: McGraw-Hill Book Company, Inc., 1958), p. 57.

[2]Alvin Brown, Organization, a Formulation of Principle, (New York: Hibbert Printing Company, 1945), p. 6.

[3]Catheryn Seckler-Hudson, Organization and Management: Theory and Practice (Washington: The American University Press, 1955), p. 59.

> them to men who are placed in a structure of authority, so that the work may be coordinated by orders of superiors to subordinates, reaching from the top to the bottom of the entire enterprise.[4]

An organization is not a chart. It is a living entity made up of people. It is a standing plan for the allocation of jobs and resources. The organization chart is a device for assisting responsibility for decision making.[5]

It has been stated that the Extension Service uses organization as an educational process to teach principles of organization, leadership and democracy.

What are some of the principles that have been recognized as generally applicable, and generally desirable, in the establishment of an organization and the operation of it? According to Seckler-Hudson it should never be assumed that principles of organization are immutable laws to be applied automatically. Indeed, it should never be assumed that all of the principles apply alike in all situations.[6]

Urwick wrote:

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[4]Luther Gulick, and Lyndall Urwick, (eds.) Papers on The Science of Administration, (New York: Institute of Public Administration, 1937), p. 6.

[5]Cooperative Extension Administration, Report of Fifth National Administrative Workshop (Madison, Wisconsin: University of Wisconsin, 1956), p. 21

[6]Catheryn Seckler-Hudson, op. cit., p. 42.

> The principles, however convenient as a shorthand method of thinking, are only guides in action. If they become rules--rigid--they lose their utility. There must be continuous machinery for working out new principles and applying existing principles.[7]

Warren developed eleven principles in administrative organization with possible application to a State Extension Service, namely:

1. Effective extension administrative organization requires that the common aim, purpose, and objectives of the organization be clearly defined, widely understood, and accepted by its members.

2. Effective extension administrative organization requires a flat hierarchical, formal structure that identifies line and staff positions, and orders their relationship to the purposes of the organization.

3. Effective extension administrative organization must establish and maintain an orderly arrangement of individuals and groups, and insure unity of purpose and action in the pursuit of organizational goals and objectives.

4. Effective extension administrative organization requires that adequate channels of communication, and procedures for their use, be established and maintained.

5. Effective extension administrative organization requires structural design in placement of personnel that makes efficient use of the competencies of this personnel and provides for their educational growth.

6. Effective administrative organization requires that responsibilities assigned to individuals or groups be accompanied by commensurate authority, and that the extent of allocation of authority and

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[7]Luther Gulick, and Lyndall Urwick, op. cit., p. 116.

responsibility be understood by all members of the organization affected by it.

7. Effective extension administrative organization requires that authority be allocated and the type and extent of responsibility be specifically designated and clearly defined for each individual or group of individuals in the organization.

8. Effective extension administrative organization will occur when a particular form of organizational structure is treated as a flexible, modifiable variable, subject to continuous adaptations as conditions warrant; with decisions for changes directly involving members concerned.

9. Effective extension administrative organization recognizes the existence of multiple goal as related to individuals, groups, sub-groups and informal organizations, and seeks to harmonize these goals with those of the formal organization.

10. Effective extension administrative organization will result when decisions are made at the point where they may be made most expertly, and directly involve those who must act as a result of the decisions.

11. Effective extension administrative organization recognizes the presence of informal organizations within its structure, and seeks compatibility between the formal and informal structures.[8]

The fifth National Administrative Workshop in 1956, analyzed the problems in Extension organization. Rephrased as questions these general problem areas are:

1. How does a state develop an effective Extension

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[8]H. M. Warren, "Toward the Identification and Selection of Certain Principles of Administrative Organization with Possible Application to a State Cooperative Extension Service," Review of Extension Research 1962, (Washington: U.S.D.A. Federal Extension Service, ESC-544, 1963), pp. 1-2.

organization at the state, district and county levels that will permit carrying out a unified program of educating?

2. How does a state organize to achieve unity of direction and coordination of staff effort at state, district and county levels?

3. How does a state achieve flexibility in the organizational structure, in order to make it responsive to changing situations and areas of programming responsibility?

4. How does a state organize the Extension Service to better coordinate work effort with other organizational groups and agencies?[9]

This review on organization from various authorities strongly asserted (based upon research findings) that when the involved have a say in helping formulate objectives, policies and procedures, they are apt to accept and implement the final version developed, even though its specific form and content is not identical with the contentions of all who assisted with its formulation.

According to Spicer, "people, resist changes (a) that threaten basic securities, (b) that they do not understand, and (c) that are forced upon them."[10]

To minimize unnecessary resistance within a state Extension Service in formulating the program framework, one of the logical things to do is to democratically involve

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[9] Ibid.

[10] E. H. Spicer, Human Problems in Technological Change (New York: Russell Sage Foundation, 1952), p. 17.

county and state staff members in its formulation. The writer does not imply that this procedure will guarantee absence of resistance. The implication is that such behavior tends to minimize resistance that could develop were the procedure ignored.

Seckler-Hudson emphasizes on this:

> If plans are made by a special planning staff, with no representation or established contact with line operations there is grave risk that, though the plan be accepted by higher authorities, the line operators will have little or no enthusiasm for it. And it is the line official who can give energetically to the success or failure of the plan in operation. Or if a plan is made by line operators without consulting the chief executive in the organization at any point along the way, it may be difficult or even impossible to secure the acceptance of the plan by the chief executive at the necessary point. In planning, like in so many other aspects of administration, those who do not participate normally do not understand the substance and tend to resent and resist it.[11]

This statement is supported by the dynamic philosophy of Follet which was in essence:

> . . . that the democratic way of life, implemented by intelligent organization and administration of government and of industry, is to work toward an honest integration of all points of view, to the end that every individuality may be mobilized and made to count both as a person and as an effective part of his group and of society as a whole.[12]

The human desire for realization of this philosophy

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[11] Catheryn Seckler-Hudson, op. cit., p. 113.

[12] Henry C. Metcalf and Lyndall Urwick, (ed.) Dynamic Administration: The Collected Papers of Mary Parker Follett (New York: Harper and Brothers, 1940), p. 9.

remains very strong although its achievement may become more difficult. Clark and Evans suggest certain principal factors that permeate and underlie the day-to-day attempts of Extension men to work together systematically to get tasks done namely:

1. Increase in the size of a staff.
2. Changes in personnel.
3. Changes in the clientele.
4. Changes in the predominant cases of organization.
5. Changes in objectives in the organization.
6. Changes in bases of authority available to members of the organization.[13]

Program Organization in the States

State Extension programs are either compilations of the work of counties, or they may deal with regional, type-of-farming, or public problems. The latter type of state program may be partly executed through execution and the participation of various organizations.[14]

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[13] Administration in Extension, "Guidelines for Extension Administrative Organization," Selected Papers Presented at the Sixth National Cooperative Extension Administrative Seminar, August 16-27 (Madison, Wisconsin: National Agricultural Extension Center for Advanced Study, University of Wisconsin, 1959), pp. 75-77.

[14] Lincoln D. Kelsey, and Cannon C. Hearne, Cooperative Extension Work (third edition; Ithaca, New York: Comstock Publishing Associates, 1963), p. 139.

Kelsey and Hearne suggest some essential state organization, needed to aid program development, namely:

A. Committees of farmers, farm women, youth, and others who are chosen as best qualified to think constructively on all matters affecting the farm, home, and community.

B. Committees of Extension administrators, specialists, and supervisors chosen and qualified to assemble facts, analyze situations, prepare summaries of these, facilitate coordination of all interested departments and agencies concerned with various broad fields, such as types of farming, family living, youth, and 4-H club work. Various subcommittees of such professional workers are useful and may include county workers.[15]

Carrying out the program is an executive job. In this sense all Extension workers are administrators. There are those in state and field positions who spend most of their time in administration, and there are others who, like the specialist, have few if any such responsibilities.[16]

It is evident from Warren's principles of Administrative organization--listed in this study on pages 203 and 204, that all individuals of any organization must understand the lines of authority and responsibility above and below one's position in the organization.

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[15] Ibid.

[16] Ibid., p. 182.

Organizational Arrangement of the Kansas Extension Service and Duties and Responsibilities of Staff

The Division of Extension conducts both the Continuing Education (General Extension) and the Cooperative Extension programs for Kansas State University. The organization of the Division of Extension and its relationship to the administration of Kansas State University is outlined in the organizational chart in Fig. 1. For matters of University administration, the Direotor of Extension reports to the Dean of Agriculture and through the Dean to the President of Kansas State University. As a Cooperative Extension Service, the Division of Extension receives financial and program support from the United States Department of Agriculture. The Director of Extension is also administratively responsible to the Administrator of the Federal Extension Service and through the Administrator to the Secretary of Agrioulture.[17]

Specific duties of the various staff members of the Division of Extension, who are directly concerned with the development of the county programs are outlined in the Kansas State Extension Service Circular N 387-1, 1960,

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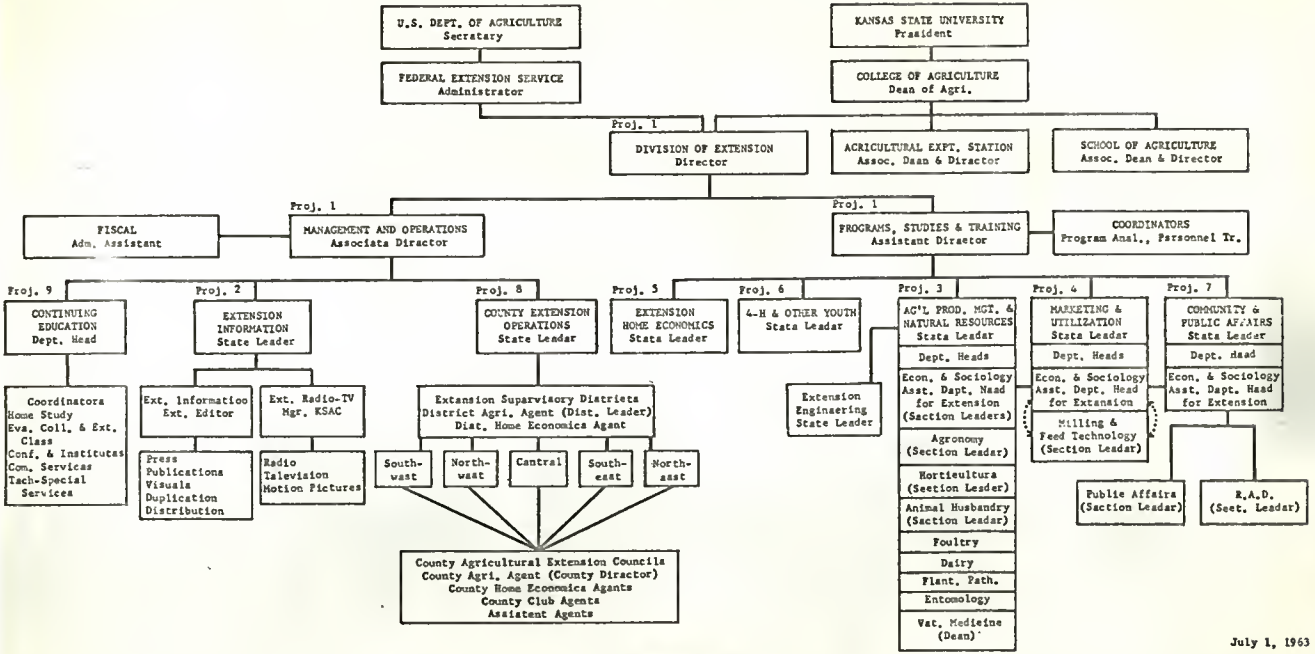
[17] Organization Plan and Duties for Kansas Extension Service, Revised January, 1960, (Manhattan, Kansas: Kansas State University, Kansas State Extension Service, Circular N 387-1, 1960), p. 1.

Organization Chart - Division of Extension



July 1, 1963

FIGURE 1

ORGANIZATION CHART - DIVISION OF EXTENSION

entitled the "Organization Plan and Duties for Kansas Extension Service". The researcher has chosen to outline in this study the duties of the county agents.

The County Agricultural Extension Council is responsible for planning the county Extension program. The agricultural agent is responsible for coordinating the program for agriculture, home economics and youth work. Each agent assumes leadership for planning and carrying out the projects in his field.

County Agent's Responsibilities

Agents assume leadership in helping councils plan programs. This includes presenting reports; showing results of programs; presenting facts on national, state and local situations and trends; organizing planning meetings and fact-gathering surveys; and helping determine objectives, identify the problems and present solutions. It is the agent's responsibility to prepare plans of work. The county Extension agents also organize county and local groups to carry out the teaching program, request state staff help, train county leaders, and prepare publicity and reports showing work accomplished.[18]

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[18]Harold E. Jones, op. cit., p. 3.

County Agricultural Agent

The county agricultural agent is the director of the county Extension Service. This is a duty assignment, not an administrative title.[19] He is responsible for coordinating the program for agriculture, home economics and youth work. In counties having only a county agricultural agent, he is responsible for the development of all Extension activities as outlined and approved, by the County Agricultural Extension Council. Furthermore, his responsibilities include office management and reports, finances and budgets, program planning and execution, administrative communication with state office and administrative leadership.[20]

County Home Economics Agent

The basic duty of the county home economics agent is teaching. She is responsible for the development of the county Extension home economics programs, including organization of the work, scheduling her time and travel, reporting her work and the achievement of goals for the home economics program. The home economics agent is concerned with the area of family living. She plans county home

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[19]Organization Plan and Duties of Kansas Extension Service, op. cit., p. 17.

[20]Ibid., pp. 18-20.

demonstration unit programs in cooperation with the local units. She also shares responsibility for over-all 4-H organization and program with the county agricultural agent in counties where there is no county club agent. She is also available to teach 4-H girls and their project leaders.[21]

In exercising these responsibilities, the home economics agent will consult with the county agricultural agent in keeping with his responsibility as director of the county Extension Service.[22]

The County Club Agent

The county club agent shall be responsible for the development of the county 4-H club program, including organization of the work, schedules, travel, reports and achievement of county 4-H goals. He has the specific duty of work with the 4-H representatives of the County Agricultural Extension Council. The county club agent is the coordinator of the 4-H program and works cooperatively with other Extension agents on those programs calling for coordinated effort by all agents in the county.[23]

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[21] R. B. Schuster, "The Job of the County Agricultural Agent as Chairman of the County Extension Office as Seen by All Wisconsin Extension Agents," Review of Extension Research 1962, op. cit., p. 20.

[22] Ibid., p. 21.

[23] Ibid.

The county club agent is the chief administrator of the county 4-H fair, the 4-H achievement program, 4-H demonstration contests, tractor driving contests, 4-H club days, and is responsible for creating enthusiasm in the 4-Her's about attending camps.[24]

Assistant County Extension Agents

Assistant agents in either agriculture, home economics, or 4-H club work may assume responsibility for such specific phases of the work as is agreed upon with the county Extension agent in that field and approved by the county agricultural agent as county director. In the case of assistant county agricultural agents, it is not assumed that they will relieve the county agricultural agents of the responsibility as county Extension director, but may assume responsibility for the agricultural programs under the general direction of the county agricultural agent.[25]

PHILOSOPHY

Philosophy as defined today is a body of principles underlying a human activity, ordinarily with the implication

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[24]"This is 4-H" Federal Extension Service, U.S.D.A., (Washington: U. S. Government Printing Office Bulletin, No. 0-646869, 1962), p. 3.

[25]Ibid., p. 22.

of practical use; as a philosophy of life or a philosophy of Extension work. The four great principles underlying Extension services are:

1. The individual is supreme in a democracy.
2. The home is a fundamental unit in a civilization.
3. The family is the first training group of the human race.
4. The foundation of any permanent civilization must rest on the partnership of man and the land.[26]

Within the philosophy of the Cooperative Extension Service today lies a fundamental belief that the planning of the county Extension program should be a joint effort of the people and the county Extension staff.

One of the problems of Extension today is to reach large numbers of people. One approach toward gaining interest and participation of all groups represented in the communities is to encourage their participation in the program planning. It is assumed that people are aware of their own interests and needs and that programs developed with the people usually are the most basic ones.

One of the fundamental beliefs for effective Extension program development as stated by the Joint Committee Report on Extension Programs, Policies and Goals is that:

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[26]R. K. Bliss, et al. (eds.) The Spirit and Philosophy of Extension Work (Washington: Graduate School, U.S.D.A. and Epsilon Sigma Phi Fraternity, 1952), p. 172.

> The people who are to benefit from Extension work should participate democratically and effectively in determining program emphasis in light of what they believe will benefit them most.[27]

However as plans are formulated, implemented, and evaluated by people it is logical to assume that each person's system of principles regulates his behavior, and therefore, whatever he does is influenced by his philosophy.

Campbell and Gregg make this concept clear when they say that "those persons who will participate in planning should have a part in developing the planning procedure (plan for planning) and the rules which govern it."[28] This concept is also supported by Seckler-Hudson[29] quoted earlier in this review.

Lippitt, Watson and Westley lend credence to the philosophy of democratic involvement of the concerned in the planning process:

> . . . in most cases the involvement of the client in the processes of diagnosis (of problems) afford a training in the general methodology of problem solving which will serve in the future to help the client meet

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[27] Joint Committee Report on Extension Programs, Policies and Goals, (Washington: U. S. Dept. of Agriculture and Association of Land-Grant Colleges and Universities, 1948), p. 37.

[28] Nathan E. Cohen (ed.),"Citizen Participation, The Backbone of Democracy," The Citizen Volunteer (New York: Harper and Brothers, 1960), pp. 28-32.

[29] Catheryn Seckler-Hudson, op. cit., p. 113.

the problems which will continue to arise as long as the client exists.[30]

OBJECTIVES

Walters views objectives as:

> Statements of what is to be accomplished. . . . The first task of a good administrator in planning is to establish a proper purpose on purposes based on principles (philosophy) and then to prepare policies, processes and practices to accomplish the purpose or purposes set. The administrator must aim at the target of the enterprise and lead and persuade those whom he administers and himself to attain its purposes.[31]

The importance of objectives to planning was stressed by Dimock, who stated:

> . . . you cannot make valid detailed plans for either your program or your strategy until you know just where you are going. The determination of objectives influences policy, organization, personnel, leadership, and control.[32]

Three major aspects appear to be associated with objectives: (a) the development of the objectives, (b) differing levels of objectives, and (c) the effective communication of objectives to the organizational membership.

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[30]Ronald Lippitt, Jeanne Watson, and Bruce Westley, The Dynamics of Planned Change (New York: Harcourt, Brace and World, Inc., 1958), p. 236.

[31]J. E. Walters, Basic Administration, The Process of Planning, Organizing, Appraising, and Controlling (Patterson: Littlefield, Adams, and Co., 1959), pp. 29-30.

[32]Marshall Dimock, The Executive in Action (New York: Harper and Brothers, 1945), p. 54.

Regarding the first aspect, McFarland wrote:

> Objectives need to be accepted if they are to be fully effective. Acceptance to company objectives requires involvement of and consideration for the feeling, and opinions of those upon whom the company relies for their attainment, as well as upon relevance to needs and upon clarity of expression.[33]

Regarding the second aspect, Kelsey and Hearne recognize three levels of educational objectives, namely:

1. The fundamental objective.
2. The general objectives.
3. Working objectives.[34]

The study of these levels is very essential. The first level is of legislative nature or in charters of organizations. They are however axiomatic in our lives. In the second level we find the objectives we want to mention when we explain the Extension Service and its purposes. In the third level of the working objectives it is important that we harmonize the felt needs of the people, with those that the Extension agents think that the people ought to have. Agreement between those two would be an ideal situation.[35]

Extension objectives must be educational. Education

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[33] Dalton E. McFarland, Management Principles and Practices (New York: The MacMillan Co., 1958), p. 107.

[34] Lincoln D. Kelsey, and Cannon C. Hearne, op. cit., pp. 116-118.

[35] Ibid.

is a process involving changes in human behavior. The question arises then as to whether the activity will result in a change in behavior on the part of those to whom education is directed. Such changes are classified into:

1. Changes in knowledge, amount and kind of knowledge and in habits.

2. Changes in skill.

3. Changes in attitude.

> Extension objectives have also economic and social outcomes, like increased income, crop yields, soil fertility, etc. and improved health, housing, leadership, grooming, etc., as regards the social part.[36]

Regarding the third aspect Beavers wrote:

> In Extension program planning, one of the factors contributing to success is the extent to which objectives are clearly defined and understood by those professional and lay leaders who are expected to provide leadership for this very important endeavor.[37]

In summary, objectives of the organization should:

(a) be clearly defined.
(b) be effectively communicated at all concerned.
(c) exist at different organizational hierarchial levels; and
(d) be developed in a democratic manner, with the concerned having appropriate opportunity to assist with their development.

Morris in emphasizing the general aims of Extension

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[36] Ibid., pp. 118-119.

[37] Irene Beavers, "Iowa County Extension Committee Members' and Agents' Perception of Program Planning" (unpublished Ph. D. dissertation, National Agricultural Extension Center for Advanced Study, University of Wisconsin, 1962), pp. 161-162.

education wrote:

> . . . . An aim may include any number of objectives. Better feeding practices, larger size of business, balance of enterprises, more milk per cow, may be objectives. Obviously, objectives will vary with communities and counties, depending upon the situation each presents.[38]

Objectives can provide guidance, direction, motivation, and a sense of unity to personnel at all levels. As "no business can be well managed without explicit statements of its chief objectives,"[39] in a similar manner objectives are essential to planning.

POLICY

The third major factor concerning the planning process is "policy". "Policies are guides to and for action which give the settled courses and the level of the quality of the actions or courses of action."[40] Furthermore, McFarland suggests:

> Policy formulation is a type of planning because it provides a continuous framework for the conduct of individuals within an organization. . . . Policies spell out management's intentions with respect to the appropriate behavior of people for indefinite future periods of time. Policies . . . provide a basis for

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[38] Fred B. Morris, Planning County Agricultural Extension Programs, U. S. Department of Agriculture, Extension Service Circular No. 260 (Washington, 1937), p. 5.

[39] Dalton E. McFarland, op. cit., p. 96.

[40] Ibid.

> relating actions to objectives, and help to assume that the administrative decisions result in coordinated and successful endeavors. Policies are guides to the actions or decisions of people in an organization, and . . . express the means by which the company's selected objectives are to be achieved. . . . Together with objectives, policies serve as focal points around which the efforts of executives, and workers are coordinated.[41]

Kelsey and Hearne referring to "policy", specifically to Extension wrote:

> Policy is a course of action pursued consistently over a period of time. Within a state Extension organization, policies must be determined in connection with a wide variety of matters. Although it is the duty of the extension director to solicit and carefully consider the views of his associates, and perhaps others, before making policy decisions, the final decision is the responsibility of the director. This is one duty that cannot be delegated.[42]

In some respects, policies resemble objectives in that they:

> . . . exist in a business in a hierarchy. Policies having maximum scope and importance are established from the top, and those having narrow, more specific application are administered from the bottom of the organization. . . . Other policies range between these extremes in a continuous pattern of ascending importance as we look upward in an organization. . . . The entire policy structure becomes more meaningful if policies at lower levels of the organization are consistent with and supportive of higher policies.[43]

McFarland summarized the advantages of having written

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[41] Ibid., pp. 110-111.

[42] Lincoln D. Kelsey and Cannon C. Hearne, op. cit., p. 68.

[43] Ibid., p. 114.

policies:

1. They become available to all in the same form.
2. They can be referred to so that anyone who wishes can check the policy.
3. Misunderstandings can be referred to a particular set of works.
4. They indicate a basic honesty and integrity of the company's intentions.
5. They can be readily disseminated to all who are affected.
6. They can be taught to new employees more easily.
7. The process of writing forces managers to think more sharply about the policy, thus helping to achieve further clarity.
8. They generate confidence in all persons in the organization.[44]

The implications of this discussion, on program planning is that clearly defined program planning policies, guide agents and lay leaders in their efforts. Policies help to develop environmental conditions which are conducive to:

a. Ample budgeting of time, personnel, and other resources essential to effective program planning;
b. Free and open channels of information and communication; and
c. Development of skills and procedures involved in

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[44] Ibid., p. 123.

planning.[45]

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[45]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. 46.

ROLE OF COUNTY EXTENSION AGENTS IN FORMULATING A STATEWIDE FRAMEWORK FOR EXTENSION PROGRAM PLANNING IN KANSAS

by

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PURPOSE OF THE STUDY

The purpose of this study was to define and analyze Kansas Extension Agents' perception of their role in formulating and agreeing upon a statewide framework for Extension program planning.

PROCEDURE

A questionnaire was used in group interviews to obtain data from 139 county Extension agents in Kansas, which included 97 per cent of all agents who had five or more years of experience in Extension. The data were collected during the period November, 1962 to March, 1963. The questionnaire is comprised of three parts: (1) personal characteristics of the respondents; (2) suggested program planning tasks; (3) assistance received and obstacles encountered by the respondents in formulating and agreeing upon a statewide framework for Extension program planning.

RESULTS

1. County Extension agents perceived their role in formulating a statewide program planning framework to include:

   (a) Keeping informed about problems affecting the people in the county, the area and the state, the total county Extension program; and the state

programming framework including objectives, policies, procedures and practices;

(b) Understanding the relationships of the various parts of the county Extension program;

(c) Keeping state Extension officials informed about the problems of the county and the effectiveness of the program;

(d) Helping supervisors, specialists, and administrators develop an awareness of the need for making adjustments in the total Extension program;

(e) Assisting appropriate state Extension staff members to:

(1) formulate, clarify, revise and define objectives;
(2) formulate statewide policies to guide the planning process;
(3) develop a general statewide procedure for program planning; and
(4) define the program planning roles of supervisors and specialists;

(f) Helping supervisors plan and conduct training programs for county Extension staff members.

In one case the majority of the agents perceived that it was not part of their role to assist state Extension staff members to define the role of the administrators.

2. In general, county Extension agents perceived performance for each task as lower than the degree of importance assessed to it.

3. Four major obstacles were encountered by agents

in performing their statewide program planning role, namely:

(a) Crowded schedule and/or lack of time;

(b) Limited contact with administrative and supervisory staffs;

(c) Lack of agent training and "know-how"; and

(d) Limited opportunities for county workers to influence state program planning framework.

4. County Extension agents perceived that in formulating a statewide program framework it is important to be kept informed about the total county Extension program and its relative effectiveness in coping with relevant county problems.

5. When the nine variables studied were compared with agents' perception of the importance of their role in formulating a statewide program framework, the four variables having the highest degree of association were:

(a) Number of agents on a county staff;

(b) Position held;

(c) Degree of program contact with supervisors; and

(d) Level of formal education.

6. County Extension agents reported that their supervisors provided the greatest amount of assistance in helping them perform their program planning role followed by the specialist staff, the county staff and the

administrative staff in that order.