

AN ASSESSMENT OF IN-SERVICE TRAINING AND
STAFF DEVELOPMENT NEEDS AS PERCEIVED BY
COOPERATIVE EXTENSION FIELD STAFF
IN THE SOUTHEAST DISTRICT OF
OKLAHOMA

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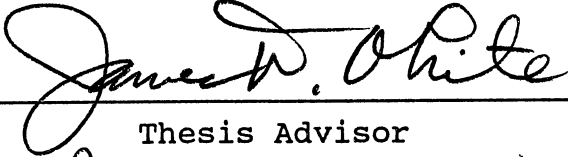
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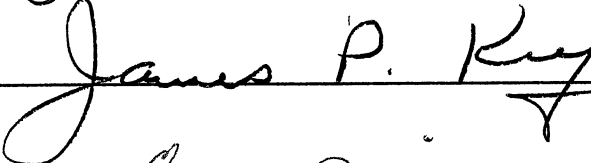
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CHAPTER I

INTRODUCTION

Extension is an educational process. It is essentially the means by which new knowledge and ideas are introduced into rural areas so that farmers can apply the results of scientific research in practice, and hence improve the quality of life for themselves and their families through the increase and diversification of production and the gaining of new knowledge. The agricultural extension organization is the linkage between research institutes and farmers. Without it, farmers would lack access to the support and services required to improve their agricultural production and the quality of their overall life.

According to Oakley and Garforth (20), the three main elements in extension are: knowledge, communication, and the farm family. The four fundamental elements in the extension process are: "knowledge and skills, technical advice and information, farmer's organization, motivation and self-confidence" (p.8).

There are two types of extension: agricultural, and non-agricultural. Agricultural extension refers to

extension activities directly related to agricultural production. Maunder (17) defined agricultural extension as:

A service or system which assists farm people, through educational procedures, in improving farming methods and techniques, increasing production efficiency and income, bettering their levels of living, and lifting the social and educational standards of rural life (p.3).

Non-agricultural extension means the extension activities that relate to home economics, family health and nutrition, population education, community development, etc..

Oakley and Garforth (20) said that there were five principles in extension. They are:

1. Extension works with people, not for them;
2. Extension is accountable to its clients;
3. Extension should be a two-way link;
4. Extension cooperates with other rural development organizations which include:
 - a) Political institutions;
 - b) Support organizations;
 - c) Health services;
 - d) Local schools;
 - e) community development;
5. Extension works with different target groups (pp.13-16)

Usually, extension workers need to apply several of the principles comprehensively instead of applying any of them alone.

The general goal of extension is to enable people to use the skills, knowledge and information that are brought to them by extension workers to improve their quality of life. Extension has a multi-functional nature, but most agricultural extension organizations are expected to concentrate on the educational function. The extension

function can be used equally well by both the private and public sector institutions (Swanson and Claar, 27, p.1).

According to Swanson and Claar (27), the historical roots of agricultural extension can be traced back to the Renaissance period in Europe when there was a movement to relate education to the needs of human life and to the application of science to practical affairs. True (28) said in his book, A History of Agricultural Education in the United States 1785-1925, that:

With the beginnings of the modern science in sixteenth and seventeenth centuries, a desire to use the new knowledge in education soon appeared. Among those who influenced this movement was Rabelais (1483-1553), who would have pupils study nature as well as books and use their knowledge in their daily occupations (p.3).

According to True (29), agricultural extension in America began with agricultural societies from the time of the organization of the Philadelphia Society in 1785. The purpose of these societies was to acquaint their members with what was being done to improve agriculture.

In the early twentieth century, the extension work increased so rapidly in both extent and variety that the institutions existing at that time had difficulties in meeting the social needs. The American Congress saw the need for a new educational system to promote the national development and responded to this need by creating and passing the Smith-Lever Act, hence providing for federal

appropriations for extension service. Today, all the states have Cooperative Extension Services.

The success of Cooperative Extension programs, whatever the nature of the program and wherever it is to be conducted, largely depends upon the competence and dedication of its professional staff. The Policies and Procedures Handbook of Oklahoma State University Cooperative Extension Service (21) said that:

The effectiveness of the Cooperative Extension Service's educational programs depends on the abilities, skills, and dedication of its professional staff. Therefore, well-qualified personnel with the capacity to develop and with the ability to adjust to changing demands are imperative for the Cooperative Extension Service to continue to be a vital force in meeting the educational needs of its clientele. An Extension organization can only meet this challenge by recognizing that continuous study and development is a necessity as an opportunity of all its personnel (p.IV.1).

The rapid development of science and the changing demands of people today have brought about a higher challenge to Cooperative staff than ever before. The Subcommittee of the Extension Committee on Organization and Policy (18) stated in its Statement of Scope and Responsibility that:

Significant trends reemphasize the fact that the Extension Service must have a dynamic program --- one constantly being modernized to keep pace with the everchanging conditions facing the people it services. Programs and procedures appropriate and adequate yesterday are likely to be inappropriate today, and obsolete tomorrow (p.7).

To meet this challenge, and make appropriate and timely adjustment to meet the changing demands of people, Cooperative Extension staff members need to have not only a sound pre-service training program, but a practical and constant in-service training program as well. But providing in-service training is far from being as easy as imagined by some people. Lessly (12) stated in 1981 that:

Providing employees with an effective training program is not an easy task. The organization must first know: What are the training needs, who needs the training, what are the objectives of the training program, and why, where, and by whom will be activity be conducted (p.26).

This study was conducted to make an assessment of the in-service training and staff development needs as perceived by county Cooperative Extension field staff in the Southeast District of Oklahoma. It is hoped that the result of the study may have some reference value to those involved in Cooperative Extension and contribute in enhancing field Extension staff's competencies.

Statement of the Problem

In 1989, Oklahoma had a population of 3,301,000. Its total land area was 44,772,000 acres. It had 11,568 acres of crop land, 7,138 acres of pasture land, 15,060 acres of range, and 6,539 acres of forest. There were 69,000 farms in Oklahoma, with an average area of 478 acres per farm

(23). There were 77 counties in Oklahoma. Each of them had an Extension office.

Oklahoma was rich in many resources, such as human resource, technologies, oil, gas, arable land, etc.. In addition to these resources, it also had a lot of other advantages to develop a sound economy, such as its temperature, rainfall, transportation system, etc.. But, for many years the economy of Oklahoma had been hesitating below the economic development level of many other states. Its per capita income in 1989 was 14,151 dollars (31), ranking relatively low among all the 50 states in the United States.

The rapid development of science and technology has created a continual change in all social sectors of our society, such as people's concerns, interests, attitudes, values, and demands, etc.. This has brought about a new challenge to the linkage between the results of advanced scientific research and their mass application. This linkage is nothing else but Cooperative Extension. To meet all kinds of social demands of people and to enhance their quality of life, there is a critical need for Cooperative Extension personnel to develop and update their competencies so as to keep abreast of, and if possible, ahead of change. To meet this need, the Cooperative Extension Service must provide its personnel with appropriate in-service training programs.

Although the need to strengthen and update the competencies of Cooperative Extension personnel is so apparent and has been felt widely, very few studies were found dealing with the in-service training needs as perceived by the Cooperative Extension personnel in Oklahoma.

It has become an urgent need to make an in-depth study for an assessment of Oklahoma's field Extension staff's present competency levels and their preferences and priorities for future in-service training.

Purpose of the Study

The purpose of this study was to determine the in-service training and staff development needs perceived by Extension field staff in the Southeast District.

Objectives of the Study

The following specific objectives were developed to meet the purpose of this study:

1. To determine selected demographic characteristics of Cooperative Extension field staff.
2. To identify the in-service education and staff development needs of Cooperative Extension field staff.

3. To determine priority in-service education and staff development needs of Cooperative Extension field staff.

4. To identify the preferred course delivery methods of Cooperative Extension field staff.

5. To identify the time preferred by Cooperative Extension field staff to receive the identified in-service education and staff development training.

Scope of the Study

The population of this study consisted of all the 42 Cooperative Extension field staff members in the 20 counties in the Southeast District of Oklahoma.

Definition of Terms

In order to have a better understanding of the study, some terms were defined as follows in this paper:

COOPERATIVE EXTENSION SERVICE refers to the organization created by the Smith-lever Act of 1914, and is a cooperative function between the United States Department of Agriculture, the land-grant universities of each state, and local county governments, which offers various kinds of service to farmers and their families.

EXTENSION FIELD STAFF refers to the extension workers who physically conduct extension activities, educate and supply direct service to farmers and their families.

IN-SERVICE TRAINING a term which refers to the training received by extension agents and extension field staff after employment and throughout their career. Its purpose is for updating and improving their competencies in specific areas and thus increasing the effectiveness of their performance in conducting extension programs.

COUNTY BUDGET PROCUREMENT refers to the skills required or task to be performed by Extension agents and field Extension staff in order to better accomplish budgetary responsibilities at county level and project level.

PERSONNEL MANAGEMENT refers to the skills or procedures required by extension agents and extension field staff in dealing with employees and volunteers in planning and implementing extension programs.

TECHNICAL AGRICULTURAL AREAS refers to production agriculture areas such as agronomy and animal science, and the areas directly related to agricultural production such as agricultural engineering and agricultural economics, etc..

4-H AND YOUTH DEVELOPMENT refers to the youth education program of the Cooperative Extension Service. 4-H youth are usually from 10 to 19 years old. The mission of 4-H is to

assist youth in acquiring knowledge, developing life skills, and forming attitudes that will enable them to become self-directing, productive and contributing members of society.

YOUTH AT RISK refers to the youth crisis crossing social, cultural, and economic barriers. It includes poverty, poor health and nutrition, child neglect and abuse, teenage pregnancy, substance abuse, and depression and suicide among the young people. Youth become "at risk" from three primary conditions: poverty, lack of family support, and negative peer pressure.

PROGRAM PLANNING refers to the process in a program from preliminary identification of problems, establishment of priorities, to the setting of a plan for follow-through.

HOME ECONOMICS refers to the study of human and material forces affecting individuals and families and the utilization of this knowledge for the benefit of all people (3, p.2).

RURAL DEVELOPMENT refers to enhancing the physical, social and economic conditions of rural communities through the utilization of local resources and outcoming assistances.

CHAPTER II

REVIEW OF LITERATURE

Introduction

The purpose of this chapter was to present a summary of previous studies and literature which are related to in-service and staff development training needs of Cooperative Extension staff. Involved in this review were research studies, books, periodicals, reports, journals, bulletins and some other resources pertinent to this study. It was both impossible and unnecessary to summarize all the literature in the field of training, however, selections have been made from information most closely related to this study and which helped to establish and realize the ideas of this study. The review of literature was arranged in four major areas and a summary for the purposes of organization and clarity. The major topics reviewed were: 1) The concept of staff training; 2) the need for in-service training; 3) determining in-service training needs; 4) course delivery methods to field Extension staff.

The Concept of Staff Training

Staff training is one of the critical factors that influence the effectiveness of an organization's efforts and the achievement of its objectives. This is true in all organizations and industries. Cooperative Extension is no exception. The concept of staff training is not new although some people know about it but have not achieved a clear understanding of it. Whenever an organization or company wants to increase its effectiveness or efficiency, staff training becomes one of the most initial and necessary steps to take.

In *In-Service Training and Staff Development*, Malone (15) said that:

Staff training is a term used to describe the programmes and activities that are conducted by the organization for the purpose of maintaining and upgrading competencies of the staff to perform those tasks related to their jobs which aid the organization to reach its goals within its stated missions. Therefore, the extension organization is responsible for the design and implementation of staff training programmes which have the following general objectives: (1) To strengthen technical subject matter competencies; (2) to strengthen those educational process skills that aid in the delivery of programmes to appropriate audiences (p.206).

In his *Analysis of the Educational Needs of County Extension Agents in Tennessee*, Ussery (32) defined in-service training as "the in-service education which begins

with employment and continues throughout the employment period in the cooperative Extension Service" (p.19).

In an earlier study by Mathews (16), training was used to mean training activities which were aimed at improving staff's abilities in their jobs. These activities included acquiring information, enhancing abilities, and fostering attitudes which would raise professional competencies in extension.

In-service training was defined by the National Task Force on Cooperative Extension In-Service Training (19) as:

Organized learning experience which is provided employees by the agency throughout the employment period. It is training directed towards developing understanding of job operations and standards, agency philosophy, policies and procedures, as well as current technical research findings. It includes induction training for new workers and on-the-job training in both subject matter and in educational methods for experienced personnel at all levels of the organization (pp.1-2).

In a draft of Oklahoma Cooperative Extension (2) "State Staff Development Plan", in-service training was described as:

A learning experience which Cooperative Extension provides its employees throughout their period of employment. It is planned for specific Cooperative Extension personnel with the purpose of maintaining and increasing the effectiveness of the individual in performing Cooperative Extension program and/or administrative responsibilities (p.4).

According to Malone (15), in-service is:

A program designed to strengthen competencies of extension workers while they are on the job. Therefore, it should be a problem centred,

learner oriented, and time defined series of activities (p.209).

Harris (9) described in-service training as:

Any planned program of learning opportunities afforded staff member of schools, colleges, or other educational agencies for the purpose of improving the performance of the individual in already assigned positions (p.21).

All these definitions regarding in-service training and staff training have certain commonalities. These commonalities included were summarized as follows: 1) an organized learning experience after and throughout employment; 2) relevant to staff's job; and 3) maintaining and upgrading staff's competencies, hence increasing their effectiveness and efficiency.

A common understanding about training is that training is the task of schools, colleges, and universities. Once someone is hired, it is thought that he or she has obtained a certain level of qualifications and is ready to use and is expected to use what he or she has already learned. If this is true, then the question is: What is behind in-service training?

The Need for In-Service Training

It is widely recognized that both the efficiency and effectiveness of Cooperative Extension depend largely on the competencies and dedication of its staff. The purpose of any Cooperative Extension program is meeting the needs of

people and raise their living standards. This has been recognized by the National Policy Guidelines for Staff Development (7) by stating that:

Well qualified personnel with the capacity to grow and mature on the job and with the ability to adjust to changing demands are imperative if extension is to continue to successfully meet the needs of people (p.7).

Fenley (8) emphasized that the competency of individual staff members is the single most important factor for the success of an extension organization (p.9).

The national Policy Guidelines for Staff Development (7) listed the following four specific reasons for conducting in-service training programs:

1. To develop technical subject matter competencies to keep personnel updated with research and technology.
2. To explore educational and technological content and processes to extend and expand competencies of extension staff.
3. To gain a broader view and focus more sharply on specific extension job responsibilities.
4. To become aware of a need for social, economic, and political change and to acquire the ability to deal with these situations (p.12).

The National Policy Guidelines for Staff Development (7) recognized nine reasons for an organization to provide staff development programs, which include:

1. orientation to new or reassigned job responsibilities;
2. To improve performance and development skills;
3. Because of new technology;
4. Because of change in mission or program thrust;
5. To serve apprenticeship -- pre-service or in-service training;
6. for upward mobility (including promotion and

- transfer training);
7. For management/supervisory development;
 8. To develop skills for future staffing needs;
 9. For preretirement education (p.10).

These reasons for in-service training and staff development training formulated a detailed and comprehensive foundation for the understanding of the needs for in-service training. The need for Cooperative Extension workers to receive in-service training and keep abreast of change is emphasized more directly in a Scope (18) report:

One consistent characteristic of extension work has been the necessity to shift programs and methods to meet every changing condition and demand. Extension workers have been acutely aware of this need from the beginning. The tempo of such changes has been accelerated dramatically during the past decade. Every evidence points to an even faster acceleration in the decades ahead (p.5).

In their article, Raising Our Professional Sights In Extension, Quinn and Boone (25) stated that:

Technology or technical subject matter is the core of the extension program content. All successful extension educational efforts require significant technical subject matter or content appropriate to the problems. In order to perform his role as an educator effectively, the extension worker must have adequate knowledge of subject matter appropriate to his job and an understanding of its relationship to the problems of people (p.30).

In 1961, Philip Lewis (24) stated in his book, Educational Television Guidebook, that:

This is an era of speed, change, instability, and lack of permanency. The solution of yesterday's problems often becomes invalid today. Textbooks frequently become obsolete almost before they are off the press. Improved techniques of mass communication are confronting

educators with the opportunity for a scientific revolution in the field of teaching and learning (p.3).

All the above statements and emphases clearly indicate that today's extension workers are facing a rapidly changing world. Technological innovations are advancing rapidly, new methods, new products, and new phenomena keep coming into people's eyes even before people are ready to understand them. These innovations and changes bring about the changes in people's demands and expectations. In order to keep pace with the changing situations, and make contributions to the improvement of people's lives, extension workers need constant in-service training in both technical subject matter and educational skills so as to make appropriate adjustments in both themselves and their programs according to people's needs and specific situations.

Determining In-Service Training Needs

The purpose of in-service training programs is to raise the abilities of extension personnel in both technical subject matter and educational skills, increase their working effectiveness and efficiency, and keep them updated in their competencies and ultimately meet the demands and expectations of rural people. Therefore, the most important point in conducting in-service training programs is deciding

who needs training, what training they need, and how much the trainees should learn from those programs.

The importance of determining the in-service training needs of Cooperative Extension staff was well recognized and emphasized by the National Task Force on Cooperative Extension In-Service Training (19). It was cited by Lessley (12) as stating that:

An in-service program should be dynamic -- directed toward improving the ongoing educational program engaged in by the individual worker and the Extension Service. It should be based on individual problems and on identification of needs. It should allow for differences in abilities and experience but recognize the goals of the Extension Service as well as the individuals. It should utilize the principle of making plans, thereby creating a desire to learn. It should maintain a two-way flow of ideas and activity between trainer and trainee (p.9).

The National Task Force (19) outlined three major steps which could be utilized in diagnosing training needs:

1. Identifying areas of training need ...:
 - a) job analysis; b) program analysis and emphasis.
2. Identification of the individual worker's training needs:
 - a) self-surveys of training needs and interests; b) day-to-day observations by supervisors and specialists; c) testing; d) performance appraisal and analysis.
3. Determination of training needs and their priorities.

In his book, Staff Development, Donald C. Orlich (6) said that:

A proper needs assessment is one of the critical elements that ultimately leads to successful in-service project. And the converse is also valid: no needs assessment leads to a low probability of success. There

are many methods by which to assess needs. A few selected techniques in the process are:
1) surveys--interviews or questionnaires;
2) testimonials from knowledgeable individuals;
3) committee reports; 4) planning documents;
5) reviews of literature; 6) statements from professional or scientific societies; 7) scores on objective or standardized tests (p.18).

He also mentioned that Jay C. Thompson, Jr., and Van E. Cooley studied effective staff-development programs in the fifty states and concluded in 1986 that the first prerequisite for success (being effective) was a comprehensive assessment of needs.

Many statements have been written regarding how to identify and determine in-service training needs. In order to make an accurate identification and determination, it is not only necessary for outsiders such as experts and supervisors to analyze and determine the training needs for extension personnel, it is also advisable to obtain the extension personnel's own perceptions regarding their in-service training needs. Their perceptions can often be a precise reflection of what they lack in their job. Richert was quoted by Lessley (12) as saying that:

County extension personnel could fairly and rather accurately identify their own training needs. The self-expressed needs serve a two-fold purpose: First, determine the average training needs of a group, whether it be a group by position, by tenure, by district, or by state; and second, identify the individual's needs as he views them (p.15).

The Position Description of Extension Agent of Oklahoma State University Cooperative Extension Service (22) listed

the following items as the knowledge, skills, and abilities which a county Extension agent should possess. These descriptions are a good reflection of both the qualifications that county Extension workers should have and the areas in which in-service training is often needed. These areas include:

Has or develops:

- a. Technical competence in appropriate subject matter and the ability to apply this knowledge to the solution of problems.
- b. An understanding of and commitment to the policies, philosophies and procedures of the Oklahoma Cooperative Extension Service.
- c. An understanding of the learning and the developmental process of youth and adults.
- d. Skill in the program-building and problem-solving processes.
- e. Ability to speak and write clearly and communicate ideas effectively.
- f. Ability to interpret the situation and adapt the program to the needs of the people in reaching their goals.
- g. Skill in a variety of teaching methods to provide effective learning experiences.
- h. Ability to teach and relate efficiently to diverse clientele groups.
- i. A broad knowledge and appreciation of county social and economic trends and issues affecting families.
- j. A professional manner and personal appearance which reflects the application of sound teaching.
- k. Ability to maintain a high level of enthusiasm, self-confidence, and to inspire others to a high level of participation and productivity.
- l. Physical and mental ability to effectively perform duties and responsibilities related to the job (pp.7-8).

The Guidelines for the Design of an In-service Training Program which was developed and cited by Malone (15) in the book, Agricultural Extension: A Reference Manual, indicated

not only how to identify in-service training needs, but also other factors in an in-service training program. These Guidelines included the following components with appropriate questions to be answered by the program planners:

Problem Identification. what are the incidents that indicate a problem exists or is anticipated (Rowat, 1980, 26)? Is it one that can and should be changed by a training programme? How can the problem be changed into a need (need assessment)? Are the physical, human, and financial resources available to resolve the problem?

Learner Identification. Who are the target groups of learners? What competencies do they have now relative to the problem identified? What is the gap that exists between present level of competencies and needed level of competencies? To what extent do learners perceive the problem?

Goal and Objective Identification. What should be the overall purpose of the programme (goals) (Tyler, 1975, 30). Are the intended learner outcomes (objectives) realistic (Mager, 1974, 13)? What job performances will be improved?

Learning Opportunities and Selection of Instructional Strategies. (Bender, 1972, 1; Knowles, 1980, 11; Malone, 1982, 14). To what extent are the instructional strategies compatible with the stated objectives and learner characteristics? To what extent can an appropriate climate for learning be arranged within the existing organizational constraints? What will be the subject matter for each session, and how appropriate are the learning opportunities for the selected subject matter?

Format and Scheduling of Learning Events. What will be the scope and sequence of the overall programme and of the overall programme and of the individual sessions. To what extent is a sequencing of activities related to competencies built into the programme plan?

Evaluation and Appraisal. To what extent are activities included which will allow one to measure the worth of the learning experience

for the planners, administrators, learners, and other significant people? What plans are there to monitor the on-going programme so that adjustment can be made (pp.209-210).

Course Delivery Methods to Field Extension Staff

Just understanding the concept of staff development, the needs for in-service education, and how to determine in-service training needs is not enough in designing in-service training programs. To conduct successful training programs, it is also very important to be able to choose the most appropriate course delivery methods to ensure and enhance learning effectiveness. In his "Cone of Experience", Dale (4) pointed out the following categories about media selection:

Verbal symbols; visual symbol-signs, stick figures; recordings, radio, and still pictures; motion pictures; educational television; exhibits; study trips; demonstration; dramatized experience-plays, puppets, role-playing; contrived experience-models, mock-ups, simulation; direct purposeful experience (p.107).

This visual analogy shows the progression of learning experience from direct, first-hand participation to pictorial representation and on to purely abstract and symbolic expression. To some extent, Dale's analogy regarding the progression of learning experience coincides with the three major modes of learning made by Bruner (10), which includes: the enactive (direct experience), the

iconic (pictorial experience), and the symbolic (highly abstract experience) (pp.10-11).

As modern technology advances rapidly, new media techniques keep coming into existence which educators can employ to conduct effective training programs. De Korte (5) quoted "The Recommendation of the Educational Media Study Panel of the United States Office of Education" as saying that:

The advent of television and, indeed, the whole complex of newer communications media (from videotape to satellites) has given American citizens unparalleled opportunities to advance in their ability to record and communicate ideas. These new communication resources must now be harnessed to serve the ends of education in a time when American schools and college programs must now find new and improved ways to cope with spiralling enrollments and increasing shortages of adequate classrooms and able teachers, as well as the new educational needs created by the explosions in new knowledge and by the changing world conditions which threaten national survival (p.35).

In his book, Television in Education and Training, De Korte (5) said that:

Television is a media for mass and group communication, bring pictures and sound on a hitherto unknown scale to the farthestmost corners of our country, of Europe, and in fact of the entire world, is something that cannot be brushed aside. It is quite clear that television will provide a unique tool in the service of governments and educational bodies, as well as international organizations which are concerned with the problems of education in the broadest sense (p.35).

There are all kinds of media which can be employed by educators for instruction and course delivery. Modern media

are not necessarily more effective or efficient than traditional methods in all cases. The most appropriate method(s) should be mutually selected by the teachers and learners.

Summary

The purpose of the literature review chapter has been to provide some related information of what has been done and what has been said regarding in-service training and staff development in Cooperative Extension. The emphasis of this chapter was placed in three areas: Providing a wide and accurate understanding of the concept of in-service training and staff development, establishing an idea of the need for in-service training, and providing some existing methods in identifying and determining in-service training needs.

The quality of staff is the life of any organization, and is the single most important factor for any organization to effectively and efficiently achieve its commitments and realize its goals and objectives. Many authorities in the field of Cooperative Extension have written numerous statements aimed at explaining the concept and emphasizing the importance of in-service training, and there seems to be a consensus regarding the significance of in-service training. In fact, Cooperative Extension is an important

part of rural development, and the Extension staff is what makes this development happen.

Cooperative Extension is a dynamic process. In order to realize its great commitments which are to enhance rural development and raise rural people's living standard through bringing scientific research results to rural people and teaching them to apply these results, it must maintain its staff at high quality level by providing them with constant in-service training. Today, the development of new and sophisticated technologies is advancing at a speed it has never seen before. This brings about a new challenge to both in-service trainers and trainees. They must keep themselves updated in both technical subject matters and in modern educational skills in order to fulfill their tasks effectively and satisfactorily.

Providing in-service training to employees is not an easy job. The organization must know exactly who needs to be trained, what they need to be trained in, and how to develop and conduct training programs. Many methods have been listed in this chapter in determining in-service training needs, but none of them completely fits any specific situation. So they need to be used in a comprehensive and constructive way in practice. Although supervisors and the leaders at higher levels should have vision as to in-service training needs, one of the most effective ways to determine these needs is by asking the staff members themselves. This

constituted the basis of this study. it was hoped that this could be positively verified once more by this study and the prupose of the study be achieved as expected. The success of in-service educaion and staff development programs depends, to a large extent, on the method(s) which are used for the transfer of knowledge and information. The selection of delivery method(s) involves many factors: subject matter, audience, availability of resources, natural conditions, etc.. The best method differs from case to case. The availability of a great number of traditional and modern methods provides a great potential for the success of in-service education and staff development programs.

CHAPTER III

DESIGN AND CONDUCT OF THE STUDY

Introduction

The purpose of this chapter is to present a description of the methods and procedures which were employed in conducting this study. These methods and procedures were dictated by the purpose of this study which was to determine the in-service education and staff development needs as perceived by Extension field staff in the Southeast District of Oklahoma. The set-up of the procedures was guided by the reflection of the specific objectives of the study. These objectives included: 1) To determine some selected demographic characteristics of Cooperative Extension field staff; 2) to identify the in-service education and staff development needs of Cooperative Extension field staff by courses or topic areas; 3) to decide priority in-service education and staff development needs of Cooperative Extension field staff; 4) to identify the preferred course delivery methods of Cooperative Extension field staff; and 5) to identify the time preferred by Cooperative Extension

field staff to receive the identified in-service education and staff development training.

In order to collect and analyze the data to achieve the purpose and objectives of the study, the following elements were considered and decided before the investigation was conducted:

1. The population of the study;
2. The instruments for data collection;
3. The methods for data analysis.

The Population of the Study

The population of this study consisted of 42 Extension field staff members in the Southeast Cooperative Extension District of Oklahoma who were identified from the Personnel Directory 1990-91 compiled by the Division of Agriculture of Oklahoma State University. They were the persons directly responsible for planning, conducting, and evaluating all extension programs. The geographic location of the Southeast Cooperative Extension District of Oklahoma is shown on Figure I on page 29.

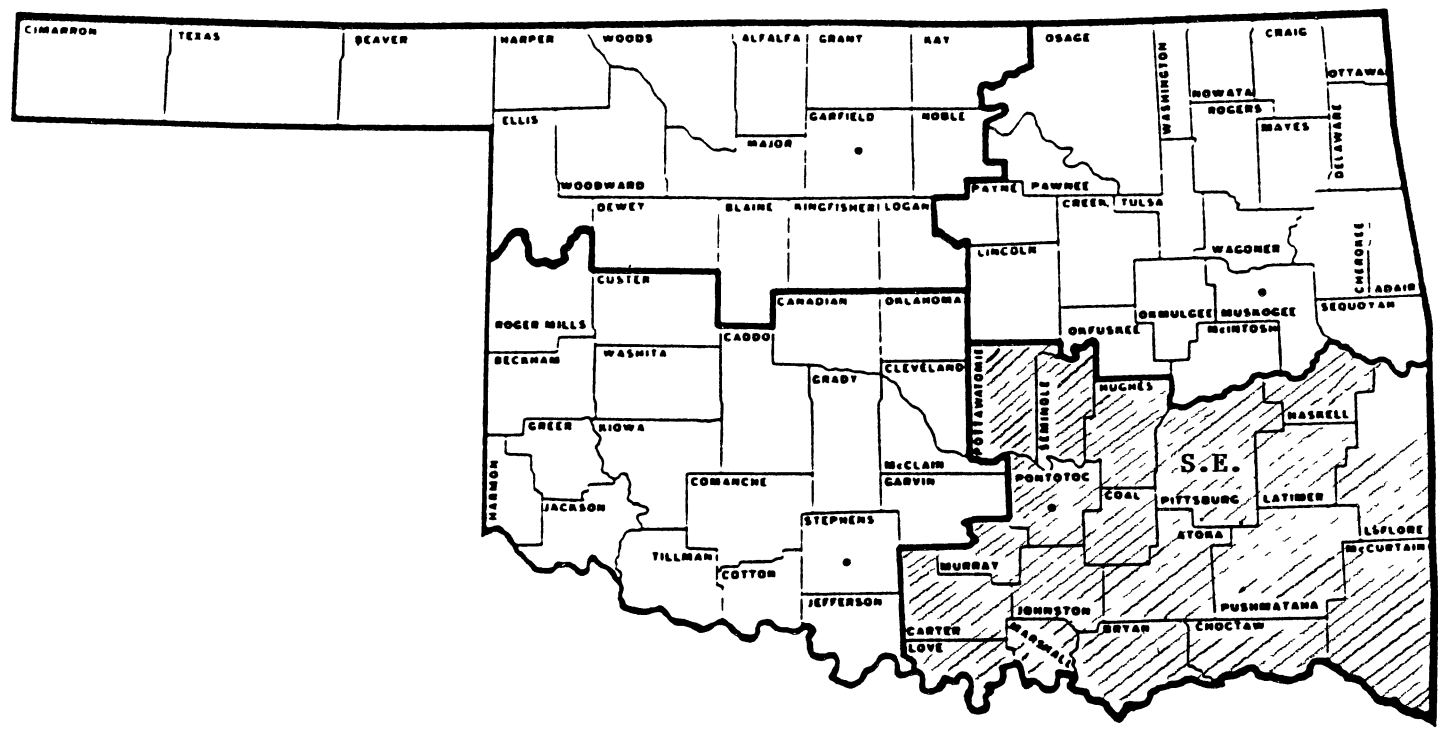


Figure I. Geographic Location of the Southeast Cooperative Extension District

Institutional Review Board (IRB)

Federal regulations and Oklahoma State University policy require review and approval of all research studies that involve human subjects before investigators can begin their research. The Oklahoma State University Office of University Research Services and the IRB conduct this review to protect the rights and welfare of human subjects involved in biomedical and behavioral research. In compliance with the aforementioned policy, this study received the proper surveillance and was granted permission to continue and assigned the research number: AG-91-018.

Development of the Instrument

The Delphi method was used for the development of the instruments and data collection. In the first phase of the study, an open questionnaire (See Appendix A) was developed. It consisted of four parts: courses or topics, delivery methods, best time to be offered, and areas of responsibility in extension. The purpose of this open questionnaire was to identify the in-service education and staff development needs by courses or topics, the course delivery methods and time that were preferred by the respondents and their responsibility areas. They were requested to list as specifically as possible their perceived training needs,

their preferred course delivery methods, and course delivery time. Shortly before the first questionnaire was sent out, a memorandum and a copy of the questionnaire were sent to the District Extension Director for her attention and support for this study. Before the questionnaire was sent out, it was reviewed by the faculty in the Department of Agriculture Education of Oklahoma State University concerning format and major topics. Since it was too difficult for the researcher to make direct contact with the Extension field staff members, this questionnaire was sent to all the 17 county Extension directors (there were three directors each of whom was in charge of two counties) in the Southeast District who were requested to distribute the questionnaire to the field staff members under their respective supervision, and then collect the questionnaires from the respondents and send them back to the researcher. Each package contained the questionnaires for the field staff members under each county extension office and an self-addressed stamped envelope . A cover letter was sent to each county Extension director with the questionnaire, explaining the purpose and significance of the study and requesting the cooperation of county Extension personnel.

In the second phase, a second questionnaire was developed based on the responses for the first one. The second questionnaire consisted of four parts: The first part was designed to collect demographic data of the

respondents; the second part consisted of all the courses or topics raised by the respondents. Those topics were arranged in sub-areas by the researcher (See Appendix B) for the purpose of data collection and analysis; while the third and fourth parts were designed to identify priority methods and times which were most common to the respondents. The second questionnaire was reviewed by a panel of experts from the Departments of Agricultural Education, Agricultural Economics, Animal Science, Extension directors, and State 4-H staff. The panel reviewed the survey instrument for both content and format. The procedure was the same as for the first phase. The purpose of the second questionnaire was to identify the demographic patterns of the respondents, their priorities for in-service education and staff development among the topics listed, and the best course delivery methods and times as perceived by the respondents.

Analysis of Data

Considering the nature of the study, descriptive statistics were used for data analysis. The respondents were asked to rank the courses or topics in each sub-area, course delivery methods, and course delivery time with numerical numbers with 1 being the most important, 2 being the next most important, and so on. Since the study was descriptive in nature, the data were analyzed utilizing

frequencies, mean ranks, standard deviations, and overall ranks.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The purpose of this chapter is to present the data which were collected to serve the objectives and purpose of this study. In order to make an analysis of data relatively in detail and give a clear report of it, each sub-area was analyzed and presented as a unit. For the data which were not presented in tables, the results were reported in a narrative way. The data analysis and its presentation was designed to reflect the study objectives as clearly and closely as possible.

Population

The designed population of the study consisted of the forty-two field extension staff members in the Southeast District of Oklahoma, including county extension directors and other extension agents in agriculture, home economics, 4-H and youth development, and rural development. They were identified from the Personnel directory 1990-91 which

was compiled by the Division of Agriculture of Oklahoma State University.

Procedures

The first questionnaires were mailed on April 10, 1991. Each county extension office was sent a package which contained questionnaires for all the field extension agents in that office, a letter for the county extension director, and a stamped and self-addressed envelop. Each questionnaire was accompanied by a cover letter. By May 10, 1991, 36 responses were received. Although it was found from the responses that two persons had resigned; the original population for the first phase of the study 42 extension field staff members. That made the response rate for the first phase was 85.71 percent.

The second questionnaire was developed based on the responses of the first and was mailed on June 14, 1991. Each questionnaire was accompanied by a new cover letter explaining the purpose and significance of the second phase. The second questionnaire was designed to seek the perceptions of the respondents for the items identified in the first phase and to identify their priorities. Forty-two questionnaires were mailed to the county extension directors for distribution to members of their county field staff. One week after the second questionnaires were sent out,

telephone calls was made to each county extension office as reminders to complete the survey. From those telephone calls, it was found that four persons had resigned, however, the original study population for the second phase was based on 42 field staff members. By July 15, 1991, 35 responses had been received. This represented an 83.33 percent response rate.

Data Analysis

Frequencies, mean ranks, standard deviations, and overall ranks were used to analyze the data. Since the population was not large, the frequencies of response to each question and overall ranks were determined with a matrix. Mean ranks and standard deviations were calculated by computer with the Basica program. The overall ranks were visually determined by the researcher.

Selected Demographic Characteristics

Age, Gender, Marital Status, and Racial Heritage

As reported in Table I, three persons were in the age range from 26 to 30, six were from 31 to 35, eight were from 36 to 40, five were from 41 to 45, three were from 46 to 50,

four were from 51 to 55, two were from 56 to 60. Four persons did not answer this question. Seventeen persons were male, 18 were female. Twenty-eight were married, 7 were single. Thirty-four were Caucasians, one was native American (See Table I).

TABLE I

A DISTRIBUTION OF RESPONDENTS BY AGE, GENDER,
MARITAL STATUS, AND RACIAL HERITAGE

Age	N=31	Gender	N=35	Marital Status	N=35	Racial Heritage	N=35
26-30	3	Male	17	Married	28	Asian	--
31-35	6	Female	18	Unmarried	7	African American	--
36-40	8					Hispanic	--
41-45	5					Native American	1
46-50	3					Caucasian	34
51-55	4						
56-60	2						

Highest Academic Degrees, Undergraduate
Majors, Emphases of Graduate Study,
and Graduate Hours

Table II shows the number of persons with different academic degrees, undergraduate majors, emphases of graduate study, and completion of graduate hours. Sixteen respondents had B.S. degree, nineteen had M.S. degree. Eleven respondents had home economics as undergraduate major, eight had agricultural education as undergraduate major. Seven respondents had agricultural education as their major emphasis in graduate study, three respondents indicated that agriculture was their major emphasis, while three stated that home economics was their major area. Seventeen respondents had completed 31 or more graduate hours, while fifteen respondents stated that they had completed from one to 30 hours of graduate study.

TABLE II

A DISTRIBUTION OF RESPONDENTS BY ACADEMIC DEGREE,
UNDERGRADUATE MAJOR, EMPHASIS OF GRADUATE
STUDY, AND GRADUATE HOURS COMPLETED

Ac Degree	N=35	Under Majors	N=33	Emphasis	N=27	Grad Hours	N=32
B S	16	AG	1	AGED	7	1--5	7
M S	19	HEC	11	AG	3	6--10	1
Doctorate	--	AGED	8	EDUC	2	11--15	3
		AGRON	2	FNIA	2	16--20	--
		ANSI	4	HEC	3	21--25	1
		EDUC	1	Counseling	1	26--30	3
		CTM	1	FRCD	2	31 or More	17
		CRD	1	Clothing/Textile	1		
		FNIA	2	Agronomy	1		
		FOR	1	Consumer Concern	1		
		FRCD	1	Admin	1		
				Range Science	1		
				Human Development	1		
				FRCD	1		

Years of Extension Experience

The data in Table III show the distribution of respondents by years of extension experience in their current areas of responsibility, in current counties, in Southeast District, and in total. It revealed that 11 respondents had from zero to five years of experience, six had from 6 to 10 years of experience, six had from 11 to 15

years, six had from 16 to 20 years, three had from 21 to 25 years, and one had from 26 to 30 years of experience with the Cooperative Extension Service.

TABLE III
A DISTRIBUTION OF RESPONDENTS BY YEARS
OF EXTENSION EXPERIENCE

No of Years	In Current Area	In Current County	In S E District	Total
0--5	13	16	14	11
6--10	9	10	10	6
11--15	6	5	5	6
16--20	4	2	4	6
21--25	2	1	1	3
26--30	--	--	--	1
31 or More	--	--	--	--

Responsibility Area and Reason to Participate
in In-Service Education and Staff
Development Training

The data in Table IV reveal the numbers of respondents in each specific area of responsibility and the numbers of individuals with various reasons for participating in in-service education and staff development training. Most respondents stated that their intentions to participate in in-service education and staff development training were for

professional development or updating. However, one person stated that the reason for his participation was that 4-H agents were only approved to attend 4-H training, and not agriculture, home economics, or other subject matter areas, in the Southeast District. The reason why the total number of respondents in the areas of responsibility was greater than 35 was that many of them had more than one area of responsibility.

TABLE IV

A DISTRIBUTION OF RESPONDENTS BY AREA OF RESPONSIBILITY AND PERCEIVED REASONS FOR PARTICIPATING IN IN-SERVICE EDUCATION AND STAFF DEVELOPMENT TRAINING

Area of Responsibility	N=55	Reason for Training	N=35
Agriculture	11	Advanced Degree	5
Home Economics	18	Updating	11
Rural Development	5	Develop New Expertise	--
4-H and Youth Development	8	Professional Development	18
County Extension Director	13	Personal Development	--
		Other	1

Courses or Topics, Course Delivery Methods and Time

Altogether, fifty-eight courses or topics, fourteen course delivery methods and twenty course delivery times were identified (See Appendix C). The identified courses were related to almost all the areas in extension. These areas included agriculture, horticulture, professional and personal development, food and nutrition, rural development, family issues, and 4-H and youth development.

Priority Courses or Topics

Since the respondents were engaged in different areas of responsibility, and were limited by their interest and knowledge in some areas, not all of them ranked all the subjects. Since most of them did not choose a best course delivery method or time for each course, the data derived from this part of the questionnaire were not reported in the findings.

Agriculture

The data in Table V indicate that "Beef Cattle Management" and "Forage Management/Practices" were ranked the highest. The mean for "Beef Cattle Management" was

2.13, its standard deviation was 1.50, the third lowest among the nine. The mean for "Forage Management/Practices" was 3.33, however, its standard deviation was 2.55, the second highest in the list. This indicated that most respondents ranked it very high, but some ranked it very low. The least preferred courses in agriculture were "Ostrich And Red Deer Production" whose mean and standard deviation were respectively 8.07 and 1.81, and "Information On "LISA" whose mean and standard deviation were 6.27 and 2.02. The average mean was 4.91 among the topics in agriculture, the average standard deviation was 1.95.

TABLE V

A SUMMARY OF RESPONDENTS' PREFERENCES AND PRIORITIES FOR IN-SERVICE EDUCATION IN AGRICULTURE BY COURSE OR TOPIC AREA

COURSES OR TOPICS	FREQUENCY	MEAN RANK	SD	OVERALL RANK
Beef Cattle Management	15	2 13	1 50	1
Forage Management/Practices	15	3 33	2 55	2
Chemical Usage	14	4 07	1 39	3
Range Science	14	4 79	2 01	4
Food Safety And Pesticide Use	16	5 13	2 00	5
Application Of Low-Till/Mim-Till Practice	15	5 20	1 33	6 5
Current Topics In General	15	5 20	2 97	6 5
Information On "LISA"	15	6 27	2 02	8
Ostrich And Red Deer Production	15	8 07	1 81	9

Horticulture

The data in Table VI show the ranking of the subjects in horticulture. "Home Hort (Disease/Insect Recognition)", "Vegetable/Fruit Production", and "Pecan Production" were ranked as the most important topics. Their means were respectively 2.80, 3.07, and 4.27. The standard deviation for "Vegetable/Fruit Production" (1.98) was the third lowest. "Hydroponics" was the least preferred topic with a mean of 9.93 (the highest) and a standard deviation of 2.72; while "Nusery Production" was another least preferred topic with a mean of 6.80 and a standard deviation of 1.80 (the lowest). The average mean for all the topics was 5.59, the average standard deviation was 2.51 (See Table VI on page 45).

TABLE VI
A SUMMARY OF RESPONDENTS' PREFERENCES AND
PRIORITIES FOR IN-SERVICE EDUCATION IN
HORTICULTURE BY COURSE OR TOPIC AREA

COURSES OR TOPICS	FREQUENCY	MEAN RANK	SD	OVERALL RANK
Home Hort (Disease/Insect Recognition)	15	2.80	2.32	1
Vegetable/Fruit Production	15	3.07	1.98	2
Pecan Production	15	4.27	2.58	3
1-5 Acre Home/Commercial Vegetable Production Planning from Start to Marketsw for Beginners	14	4.43	3.37	4
Chemical Usage	15	5.60	2.39	5
Annual and Perennial Flowers and Ornamentals (Hands-on Work)	15	5.73	1.84	6
Horticulture (Turf, Trees, Shrubs, etc)	12	6.00	3.70	7
Greenhouse Management (Marketing of Greenhouwse Plants/Produce, Cost vs Returns, etc)	14	6.14	2.67	8
Organic Methods of Planting	15	6.73	2.21	9
Nusery Production	15	6.80	1.80	10
Hydroponics	7	9.93	2.72	11

Professional/Personal Development

The data in Table VII show the ranking of the subjects in the area of Professional/Personal Development. According to the respondents, "How To Avoid Job Burnout Or Stay Motivated" and "Extension Marketing And Evaluation Techniques" were the most important topics, while "Graduate Credit Courses" and "Training On OCES & AARP Financial Information" were the least preferred by them. "How To Avoid Job Burnout Or Stay Motivated" had both the lowest mean (4.46) and the lowest standard deviation (3.25). The

highest mean and standard deviation were respectively 8.52 and 4.17 among all the topics in this area.

TABLE VII
A SUMMARY OF RESPONDENTS' PREFERENCES AND
PRIORITIES FOR IN-SERVICE EDUCATION IN
PROFESSIONAL/PERSONAL DEVELOPMENT
BY COURSE OR TOPIC AREA

COURSES OR TOPICS	FREQUENCY	MEAN RANK	SD	OVERALL RANK
How To Avoid Job Burnout Or Stay Motivated	24	4.46	3.25	1
Extension Marketing And Evaluation Techniques	21	4.90	3.58	2
Public Relations	22	5.05	2.50	3
Extension Teaching Methods	24	5.21	3.96	4
Grant Writing	22	6.32	3.25	5
Financial Management	21	6.57	2.89	6.5
How To Inform The Public About controversial Issues (Global Warming, Contaminated Water, etc)	21	6.57	3.58	6.5
Self-Esteem	23	6.61	2.93	8
TV Communications How To Prepare And Conduct TV Interviews	23	7.70	3.63	9
How To Complete some Basic Courses for Advanced Degrees Independently	20	7.90	3.45	10.5
Human Resources - Counseling	20	8.10	3.31	10.5
Graduate Credit Courses	21	8.10	4.29	12
Training On OCES & AARP Financial Information	21	8.52	4.17	13

Food & Nutrition

The data in Table VIII reveal the ranking of the subjects in Food & Nutrition. In this area, "Updating In Human Nutrition" was ranked as the most important with a mean of 1.80. "Food And Nutrition" was ranked the second,

its standard deviation (0.65) was the lowest among the three. "Food Quality" was ranked the lowest, but its standard deviation (0.87) was the same as for "Updating In Human Nutrition", this indicated that some respondents thought it was an important subject and ranked it relatively high among the three.

TABLE VIII

A SUMMARY OF RESPONDENTS' PREFERENCES AND PRIORITIES
FOR IN-SERVICE EDUCATION IN FOOD & NUTRITION
BY COURSE OR TOPIC AREA

COURSES OR TOPICS	FREQUENCY	MEAN RANK	SD	OVERALL RANK
Updating In Human Nutrition	20	1.80	0.87	1
Food And Nutrition	19	2.00	0.65	2
Food Quality	19	2.16	0.87	3

Rural Development

Among the topics in rural development, "Recycling Information" was ranked the highest with a mean of 1.67 which was much lower than the other two. "How To Work With City Or County Officials" was ranked the second; although its mean was 1.92, its standard deviation was 0.70 which was quite close to that of "Recycling Information" (0.69). Although "Value-Added Processes For Oklahoma Products" was

ranked the lowest, its high standard deviation (0.88) indicated that there was certain disagreement among the respondents regarding its importance (See Table IX).

TABLE IX

A SUMMARY OF RESPONDENTS' PREFERENCES AND PRIORITIES
FOR IN-SERVICE EDUCATION IN RURAL DEVELOPMENT
BY COURSE OR TOPIC AREA

COURSES OR TOPICS	FREQUENCY	MEAN RANK	SD	OVERALL RANK
Recycling Information	24	1.67	0.69	1
How To Work With City Or County Officials	24	1.92	0.70	2
Value-Added Processes For Oklahoma Products	22	2.09	0.88	3

Family Issues

In the area of family issues which had fifteen topics, "Parenting Skills" was given the top priority by the respondents. Although its mean (4.90) was the lowest, its standard deviation (3.96) was above the average standard deviation (3.95) among all the topics. "Ways To Motivate Young Families" was ranked the second, its mean and standard deviation were respectively 5.95 and 3.32. Although "Family Relations" was ranked the fifth, its standard deviation (2.92) was the lowest. "Child Development" which was

commonly regarded important was ranked the seventh among the fifteen topics. "Alternative Lifestyles" and "Protective Clothing And Care" were ranked as the least important topics by the respondents (See Table X).

TABLE X

A SUMMARY OF RESPONDENTS' PREFERENCES AND PRIORITIES FOR IN-SERVICE EDUCATION IN FAMILY ISSUES BY COURSE OR TOPIC AREA

COURSES OR TOPICS	FREQUENCY	MEAN RANK	SD	OVERALL RANK
Parenting Skills	21	4.90	3.96	1
Ways To Motivate Young Families	20	5.95	3.32	2
Family Resource Management	21	6.29	4.40	3
Personal Finance (Family Budgeting, Savings And Investment, Personal Tax Management, Insurance, Real Estate, etc)	20	6.80	4.51	4
Family Relations	19	7.00	2.92	5
Discipline	20	7.30	3.66	6
Child Development	19	7.31	4.10	7
Values	19	7.79	3.68	8
Financial Management	20	8.10	4.56	9.5
Strengthening Families When They Are So Stressed-out (Finding One's Family In The Busy Lifestyle We Lead)	20	8.10	3.78	9.5
Family Living	20	8.25	3.71	11
Home Based Business	21	8.81	4.17	12
Transitional Families	20	9.15	3.76	13
Protective Clothing And Care	18	9.28	5.06	14
Alternative Lifestyles	18	11.67	3.67	15

Youth Development

Table XI shows the ranking of the subjects in the area of youth development. "Self-Esteem" was ranked as the most important topic with a mean of 2.52 and a standard deviation of 1.18, which were much lower than that for the other topics in this area. It was interesting to notice that among the 13 topics in the area of professional/personal development in Table VII, "Self-Esteem" was ranked only the eighth. "Youth Development" was ranked as the second most important topic with a mean of 3.43 and a standard deviation of 1.40. "Effective Fund Raising" was the least preferred topic by the respondents, its mean (6.90) was much higher than the others, and its standard deviation (1.82) was relatively low which indicated that there was a strong agreement among the respondents regarding its importance. "Stress From Infancy To Adolescence" was another least preferred topic among the eight topics in this area.

TABLE XI

A SUMMARY OF RESPONDENTS' PREFERENCES AND PRIORITIES
FOR IN-SERVICE EDUCATION IN YOUTH DEVELOPMENT
BY COURSE OR TOPIC AREA

COURSES OR TOPICS	FREQUENCY	MEAN RANK	SD	OVERALL RANK
Self-Esteem	21	2.52	1.18	1
Youth Development	21	3.43	1.40	2
At-Risk Kids	21	3.86	2.44	3
Child Development	21	4.57	1.92	4
Knowledge And Acceptance	21	4.62	1.59	5
School Enrichment And Its Use	20	4.65	2.43	6
Stress From Infancy To Adolescence	21	4.95	2.17	7
Effective Fund Raising	21	6.90	1.82	8

Most Preferred Delivery Methods

Table XII shows the ranking of the course delivery methods in general. The frequency to the methods varied from 21 to 25 which means there was no big difference in the number of response among the methods and none of them received a full response which was 35. The lowest mean was 3.64, the highest was 10.29. The standard deviation varied from 3.12 to 4.44. There was no tied ranking. "Teach In District", "Workshops & Seminars", and "Satellite Downlink" were ranked as the best methods by the respondents; the standard deviations for these three methods were also lower

than the average which was 3.47. "2-3 Week Summer Courses", "UCAT", and "OSU Summer School" were ranked the lowest.

TABLE XII

A SUMMARY OF RESPONDENTS' PREFERENCES AND PRIORITIES FOR COURSE DELIVERY BY METHODS

METHODS	FREQUENCY	MEAN RANK	SD	OVERALL RANK
Teach In District	25	3.64	3.12	1
Workshops & Seminars	25	4.56	2.69	2
Satellite Downlink	25	5.09	2.50	3
Demonstration/Active Participation	25	6.20	3.54	4
Annual Conference	24	6.25	3.84	5
On OSU Campus In Stillwater	21	6.86	4.42	6
Weekly Short Course In District/County	25	6.96	3.30	7
State Conference	24	7.21	3.04	8
Master's Degree Courses	21	7.90	4.12	9
At HEC - Ardmore or Idabel	22	8.45	4.58	10
Monthly Session	23	8.96	3.13	11
OSU Mummer School	21	9.95	2.63	12
UCAT	21	10.14	3.21	13
2-3 Week Summer Courses	21	10.29	4.44	14

Most Preferred Course Delivery Time

Table XIII shows the rankings of all the 20 course delivery times identified in the first phase of the study. The frequency varied from 20 to 24. The mean rank varied

from 4.91 to 14.43. The lowest standard deviation was 3.59, the highest was 6.47. "During Workdays", "During Your Working Hours", and "2-3 Day Session In District" were ranked the highest. "Weekends", "Evenings in December, January, and February", "evenings", and "Early Spring" were ranked the lowest. As indicated by the high standard deviation scores, there was great variation among the responses for these three times (See Table XIII on page 54).

TABLE XIII

A SUMMARY OF RESPONDENTS' PREFERENCES AND
PRIORITIES FOR COURSE DELIVERY BY TIME

COURSE DELIVERY TIME	FREQUENCY	MEAN RANK	SD	OVERALL RANK
During Workdays	23	4.91	4.65	1
During Your Working Hours	22	6.82	4.23	2
2-3 Day Sessions in District	23	6.83	3.85	3
One-day Session During the Week	22	6.91	4.49	4
Retreat Settings in Fall or Spring	24	7.54	3.59	5
During Day Time	24	7.67	5.30	6
Winter Session	22	8.18	5.30	7
Afternoons	23	9.48	4.99	8
Weekdays (For Non-credit Courses)	24	9.92	5.82	9
Talk Back TV	22	10.14	5.39	10
Credit Courses Once Every 1 or 2 Weeks During Semester	21	10.24	5.81	11
Mornings During Weekdays	23	10.26	5.24	12
Any Time Throughout the Year	24	10.67	6.03	13
Late Fall	21	11.57	5.29	14
Compressed Semester Schedule	20	11.70	4.96	15
Spring and Fall	22	12.50	3.79	16
Early Spring	21	12.67	4.43	17
Evenings	22	13.00	6.47	18
Evenings in Dec Jan and Feb	20	14.40	5.21	19
Weekends	23	14.43	6.43	20

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter was designed to summarize the procedures of the study and present the conclusions and recommendations.

Summary of the Study

Problem

Social changes have made it an urgent need to identify the preferences and priorities for in-service education and staff development training for field extension staff members in Oklahoma, and provide them with the opportunities to strengthen their competency in their engagements.

Purpose

The purpose of this study was to determine the in-service training and staff development needs perceived by extension field staff in the Southeast District of Oklahoma.

Objectives

In order to achieve the purpose of the study, the following objectives were made: (1) To determine selected demographic characteristics of Cooperative Extension field staff; (2) to identify the in-service education and staff development needs of Cooperative Extension staff; (3) to determine priorities regarding in-service education and staff development needs of Cooperative Extension field staff; (4) to identify the preferred course delivery methods of Cooperative Extension field staff; and (5) to identify the time preferred by Cooperative Extension field staff to receive the identified in-service education and staff development training.

Design of the Study

Following a review of literature relevant to the study, procedures were established to satisfy the purpose and objectives of the study. These procedures included to select a study population, develop instruments for data collection, and determine the methods for data analysis.

Study Population. The population of the study consisted of all the 42 extension field staff members in the Southeast District of Oklahoma. This included county

extension directors with both multicounty appointments and those with dual responsibilities in the four program areas of Agriculture, Home Economics, 4-H, and Rural Development.

Instruments and Data Collection

Delphi technique was employed for data collection. In the first phase of the study, an open questionnaire was developed to identify the courses or topics of in-service education and staff development perceived by the respondents and course delivery methods and time preferred by them. In the second phase of the study, the responses for the first questionnaire were organized into four parts as follows to identify demographics, priorities, and preferences:

1) Demographics, 2) course priorities, 3) preferred delivery methods, and 4) preferred time of delivery.

Data Analysis

Data were analyzed by using frequency, mean rank, standard deviation, and overall rank.

Major Findings of the Study

The major findings of the study consisted of the results in four major areas determined by the survey instrument: 1) Demographics of the respondents; 2) the respondents' priorities regarding courses or topics for in-service education and staff development; 3) the respondents' preferred method(s) for delivery of in-service education and staff development training; and 4) the respondents' preferred time for delivery of in-service education and staff development training.

Demographics of the Respondents

Among the 35 study respondents, 17 were male, 18 were female. Eleven respondents were in the age range of 30 to 40, while 10 were in the 40 to 50 range. Twenty-eight were married, 7 were single. Thirty-two were Caucasians, and one was native American. Thirteen respondents were county extension directors. Sixteen persons were responsible for home economics, 11 were in agriculture, the others were in 4-H and rural development. Eighteen persons stated that their participation in in-service education and staff development training was for professional development, 11 indicated that it was for updating. Sixteen respondents had B.S. degree, while 19 had M.S. degree. Eleven respondents

had 5 years or less extension experience, while ten had 16 to 30 years of extension experience. Eight respondents had agricultural education as their undergraduate major, while seven study participants had it as their emphasis in graduate school. Eleven respondents had home economics as their undergraduate major. Seventeen individuals had completed 31 or more graduate hours.

Courses or Topics for In-Service Education

Fifty-eight courses or topics were identified in the areas of agriculture, horticulture, professional and personal development, food and nutrition, rural development, family issues, and youth development (See Appendix C).

Priorities for In-Service Education

Agriculture. "Beef Cattle Management" and "Forage Management/Practices" were identified as the highest ranking courses preferred by the respondents in agriculture. "Beef Cattle Management" had the third lowest standard deviation as well as the lowest mean score among agricultural topics and ranking first in priority. "Forage Management/Practices" had the second highest standard deviation indicating considerable variation among the respondents concerning its importance.

Horticulture. "Home Horticulture", "Vegetable/Fruit Production" and "Pecan Production" were the most popular courses identified in the area of horticulture. "Home Horticulture" was by far the most popular course and had the lowest mean score as well as the highest ranking. Even though "Hydroponics" was considered as the "high tech" area of horticulture, it ranked last with the highest mean score.

Professional/Personal Development. The respondents ranked "How To Avoid Job Burnout" and "Extension Marketing And Evaluation Techniques" as their highest priorities among professional and personal development issues. "Self-Esteem" ranked eighth, "AARP Financial Information" ranked last.

Food and Nutrition. Even though "Updating In Human Nutrition" ranked first, "Food And Nutrition" and "Food Quality" were indicated as important issues by the respondents. "Food And Nutrition" had the lowest standard deviation among the three courses identified. The mean scores were easily separated in the overall ranking, but there was little notable difference among the scores.

Rural Development. "Recycling Information" was by far the most popular issue among the courses identified in rural development. "Value-Added Products" which was commonly

thought as a potential for the economic development of Oklahoma was ranked the last.

Family Issues. Among the topics in family issues, "Parenting Skills", "Ways To Motivate Young Families", and "Family Resource Management" had the highest priorities and were ranked the first, second, and third respectively. "Transitional Families", "Protective Clothing And Care", and "Alternative Lifestyles" were the lowest ranked family issues. An overview of Table X in Chapter IV revealed considerable variation among the study participants' responses regarding family issues.

Youth Development. "Self-Esteem", "Youth Development", and "At-Risk Kids" were the top three issues in the area of youth development. "Effective Fund Raising" was ranked last. There was a relatively strong agreement among the respondents regarding the priorities of "Self-Esteem" and "Youth Development".

Most Preferred Delivery Method(s)

"Teach In District", "Workshops & Seminars", and "Satellite Downlink" were perceived as the best delivery methods for in-service education and staff development training although there was considerable disagreement among

the respondents. "2-3 Week Summer Sessions", "UCAT", and "OSU Summer School" were the least preferred methods.

Most Preferred Delivery Time

"Evenings", "Evenings in December, January, and February", and "Weekends" were the least popular delivery time among the field staff. A summary of the most preferred delivery time indicated that there was tremendous variation among the responses with large standard deviations among all the twenty delivery times identified.

Conclusions

Based on the results of the data analysis and the major findings of the study, the following conclusions were drawn:

1. The typical extension field staff member in the Southeast District of Oklahoma was between 31 and 45 years of age, married, Caucasian, majored in agricultural education or home economics during undergraduate study, and had completed from 21 to 31 hours of graduate work.

2. The typical field staff member in the Southeast District of Oklahoma had 15 years or less experience in cooperative extension service and 10 years or less experience in the Southeast District, in the county in which

the staff member was serving, and in his or her area of responsibility when the study was conducted.

3. It was apparent that the courses identified by the members of the field staff were practical in nature and addressed the issues pertinent to the Southeast District of Oklahoma.

4. Based on the findings and the data illustrated in Table V through Table XI, it was concluded that the priority courses as perceived by the field staff were "Beef Cattle Management", "Home Horticulture", "How To Avoid Job Burnout", "Updating In Human Nutrition", "Recycling", "Parenting Skills", and "Self-Esteem".

5. Based on the data presented in Table XII, it was apparent that the preferred method of delivery for in-service education and staff development in the Southeast District was "Teach In District".

6. It was further concluded from the data presented in Table XIII that the time of delivery preferred for in-service education and staff development was "During Workdays".

7. It was apparent from the major findings that convenience was the major factor with regard to both the delivery method and delivery time for in-service education and staff development.

Recommendations

Based on the findings and conclusions of the study, it was recommended that:

1. The results of this study be distributed to extension administrators at both the district and state levels, heads and faculty members of academic departments relevant to extension programs so that these findings could be used as a reference in designing and conducting in-service education and staff development training programs for field extension staff members.

2. In planning extension training programs, the perspectives of field staff should be considered with regard to the priority of courses.

3. In designing and conducting courses or training programs, the delivery methods and times most preferred by the field extension agents should be used when possible to maximise enrollment and participation.

4. Since the respondents were in general at two academic levels, their knowledge level and requirements for further education would be different. This should be considered when recommending courses and academic disciplines to those pursuing graduate programs

5. There were many experienced field staff members in the Southeast District, they should be used as a resource to train the less experienced agents.

6. Whenever possible, field extension staff should be approved to participate in multi-disciplinary education activities rather than the training that was only relevant to their current responsibility.

Further Study

Considering the differences existing among the field extension agents in different districts, and the state mission of Oklahoma State University, it was recommended that further study be conducted to:

1. Collect similar data from the whole state and determine the similarities and differences among different districts in demographics, priorities, and preferences regarding courses, delivery methods, and delivery time.

2. Determine the present knowledge and competence levels of extension field staff in their areas of responsibility and the knowledge and competence levels needed in the future.

3. Obtain the extension field staff's perceptions of the strengths and weaknesses of pre-service education so that appropriate improvements could be made for pre-service training programs.

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APPENDIX A

SAMPLE OF QUESTIONNAIRE I

QUESTIONNAIRE

What are your IN-SERVICE EDUCATION AND STAFF DEVELOPMENT NEEDS? Please be as specific as possible. If additional space is needed, please use the back side.

Courses Or Topics (e.g. Vegetable Production, Extension Teaching Methods, Communication, Family Living, Collaboration, etc.)

Delivery Methods (e.g. Orientation, Satellite Downlink, Annual Conference, Teach In District, etc.)

Best Times To Be Offered (e.g. Evenings, Weekends, Winter Session, Compressed Semester Schedule, etc.)

Your Area(s) Of
Responsibility

AG____ HE____ 4-H____ RD____ CED____

APPENDIX B

SAMPLE OF QUESTIONNAIRE II

SURVEY OF OCES FIELD STAFF IN THE SOUTHEAST DISTRICT

OKLAHOMA STATE UNIVERSITY DEPARTMENT OF AGRICULTURAL EDUCATION SUMMER 1991

INSTRUCTIONS: *The following demographics are a part of our research study please answer each of them as they apply to you.*

PART I DEMOGRAPHIC INFORMATION

- 1 County _____
- 2 Primary Program Area Of Responsibility
1 () AG 2 () HE
3 () RD 4 () 4-H
5 () CED
- 3 Gender
1 () Male
2 () Female
- 4 Marital Status
1 () Married
2 () Not Married
- 5 Racial Heritage
1 () African American
2 () Hispanic
3 () Asian
4 () Native American
5 () Caucasian
- 6 Year In Which You Were Born

- 7 Years Of Extension Experience In Current Area Of Program Responsibility _____
- 8 Years Of Extension Experience In Present County _____
- 9 Years Of Extension Experience In Southeast District _____
- 10 Total Years Of OCES Service/ Experience _____
- 11 Highest Academic Degree
1 () BS
2 () MS
3 () Doctorate
4 () Other (Specify) _____
- 12 Major Area Of Undergraduate Study (Eg Agronomy, FNLA, AGECE, etc)

- 13 Primary Emphasis Of Graduate Study _____
- 14 Hours Of Graduate Work Completed
1 () 1 -- 5
2 () 6 -- 10
3 () 11 -- 15
4 () 16 -- 20
5 () 21 -- 25
6 () 26 -- 30
7 () 31 or more
- 15 Reason For Participating In In-Service Education/Staff Development Opportunities (Mark " X " Only One Response -- The Most Important Reason)
1 () Advanced Degree
2 () Updating
3 () Develop Area Of New Expertise
4 () Professional Development
5 () Personal Development
6 () Other (Please Specify) _____

INSTRUCTIONS: Please rank the courses/topics under each sub-area in Part II from the most important to the least important with 1 as the most important, 2 as the next most important, etc, put your ranks in Column A Each sub-area should be ranked separately from the other

Then select one best delivery method and one best delivery time from page 4 for each course/topic under the sub-areas, and record the code number of your selected method and time under Column B and Column C

PART II COURSES OR TOPICS

COLUMN A	COLUMN B	COLUMN C	COLUMN D
YOUR PRIORITY	COURSES/TOPICS	BEST DELIVERY METHOD	BEST DELIVERY TIME
	SUB-AREA I: AGRICULTURE		
	Beef Cattle Management		
	Forage Management/Practices		
	Ostrich And Red Deer Production		
	Range Science		
	Chemical Usage		
	Practical Application Of Low-Till/Mim-Till Practice		
	Food Safety And Pesticide Use Issues		
	Information On "LISA"		
	Current Topics In General		
	SUB-AREA II: HORTICULTURE		
	Vegetable/Fruit Production		
	Pecan Production		
	Organic Methods Of Planting		
	Nusery Production		
	Annual And Perennial Flowers And Ornamentals (Hands-On Work)		
	Home Hort (Disease/Insect Recognition)		
	Chemical Usage		
	Greenhouse Management (Marketing Of Greenhouse Plants/Produce, Cost vs Returns, etc.)		

PART II. (Continued)

	Hydroponics		
	1-5 Acre Home/Commercial Vegetable Production Planning From Start To Markets For Beginners		
	Horticulture (Turf, Trees, Shrubs, etc)		
	SUB-AREA III: PROFESSIONAL/PERSONAL DEVELOPMENT		
	Extension Teaching Methods		
	How To Avoid Job Burnout Or Stay Motivated		
	How To Inform The Public About Controversial Issues (Eg Global Warming, Contaminated Water, etc)		
	TV Communications How To Prepare And Conduct TV Interviews		
	How To Complete Some Basic Courses For Advanced Degrees Independently		
	Grant Writing		
	Financial Management		
	Human Resources - Counseling		
	Graduate Credit Courses		
	Training On OCES & AARP Financial Information		
	Extension Marketing And Evaluation Techniques		
	Self-Esteem		
	Public Relations		
	SUB-AREA IV: FOOD & NUTRITION		
	Updating In Human Nutrition		
	Food And Nutrition		
	Food Quality		
	SUB-AREA V: RURAL DEVELOPMENT		
	Recycling Information		
	How To Work With City Or County Officials		

PART II. (Continued)

	Value-Added Processes For Oklahoma Products		
	SUB-AREA VI: FAMILY ISSUES		
	Protective Clothing And Care		
	Family Resource Management		
	Family Living		
	Personal Finance Family Budgeting, Savings And Investment, Personal Tax Management, Insurance, Real Estate, etc.)		
	Strengthening Families When They Are So Stressed-Out (Finding One's Family In The Busy Lifestyle We Lead)		
	Family Relations		
	Ways To Motivate Young Families		
	Financial Management		
	Home Based Business		
	Transitional Families		
	Child Development		
	Parenting Skills		
	Discipline		
	Values		
	Alternative Lifestyles		
	SUB-AREA VII: YOUTH DEVELOPMENT		
	School Enrichment And Its Use		
	At-Risk Kids		
	Stress From Infancy To Adolescence		
	Youth Development		
	Child Development		
	Self-Esteem		
	Knowledge And Acceptance		
	Effective Fund Raising		

INSTRUCTIONS: Please rank the following potential delivery methods from the most acceptable to the least acceptable with 1 being the most acceptable, 2 being the next most acceptable, and so on

PART III POTENTIAL DELIVERY METHOD(S)

<u>RANK</u>	<u>CODE</u>	<u>DELIVERY METHOD(S)</u>
—	1	Teach In District
—	2	Satellite Downlink
—	3	On OSU Campus In Stillwater
—	4	OSU Summer School
—	5	Workshops & Seminars
—	6	Annual Conference
—	7	UCAT
—	8	Master's Degree Courses
—	9	At Higher Education Centers -- Ardmore Or Idabel
—	10	State Conference
—	11	Demonstration And Active Participation
—	12	Weekly Shortcourse At District Or County Level
—	13	Monthly Session
—	14	2-3 Week Summer Courses

INSTRUCTIONS: Please rank the following course delivery time from the most appropriate to the least appropriate (As it applies to you and your situation) with 1 being the most appropriate, 2 being the next most appropriate, etc

PART IV MOST APPROPRIATE TIME FOR IN-SERVICE EDUCATION/STAFF DEVELOPMENT

<u>RANK</u>	<u>CODE</u>	<u>COURSE DELIVERY TIME</u>
—	1	Winter Session
—	2	Afternoons
—	3	Evenings
—	4	During Workdays
—	5	Evenings During December, January, and February
—	6	Weekdays (For Non-Credit Courses)
—	7	Compressed Semester Schedule
—	8	Spring And Fall
—	9	Credit Courses Once Every 1 Or 2 Weeks During Semester
—	10	Weekends
—	11	Mornings During Weekdays
—	12	Talk Back TV
—	13	Retreat Settings In Fall Or Spring
—	14	Any Time Throughout The Year
—	15	2-3 Day Sessions In District
—	16	During Your Working Hours
—	17	One-Day Session During The Week
—	18	Early Spring
—	19	Late Fall
—	20	During Day Time

APPENDIX C

**LIST OF COURSES, COURSE DELIVERY
METHODS AND TIME**

COURSES OR TOPICS, COURSE DELIVERY METHODS AND TIME

Courses or Topics		Methods	Time
Beef Cattle Management	Self-Esteem	Teach in District	Winter Session
Forage Management/Practices	Public Relations	Satellite Downlink	Afternoons
Ostrich/Red Deer Production	Updating in Human Nutrition	On OSU Campus in Stillwater	Evenings
Range Science	Food and Nutrition	OSU Summer School	During Workdays
Chemical Usage	Food Quality	Workshops & Seminars	Evenings in Dec, Jan and Feb
Practical Application of Low-Till/Mim-Till Practice	Recycling Information	Annual Conference	Weekdays(Non-Credit Courses)
Food Safety and Pesticide Use Issues	How to Work with City or County Officials	Weekly Shortcourse at District or County Level	Compressed Semester Schedule
Information on "LISA"	Protective Clothing and Care	Master's Degree	Spring and Fall
Annual/Perennial Flowers and Ornamentals(Hands-on Work)	Value-Added Processes for Oklahoma Products	At Higher Education Centers -Ardmore or Idabel	Credit Courses(Once per One or Two Weeks in Semester)
Vegetable/Fruit Production	Family Resource Management	State Conference	Weekends
Pecan Production	Family Living	Demonstration/Participation	Morning During Weekdays
Organic Methods of Planting	Family Relations	UCAT	Talk Back TV
Nusery Production	Discipline	Monthly Session	Early Spring
Current Topics in General	Home Based Business	2-3 Week Summer Courses	Any Time During the Year
Home Hort(Disease/Insect Recognition)	Transitional Families		One-Day Session During Weekdays
Greenhouse Management (Product Marketing, Cost vs Returns, etc)	Personal Finance(Family Budgeting, Savings/Investment, Insurance, Real Estate, etc)		During Your Working Hours
Hydroponics	Parenting Skills		2-3 Day Session in District
1-5 Acre Vegetable Production	Ways to Motivate Young Families		Retreat Settings in Fall or Spring
Horticulture(Turf, Trees, Shrubs, etc)	Values		Late Fall
Extension Teaching Methods	Child Development		During Day Time
How to Avoid Job Burnout or Stay Motivated	Alternative Lifestyles		
How to Inform the Public About Controversial Issues (Global Warming, Contaminated Water, etc)	Strengthening Families as They Are Stressed-out(Finding One's Family in Our Busy Lifestyle		
TV Communications Prepare and Conduct TV Interviews	School Enrichment and Its Use		
How to Complete Some Basic Courses for Advanced Degrees Independently	Stress from Infancy to Adolesance		
Grant Writing	At-Risk Kids		
Financial Management	Youth Development		
Human Resources-counseling	Knowledge and Acceptance		
Graduate Credit Courses	Effective Fund Raising		
Information on OCES & AARP Financial Information	Extension Marketing and Evaluation Techniques		

APPENDIX D
CORRESPONDENCE



COOPERATIVE EXTENSION SERVICE ⁸⁰

DIVISION OF AGRICULTURE • OKLAHOMA STATE UNIVERSITY

Department of Agricultural Education • 459 Agricultural Hall
Stillwater, Oklahoma 74078-0486 • (405)624-5132

M E M O R A N D U M

TO Ms. Jan W. Montgomery, Director
Southeast District

FROM *Jan W. Montgomery*
Han Qiang, Graduate Student
JDW
Dr. James D. White, Professor
Agricultural Education Department
Oklahoma State University

DATE MARCH 8, 1991

SUBJECT IN-SERVICE TRAINING NEEDS SURVEY

This is to inform you that we (Agricultural Education Department) are initiating the process of conducting an assessment of in-service training and staff development needs for extension field staff in the Southeast District. The purpose of this study is to determine the most urgent and the highest priorities concerning in-service training and staff development as perceived by extension field staff. This will provide documentation for recommendations concerning implementation of staff development and in-service training programs.

The initial survey will consist of utilizing the delphi method to conduct a needs assessment of the field staff's in-service and staff development needs. The "second phase" will be to determine the importance and priorities of their perceived needs.

Questionnaires will be sent to all the County Extension field staff in the District. Your support and assistance is appreciated.



COOPERATIVE EXTENSION SERVICE

DIVISION OF AGRICULTURE • OKLAHOMA STATE UNIVERSITY

Department of Agricultural Education • 459 Agricultural Hall
Stillwater, Oklahoma 74078-0486 • (405)624-5132

April 10, 1991

Dear County Extension Director


All of us understand the current rapid change occurring in the food and marketing chain. These technological changes in addition to the cost-price squeeze impact every extension professional and education program conducted. In order to maintain quality effective programs and assist you in your professional development, we are asking that you share your ideas and inputs concerning in-service training and staff development. It will help us a great deal in determining the kinds of courses that can be brought to the district, on-campus courses that may be offered during a non-traditional time frame and/or on-campus summer courses, etc.


Our primary concern in conducting this study is to provide every extension field staff member the opportunity to express his/her ideas and share their inputs concerning their perceptions of and priorities for in-service training and staff development. Your accurate and forthright evaluation will provide us the opportunity to make valid recommendations regarding the future development of in-service training and staff development.

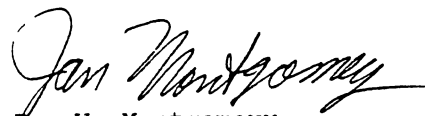
Since we are not making direct contact with every extension agent, we are asking that the County Extension Directors assist us in distributing and collecting the enclosed survey instruments as soon as all surveys have been completed please return in the stamped pre-addressed envelope provided.

We will be most appreciative of your assistance and cooperation.

Respectfully,


James D. White
Study Adviser
Department of Agricultural
Education


Han Qiang
Graduate Student
Department of Agricultural
Education


Jan W. Montgomery
District Director
Oklahoma Cooperative Extension Service

CC. Dr. T. Roy Bogle
State Director, OCES



COOPERATIVE EXTENSION SERVICE

DIVISION OF AGRICULTURE • OKLAHOMA STATE UNIVERSITY

Department of Agricultural Education • 459 Agricultural Hall
Stillwater, Oklahoma 74078-0486 • (405)624-5132

April 10, 1991

Dear

Please assist us with the enclosed Delphi Survey. Your input is extremely important to the success and usefulness of this study. Your assistance will allow us to secure the best information possible concerning your in-service and staff development needs.

Be as specific as you possibly can regarding your needs concerning course/topic areas, delivery methods and the time frame which suits your situation best.

Again, we are most appreciative of your input and consideration. Please return this portion of the survey along with the other members of your county staff team in the self-addressed envelope provided your County Director. Thanks in advance for your input and ideas.

James D. White
James D. White

Thesis Adviser
Department of Agricultural Education

Respectfully,

Han Qiang

Han Qiang
Graduate Student
Agricultural Education

Dear

Please find the results (including your own responses) of the first phase of our Delphi study concerning in-service education and staff development needs for extension field staff in the Southeast District. Now, we are returning your ideas for the purpose of identifying your priorities. Please complete this survey as soon as possible. Indicate your needs and priorities so appropriate decisions can be made concerning the next step in the staff development process. Return in the pre-addressed stamped envelope provided for each county office.

We are most appreciative of your assistance and cooperation. Thanks.

Respectfully,

James D. White
Thesis Adviser
Department of Agricultural
Education

Han Qiang
Graduate Student
Department of Agricultural
Education

VITA

Han Qiang

Candidate for the Degree of
Master of Science

Thesis: AN ASSESSMENT OF IN-SERVICE TRAINING AND STAFF
DEVELOPMENT NEEDS AS PERCEIVED BY COOPERATIVE
EXTENSION FIELD STAFF IN THE SOUTHEAST
DISTRICT OF OKLAHOMA

Major Field: Agricultural Education

Biographical:

Personal Data: Born in Donggou County, Liaoning
Province, the People's Republic of China, the son
of Han Liyi and Ma Shugui.

Education: Graduated from Donggou High School, Liaoning,
the People's Republic of China, July 1980; received
the Bachelor of Arts degree from Lanzhou University,
Gansu, the People's Republic of China, in July 1984,
with a major in English language and literature;
completed the requirements for Master of Science
degree at Oklahoma State University with a major in
Agricultural Education in December 1991.

Professional Experience: Served as a translator and
project officer in the Ministry of Agriculture,
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