A COMPARISON OF JUDGEMENTS MADE BY MANAGERS OF STATE FARMS (AGRO-COMBINATS) AND OF AGRICULTURAL COOPERATIVES (U.C.P.) IN TUNISIA REGARDING SKILLS AND TRAINING NEEDED

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1971

Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
MASTER OF SCIENCE
December, 1979

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ACKNOWLEDGMENTS

The writer wishes to express his gratitude and appreciation to Dr. Robert R. Price, Professor and Head, Emeritus, of the Agricultural Education Department, who served as major advsier, for his assistance, counseling, guidance and kindness throughout the entire graduate program.

A debt of gratitude is also extended to every member of the writer's Committee, Dr. Robert Terry, Head of the Department of Agricultural Education; Dr. James Key; Dr. Robert Reisbeck; and Dr. Larry Hynson, Jr., for their rich and meaningful instruction, help and sound advice which have influenced the preparation of this thesis.

Grateful acknowledgment is given to all respondents for their interest and great cooperation in helping to make this study possible.

The writer would like to give special recognition to the Government of Tunisia and the United States Agency for International Development for their sponsorship which has made his graduate program possible in the USA.

Special acknowledgment is expressed to all my friends, especially Moncef and Julie Charfi for their help in gathering and sending data from Tunisia.

This work is also lovingly dedicated to every member of my family in Tunisia, especially my father and my mother and to my family-in-law in Holland.

I also wish to make special acknowledgment of the assistance of Mrs. Janet Sallee for the time consuming task of typing from the early stages of the study through the final page.

I would like to dedicate this study to my wife Astrid and my son Ramzi for their understanding, encouragement and also for tolerating me while I, at times, neglected them due to the requirements of the program.

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CHAPTER I

INTRODUCTION

Tunisia is a part of the Arab world, the Mediterranean area, and Africa. It is also the smallest of the three political divisions of the "Maghreb" (Morocco-Algeria-Tunisia). The nation, although young, is steeped in cultures and traditions of many centuries. The importance of Tunisia over the ages, however, has been the position it occupies in the heart of the Mediterranean halfway between the Strait of Gibraltar and the Suez Canal. It forms with Sicily, the barrier between eastern and western Mediterranean. It is bounded on the west by Algeria, on the north and east by the Mediterranean Sea, with nearly 900 miles of coast line, and the southeast by Lybia (19).

This geographical position puts Tunisia in the warm temperate zone which is characterized by a long, dry, warm summer and a temperate, rainy winter.

Characteristic of almost all developing nations of the world is the importance of agriculture in their economies, and Tunisia is no exception (11).

Agriculture is the mainstay of the economy, accounting in 1977 for about 20 percent of the gross domestic product and providing employment for about 60 percent of the working population. This fact explains why fluctuations in agricultural production have their repercussions on all sectors of the economy.

Slightly smaller than the State of Oklahoma (69,919 square miles), Tunisia has an area of 63,700 square miles. Its population according to recent census is 6.2 million and its growing at the rate of between 2 and 2.3 percent a year (6).

Agriculture in Tunisia is comprised of 16,000 square miles under cultivation and development, 4,000 square miles of woods and forests and more than 14,000 square miles of pasture land. About 14,000 square miles are unproductive (11).

With the establishment of the Protectorate in 1881, the French authorities began to settle their nationals on the most fertile grounds.

By 1937, about 1.7 million acres were in the hands of French settlers. This formed about 95 percent of the lands owned by all Europeans. Four companies owned about one fourth of the French total. These were: "The Societe Franco-Africaine (Enfida), subsidiary of the Societe´ Marseillaise de Credit, 150,000 acres; Compagnie des Phosphates et de Chemin de Fer de Gafsa, 75,000 acres; Societe´ des Fermes Franqaises, 68,000 acres; Omnium Immobiles Tunisien, 71,000 acres" (11).

In 1956, Tunisia became independent, and since that time the government has persued a policy of reorienting the economy toward greater self-sufficiency, less dependence upon France, closer ties to the neighboring Maghreb states, increased world trade, growth in agriculture and fishing, development of the tourist trade, establishment of light industries, and greater manufacture of consumer goods.

By 1957, land holdings in Tunisia consisted, in addition to collective ownership, of four categories of farm properties. First there are the very large number of the smallest size properties inhabited by peasants ("fellahs"), owners or lessees. The average size of such hold-

ings ranges between 25 and 50 acres. Secondly, there were holdings of Italian settlers whose average holdings ranged between 250 and 350 acres. The third category included the plantations, chiefly owned by Europeans, having an average size of about 2,500 acres. Finally, there were proprietors of very large land holdings of above ten thousand acres. These consisted of either individuals or large companies that were almost entirely French.

In May, 1964, a nationalization law was passed. The new law meant that only Tunisians could hold land in Tunisia. This implies that all lands owned by non-Tunisians was to go to the Tunisian Government.

The task of repossessing the colonists' lands became vested in the "National Office of the Development of State Lands."

The second function of the above office is the use of the repossessed lands, which, in most cases, are composed of well-equipped farms, as nuclei of production cooperatives to be established among the Tunisian small cultivators whose properties are scattered around the colonists' land.

The three sectors of the agricultural economy identified above were established and thus in 1979 co-exist in Tunisia; (1) private ownership, (2) state farms (Agro-Combinats) and (3) agricultural cooperatives (U.C.P. or Unités Cooperatives de Production).

Despite all government efforts to help each of those three sectors, the agriculture of Tunisia continues to suffer from a lack of technical skills as well as poor management. Especially can this be observed among state farms and agricultural cooperatives. This study, therefore, will largely be confined to these two sectors only.

These two sectors must assume the tremendous responsibility not only

to operate productively, but also to help the private sector by showing private farmers the value of applying modern methods of farming, and of equal importance, farm management.

The two organized sectors comprise about 450,000 hectares of land (1,111,500 acres, 9,600,000 for the whole country) (15).

All managers working in the state sectors are hired by the government, having different educational backgrounds in agriculture. Very few of them, however, have been trained in management skills.

Skilled manpower is greatly needed in all phases of transformation from traditional to more advanced agriculture throughout the country. It is mandatory that this accomplished, starting from the state sectors where there is more equipment, allowing the use of better technology. An additional favorable element for the organized sectors is that they do have considerably more able technicians.

Statement of the Problem

The problem has two aspects, both of which are related to decision making and implementation as brought about through the managers. The first and perhaps most crucial of the two is the nature of relationships which exist between the manager and the workers. Often times this becomes most evident in what appears to be a lack of trust. Workers apparently may not feel that the manager really has their best interest at heart. The manager at the same time resents the workers coolness toward him and he exhibits a suspicion toward any group which he observes in a discussion. Also of serious consequence is a lack of understanding between the manager's superior officers and himself. Few managers feel that they can obtain sympathetic advice from their supervisors.

The central problem with which the study attempts to deal is, therefore, that of identifying the skills and positive behavior which must be developed and maintained by the manager. This performance should result in increased production resulting from more satisfied and happier workers operating in state farms (Agro-Combinats) as well as agricultural cooperatives (U.C.P.).

Purpose of the Study

The central purpose of the study is to identify and evaluate management activities now engaged in by managers in each of two organized sectors of agriculture production in Tunisia.

Comparisons were made between styles and patterns of management now occurring in both agricultural cooperatives and in state farms.

It was felt that the study should be of greatest assistance to the Ministry of Agriculture in Tunisia, the Chairman of the State Farms Agency (O.T.D.), the General Director of the agricultural cooperatives and finally managers.

This endeavour was undergirded by the following objectives:

1. To identify and select through study and extensive review of literature, those patterns and skills of management which have proven to be of greater value.

2. To determine the nature and extent of the concept and philosophy now held by the managers regarding effective management skills.

3. To identify and establish those recurrent problems encountered by managers in the two groups: agricultural cooperatives and state farms.

4. To identify concepts of the nature and extent of needed training in farm management now held by managers in each of two groups.

5. To bring certain suggestions and recommendations as to possible solutions to problems now extant in management of Tunisian farming units. As an example, one approach might be through a good management program sponsored by the Tunisian Government or by the collaboration of international agencies (International Cooperation Programs) or by both.

Basic Assumptions Underlying the Study

In conducting the study, the author assumed:

1. That the managers of the state farms (Agro-Combinats) as well as the managers of the agricultural cooperatives (U.C.P.) are willing to receive training in order that they may become better qualified to perform their duties.

2. That managers, in responding to the schedule of questions would respond in the most objective manner possible in evaluating and commenting upon the kinds and extent of training needed for themselves and fellow workers.

3. That selected managers, despite their different management backgrounds and levels of education would respond as objectively as possible and in the best interest of all the managers working under two somewhat different official regulations governing the two types of farms studied.

4. That, to a large degree, members of both groups tend to recognize that without proper managers' training programs, the collective farm state sectors will largely remain dormant and the success of the agricultural development in Tunisia will be adversely affected.

Limitations of the Study

1. This study was limited to the area of functional management, specifically that related to collective type farms and more specifically to training and education most benefited.

2. In terms of formal procurement of data, this study was limited to the comparison of judgements between managers of state farms (Agro-Combinats) and managers of agricultural cooperatives (U.C.P.) and both of them are supervised by the Ministry of Agriculture.

3. This study was limited to a consideration of selected aspects regarding skills and training needed by managers, and was not designed to study agricultural production techniques or the marketing and distribution of agricultural products except as these might be directly related to the procurement and training of managers in agriculture.

4. The study is limited to the author's experience as a former agricultural engineer in an assignment emphasizing the direction of studies and planning in the state farms and agricultural cooperatives at the time when both were under the state farms agency known by the french appellation "Office des Terres Domaniales or O.T.D." The personal experience of the writer was, in some instances, used to interpret the findings of certain items of the survey.

Procedures of the Study

The following steps of method and procedure were used to accomplish the purpose of the study:

1. Synthesize elements of the history and social and economic background of Tunisia, specifically those that would appear to relate to the function of state and cooperative managers.

2. Review selected studies and treatises relating to management, more specifically those with possible application to developing nations.

3. Develop an instrument for gathering data. This schedule will be developed in an attempt to have content and level which are compatible with managers working for the Department of Agricultural Cooperatives (U.C.P.) and those working for the State Farms Agency (O.T.D.) in Tunisia.

4. Secure responses from a twenty percent sampling of managers presently functioning in each of the two types of farms (a) Agricultural Cooperatives (U.C.P.) and (b) State Farms (Agro-Combinats).

5. Arrange and collate data in order to (a) establish, (b) describe and (c) compare responses from each of the two groups.

6. Analyze data, draw conclusions and make appropriate recommendations.

Definition of Terms

The following terms will be used through this study:

A.C. - Refers to the "Agro-Combinat(s)" which is Yugoslav appellation used officially in Tunisia to identify the large state farm(s).

Administrator - Refers to a person carrying a diploma from high school in general education.

Assistant Engineer - Refers to a person carrying a diploma from agricultural junior college after achieving two years.

Comparison - An examination of two or more items to establish similarities and dissimilarities.

Cooperators - People who live and work in the Agricultural Cooperative.

Delegation(s) - Refers to the local government, district or prefect, called "Mendubiyat(s)" in Arabic and "delegation" in French, each headed by "Mutamid" (delegate) and exercise functions under the governor and represents him locally. Actually in Tunisia there are more than one hundred delegations.

Engineer of State - Refers to a person carrying a Bachelor of Science in agriculture after achieving four years of university.

Governorat(s) - Refers to the regional government division or administrative provinces, called "wilãyat(s)" in Arabic and "governorat(s)" in French, each headed by an appointed wãli or governor. The wãli is the local representative of central authority. Now Tunisia is divided into 18 governorats.

Judgments - The process of forming an opinion or evaluation by discerning and comparing.

Management - The conducting or supervising of something as a business, agribusiness, etc. Judicious use of means to accomplish an end.

Management Functions - When a manager is (a) observing and conceiving ideas; (b) analyzing with further observations; (c) making decisions on the basis of the analysis; (d) taking action; and (3) accepting responsibilities.

Manager - One who conducts business, agribusiness. A person whose work or profession is management.

Need - The difference between what is, and what ought to be.

O.T.D. - Refers to the "Office des Terres Domaniales" which is French appellation used officially in Tunisia to identify the State Farms Agency which used to be the "National Office of the Development of State Lands".

Principal Engineer - Refers to a person carrying a Master of Science in Agriculture after achieving six years of university.

Skill - The ability to use one's knowledge effectively and readily in execution or performance.

Technical Agent - Refers to a person carrying a diploma from an agricultural junior high school.

Technical Assistant - Refers to a person carrying a diploma from an agricultural senior high school.

Training - An educational process by which skill and ability of manager to perform his duties is increased. It is a continuous process. It offers opportunity for his professional growth and improvement in contests to meet the new concepts of management.

Training Need - The knowledge, skills and understanding required for performance of the duties of a manager in a given situation; as it is for staff members also.

Training Program - A set of systematic activities, formal or informal, in order to help people acquire knowledge, skills, attitudes and abilities which will fulfill existing training needs.

U.C.P. - Refers to the "Unité(s) Cooperative(s) de Production" which is french appellation used officially in Tunisia to identify the agricultural cooperatives.

Workers - For purposes of this study, workers refer to the people who work in the State Farms.

CHAPTER II

BACKGROUND INFORMATION FOR THE STUDY

The Agricultural Situation in Tunisia

There are two patterns of agricultural production--the modern and the traditional. The former, found principally in the productive cereal areas of the north is characterized by large holdings on which are used modern farming techniques and efficient mechanized equipment that were introduced during the days of the French protectorate. Though once largely in the hands of Europeans, these holdings were nationalized in 1964.

The traditional agricultural pattern, found outside the northern cereal regions, is followed by almost 700,000 Tunisians (3). The holdings are usually small and yield a bare subsistence. Those engaged in the traditional pattern of agricultural cultivation grow wheat, dates, and olives or raise livestock.

Only 20 percent of the population engaged in agriculture are wage-earners (3).

During the French protectorate, few attempts were made to improve the quality of native farming. The several efforts which were made after independence, included extension of agricultural loans, the organization of producer cooperatives, instruction in modern agricultural techniques, and the introduction of modern agricultural equipment. Special attention is paid to the development of adequate water resources

through irrigation, construction of dams and boring of artesian wells. An outstanding part of this program is the series of three dams in the Medjerda River Valley. This project irrigates about 125,000 acres of land and furnishes drinking water and electric power for the City of Tunis (Capital of Tunisia). In addition to this some other dams are now under construction in different places of the country (3).

Tunisia faces a basic crisis in its economy because of its heavy dependence upon agriculture. First, agricultural production fluctuates, because of climatic vagaries, and does not provide stable employment and income to those dependent on it. Second, agricultural production has failed to keep pace with the increasing population. Third, after independence (1956), the purchase by France of major Tunisian agricultural exports of wheat, wine, citrus fruits, and olive oil at favorable support prices was no longer certain. Similar problems occur with other members of the European Common Market (11).

The Agricultural Situation in the State Sectors

The land that was nationalized in 1964 (1,114,000 acres) was placed under Government management and supervision in order to offset the relative low production obvious in the private sector, especially among small farmers.

In fact, the agricultural state sectors, either farms (Agro-Combinats) or Cooperatives (U.C.P.), have three more economical and social objectives in addition to seeking higher yield of crops and improved livestock production:

1. The state sectors help to solve some problems of unemployment by creating new jobs, especially for young people living in rural areas,

thereby reducing the rural exodus toward big cities and towns.

2. The state sector can rather easily control or maintain prices of agricultural products at a certain level by acting upon production and markets.

3. The state sector can introduce improvements in equipment, techniques, seeds, etc., so farmers in surrounding areas can get better knowledge of modern agriculture (14).

However, these two agricultural state sectors still have many problems before they can reach those objectives assigned to them.

The main problem seems to be related to management and its inefficiency mainly due to human relations problems either between manager and workers (or cooperators) or between manager and his supervisor officers.

The procedures of the bureaucracy of these two state sectors generate many problems mainly related to decision making, and consequently have a serious repercussion in matters of improving management and productivity. The lack of skilled management constitutes the first handicap for such an important economical and social sector, as shown in the following tables.

Most agricultural cooperatives as well as state farms are located in the north (Table I) and this, as it has been pointed out earlier in Chapter I, is because the French settlers were established in the fertile lands with enough water (regions with high rainfall and possible irrigation from Medjerda River), and easy access to the export facilities of the Mediterranean Sea.

The largest state farms located in the Center and the South (Table II) still have enough lands to be exploited, through the introduction of an adequate irrigation system for intensive rather than extensive

TABLE I

GEOGRAPHICAL DISTRIBUTION OF AGRICULTURAL COOPERATIVES (U.C.P.) AND STATE FARMS (A.C.) REGARDING MAJOR PRODUCTION AREAS

Designation / Governorats	Cereals		Olive Trees		Citrus Plants		Wine Grapes		Live-stock		Sugar Beets		TOTALS	
	UCP	AC	UCP	AC	UCP	AC	UCP	AC	UCP	AC	UCP	AC	UCP	AC
TUNIS (N-E)	37	--	7	--	---	--	5	--	2	--	---	--	51	--
ZAGHOUAN (N-E)	---	1	---	--	---	--	---	--	---	2	---	--	---	3
BIZERTA (N-E)	14	2	2	--	---	--	3	1	1	1	---	1	20	5
NABEUL (N-E)	---	--	---	2	1	5	14	11	---	--	---	--	15	18
BEJA (N-W)	53	--	1	--	---	--	---	1	12	--	1	--	67	1
JENDOUBA (N-W)	14	1	3	--	---	--	---	--	---	--	---	1	17	2
SILIANA (N-W)	39	2	---	--	---	--	---	--	2	--	---	--	41	2
LE KEF (N-W)	8	1	---	--	---	--	---	--	---	1	---	--	8	2
SOUSSE (C-E)	---	--	---	1	---	--	---	--	---	--	---	--	---	1
MAHDIA (C-E)	---	--	---	1	---	--	---	--	---	--	---	--	---	1
SFAX (C-E)	---	--	3	7	---	--	---	--	---	1	---	--	3	8
KAIROUAN (C-W)	---	--	3	2	---	--	---	--	1	3	---	--	4	5
KASSERINE (C-W)	---	--	---	1	---	--	---	--	---	1	---	--	---	2
SIDI BOUZID (C-W)	---	--	---	4	---	--	---	--	1	--	---	--	1	4
GAFSA (C-W)	---	--	---	2	---	--	---	--	---	1	---	--	---	3
GABES (S)	---	--	1	--	---	--	---	--	---	--	---	1	1	1
MEDENINE (S)	---	--	---	1	---	--	---	--	---	--	---	--	---	1
TOTALS/TUNISIA	165	7	20	21	1	5	22	13	19	10	1	3	228	59

Source: Ministry of Agriculture: Department of Planning and State Farms Agency "Office des Terres Domaniales".

TABLE II

SIZE OF AREAS IN WHICH AGRICULTURAL COOPERATIVES (U.C.P.) AND STATE FARMS (A.C.) ARE LOCATED

Designation / Governorat	Total Acres*		Arable Lands*		Irrigated Lands*		Others*	
	UCP	AC	UCP	AC	UCP	AC	UCP	AC
TUNIS (N-E)	158,188	-------	127,323	-------	830	------	30,035	-------
ZAGHOUAN (N-E)	-------	11,538	-------	7,410	-----	2,770	-------	1,358
BIZERTA (N-E)	40,827	13,110	31,892	10,055	10	1,247	8,925	1,808
NABEUL (N-E)	21,195	50,505	13,378	34,427	1,090	1,845	6,727	14,233
BEJA (N-W)	126,635	2,987	100,183	2,570	4,597	25	21,855	392
JENDOUBA (N-W)	41,660	15,568	32,875	10,117	988	4,190	7,797	1,261
SILIANA (N-W)	103,870	13,522	84,270	11,445	830	35	18,770	2,041
LE KEF (N-W)	14,508	7,600	13,275	6,878	177	------	1,056	722
SOUSSE (C-E)	-------	27,815	-------	10,279	-----	3,473	-------	14,063
MAHDIA (C-E)	-------	2,168	-------	2,058	-----	------	-------	110
SFAX (C-E)	43,552	189,545	17,975	131,125	-----	------	25,577	58,420
KAIROUAN (C-W)	19,790	61,567	11,735	22,943	-----	97	8,055	38,527
KASSERINE (C-W)	-------	50,035	-------	15,410	-----	1,688	-------	32,937
SIDI BOUZID (C-W)	3,973	63,820	885	41,525	338	3,710	2,750	18,585
GAFSA (C-W)	-------	8,460	-------	4,783	-----	850	-------	2,827
GABES (S)	7,570	842	275	150	605	------	6,690	692
MEDENINE (S)	-------	13,063	-------	11,060	-----	------	-------	2,003
TOTALS/TUNISIA	581,768	432,145	434,066	322,235	9,465	19,930	138,237	189,980

*Size given in terms of acres.

Source: Ministry of Agriculture: Department of Planning and State Farms Agency "Office des Terres Domaniales".

production.

Some agricultural products such as olive oil, almonds, are essentially produced in the central and the southern parts of the country (Table III) by extensive methods of farming, while other crops like cereals, forage, citrus fruits, and grapes, are produced in the northern part of the country under intensive methods of farming.

Cattle and sheep are the most important farm animals raised in the state sectors: extensive for sheep and intensive for cattle. Table IV shows the population of animal farms in the agricultural cooperatives (U.C.P.) and state farms (A.C.) by geographic areas.

The most important concentration of labor (both men and women) is in the governorat of Sfax (East central) because of the nature of crops grown there (olive trees, and almonds), the need to harvest these crops by hands, and because mechanization has not yet been developed for such crops.

Table V shows two types of jobs available in the state sectors:

1. Full-time jobs are mostly for men, depending upon the regions, the type of farming work, and social considerations. The man rather than the woman has to work for the benefit of his family unless she lives by herself, or when there are not enough employable men.

2. Part-time jobs can be taken by a man, a woman or even a child 14 years of age or older. These jobs are seasonal and include such work as harvesting olives or almonds and thinning sugar-beets. The priority of filling these jobs is given to the wives and the children of the men employed in the full-time jobs. Usually young people (students from junior and senior high schools) take these jobs during their vacations, while women can be hired any time when the jobs are available to them.

TABLE III

MAJOR CROPS GROWN IN AGRICULTURAL COOPERATIVES (U.C.P.) AND STATE FARMS (A.C.) BY GEOGRAPHIC AREAS

Designation / Governorat	Cereals*		Forage*		Olive Trees*		Citrus Plants*		Vineyards*	
	UCP	AC	UCP	AC	UCP	AC	UCP	AC	UCP	AC
TUNIS (N-E)	41,860	------	16,030	------	18,165	-------	150	-----	4,090	------
ZAGHOUAN (N-E)	-------	2,828	------	4,593	------	1,715	---	-----	------	325
BIZERTE (N-E)	12,030	3,188	13,607	4,437	2,267	878	25	287	1,548	610
NABEUL (N-E)	627	3,162	1,098	4,678	2,092	6,435	163	1,173	9,377	16,110
BEJA (N-W)	44,315	575	32,180	497	9,095	1,000	12	-----	28	400
JENDOUBA (N-W)	14,628	3,413	11,270	4,395	4,900	4,267	197	38	87	288
SILIANA (N-W)	35,843	2,905	13,988	1,605	12,910	2,003	5	-----	------	------
LE KEF (N-W)	6,222	2,978	2,370	1,493	710	-------	---	-----	30	------
SOUSSE (C-E)	-------	3,058	------	2,858	------	5,578	---	-----	------	------
MAHDIA (C-E)	-------	88	------	------	------	1,307	---	-----	------	------
SFAX (C-E)	1,050	5,910	970	1,274	9,365	108,204	---	-----	------	------
KAIROUAN (C-W)	1,225	1,130	1,120	2,898	7,743	5,608	---	-----	------	------
KASSERINE (C-W)	-------	1,205	------	2,534	------	10,500	---	-----	------	------
SIDI BOUZID (C-W)	82	1,538	240	1,043	800	9,202	3	-----	------	------
GAFSA (C-W)	-------	280	------	427	------	1,565	---	-----	------	------
GABES (S)	25	145	277	580	325	-------	---	-----	------	------
MEDENINE (S)	-------	------	------	60	------	11,000	---	-----	------	------
TOTALS/TUNISIA	157,907	32,403	93,158	33,372	68,372	169,262	555	1,498	15,160	17,733

*Size given in terms of acres.

Source: Ministry of Agriculture: Department of Planning and State Farms Agency "Office des Terres Domaniales".

TABLE IV

POPULATION OF FARM ANIMALS IN THE AGRICULTURAL COOPERATIVES (U.C.P.) AND STATE FARMS (A.C.) BY GEOGRAPHIC AREAS

Designation / Governorat	Cattle*		Sheep*		Goats*		Horses and Mules*		Camels*	
	UCP	AC	UCP	AC	UCP	AC	UCP	AC	UCP	AC
TUNIS (N-E)	3,880	------	32,597	------	361	-----	89	---	---	---
ZAGHOUAN (N-E)	------	7,202	-------	1,173	-----	-----	---	6	---	---
BIZERTE (N-E)	4,224	1,807	9,078	1,423	980	1,710	63	40	---	---
NABEUL (N-E)	209	1,132	551	4,641	157	34	60	70	1	---
BEJA (N-W)	9,667	144	26,532	609	456	-----	94	6	---	---
JENDOUBA (N-W)	4,259	1,215	7,731	1,199	24	-----	12	3	---	---
SILIANA (N-W)	3,707	907	17,526	3,777	3,377	-----	14	3	---	---
LE KEF (N-W)	446	370	2,179	1,335	-----	-----	1	---	---	---
SOUSSE (C-E)	------	709	-------	15,483	-----	-----	---	10	---	---
MAHDIA (C-E)	------	------	-------	------	-----	-----	---	13	---	1
SFAX (C-E)	------	274	5,186	15,909	60	762	52	312	---	251
KAIROUAN (C-W)	75	323	6,704	20,270	70	11	117	5	96	249
KASSERINE (C-W)	------	198	-------	5,012	-----	-----	---	11	---	---
SIDI BOUZID (C-W)	------	162	2,173	4,066	-----	-----	---	9	---	71
GAFSA (C-W)	------	203	-------	1,252	-----	-----	---	---	---	---
GABES (S)	168	------	1,718	------	112	-----	---	---	---	---
MEDENINE (S)	------	------	-------	1,865	-----	-----	---	3	---	---
TOTALS/TUNISIA	26,635	14,646	111,957	78,014	5,597	2,517	502	491	97	572

*Sign given in terms of head.

Source: Ministry of Agriculture: Department of Planning and State Farms Agency "Office des Terres Domaniales".

TABLE V

NATURE AND EXTENT OF LABOR USED IN AGRICULTURAL COOPERATIVE (U.C.P.) AND IN STATE FARMS (A.C.) BY GEOGRAPHIC AREAS

Designation / Governorat	Full-Time Labor				Part-Time Labor			
	UCP		AC		UCP		AC	
	Men	Women	Men	Women	Men	Women	Men	Women
TUNIS (N-E)	2,367	17	-----	---	969	426	------	-----
ZAGHOVAN (N-E)	-----	---	509	1	-----	-----	438	30
BIZERTA (N-E)	956	---	412	1	768	695	509	673
NABEUL (N-E)	1,310	12	1,587	151	523	733	1,209	456
BEJA (N-W)	2,415	70	167	---	1,543	2,288	185	54
JENDOUBA (N-W)	803	9	682	---	1,275	2,775	980	700
SILIANA (N-W)	1,213	2	157	1	847	404	174	100
LE KEF (N-W)	225	---	91	---	90	37	25	2
SOUSSE (C-E)	-----	---	581	2	-----	-----	690	210
MAHDIA (C-E)	-----	---	17	---	-----	-----	253	-----
SFAX (C-E)	206	---	675	2	8	-----	7,442	5,738
KAIROUAN (C-W)	364	3	509	---	77	-----	179	82
KASSERINE (C-W)	-----	---	339	---	-----	-----	107	35
SIDI BOUZID (C-W)	40	---	622	8	-----	-----	844	8
GAFSA (C-W)	439	---	439	---	-----	-----	116	-----
GABES (S)	65	---	47	---	30	-----	30	3
MEDENINE (S)	-----	---	120	---	-----	-----	600	200
TOTALS/TUNISIA	9,964	113	6,954	166	6,135	7,394	13,781	8,291

Source: Ministry of Agriculture: Department of Planning and State Farms Agency "Office des Terres Domaniales".

The 228 agricultural cooperatives own and use 1,249 tractors. However, most equipment is old and has been used by the French settlers. Many U.C.P. are in need of new equipment as well as good machinery maintenance facilities.

The 59 state farms own and use 817 tractors. At least half of them were purchased after 1964. State farms have good equipment and every farm has its own machinery maintenance shop (9).

Table VI shows the extent of tractor usage in agricultural cooperatives (U.C.P.) and state farms (Agro-Combinats).

Present Organizational Structure of the State Sectors

From historical and organizational points of view, the state farms (Agro-Combinats) and the agricultural cooperatives (U.C.P.) have been operating side-by-side and supervised by one general director, despite the difference existing between their respective statutes.

Since 1977 they have been separated into two organizations:

1. Farm State Agency (O.T.D.), headed by a chairman.
2. Department of Agricultural Cooperatives (U.C.P.), headed by a general director.

These two state sectors are supervised by the Ministry of Agriculture (Figure 1).

For these reasons and for better understanding of their management system, separate background information is given for each of them (6).

State Farms Agency (O.T.D.)

State Farms were created in 1961 for the purpose of reorganizing

TABLE VI

EXTENT OF TRACTOR USAGE IN AGRICULTURAL COOPERATIVES (U.C.P.) AND STATE FARMS (A.C.)

Designation / Governorat	Number	
	U.C.P.	A.C.
TUNIS (N-E)	291	----
ZAGHOVAN (N-E)	-----	29
BIZERTA (N-E)	107	33
NABEUL (N-E)	96	110
BEJA (N-W)	330	20
JENDOUBA (N-W)	126	86
SILIANA (N-W)	225	44
LE KEF (N-W)	38	15
SOUSSE (C-E)	-----	35
MAHDIA (C-E)	-----	5
SFAX (C-E)	12	198
KAIROVAN (C-W)	19	39
KASSERINE (C-W)	-----	51
SIDI BOUZID (C-W)	3	117
GAFSA (C-W)	-----	11
GABES (S)	5	2
MEDENINE (S)	-----	22
TOTALS/TUNISIA	1,249	817

Source: Ministry of Agriculture: Department of Planning and State Farms Agency (O.T.D.).

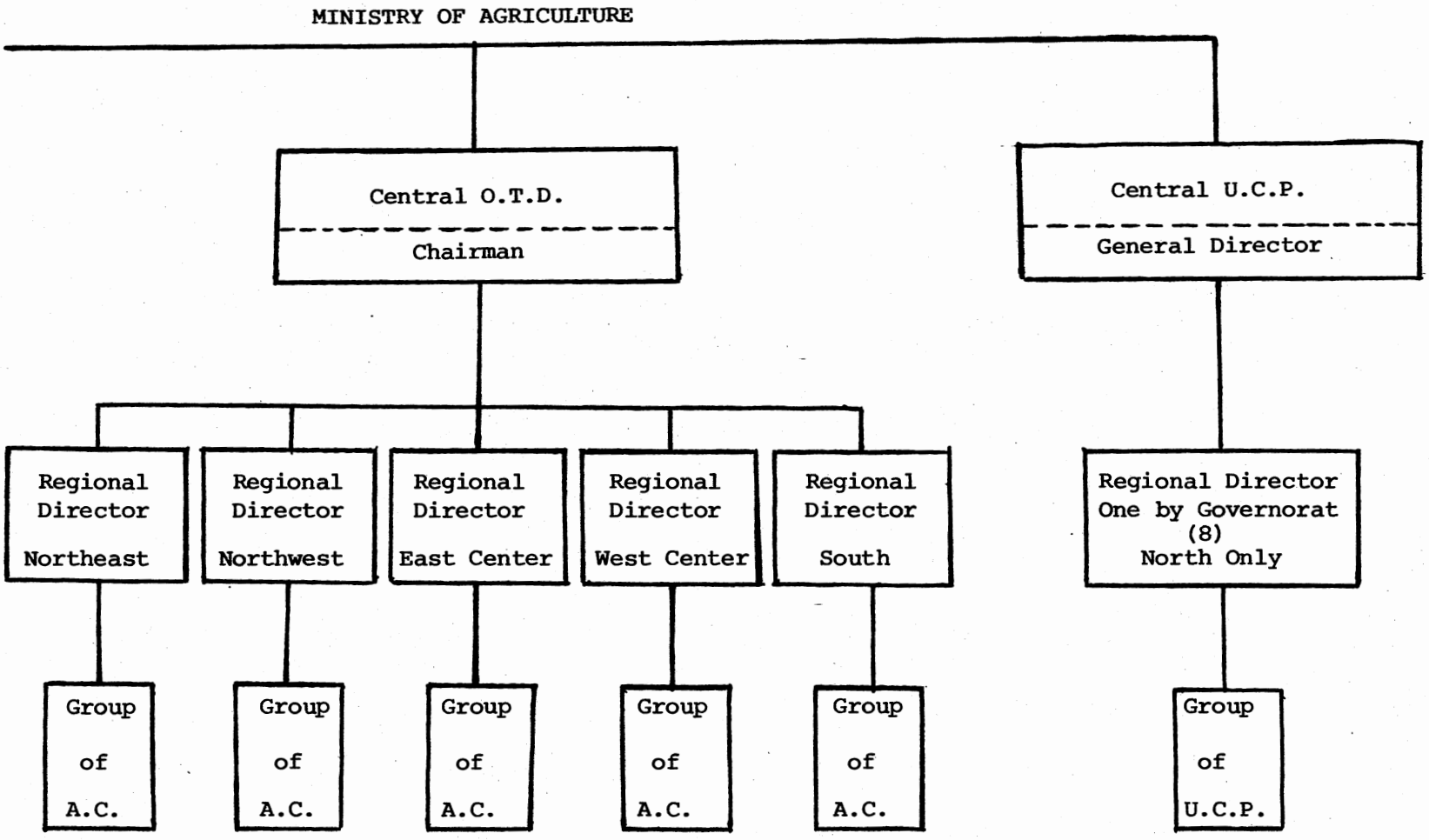

Figure 1. Present Organizational Structure of the State Sectors

the 1,111,500 acres occupied by French, Italian and Maltese settlers who departed from the country during the years 1956 to 1964. A total of one-hundred, ten state farms were established; each having different amounts of land, ranging from 1,250 acres to 50,000 acres largely depending on the prevailing farming patterns. However, their geographical distribution (Table I) covers most of the regions in the country. Such farms were established with three major objectives in mind:

1. Produce more in order to balance the market.
2. Reduce the rate of unemployment in rural areas, and
3. Provide a means of extension of information and technology (demonstrations, experiments).

In 1976 a new organization was adopted and the number of farms was reduced from one-hundred, ten to only fifty-nine by regrouping some nearby farms together for better use of equipment and other means of production.

Central Management System of the State Farms. The State Farms Agency (O.T.D.) is a national institution headed by a Chairman and assisted by five Regional Directors (Northeast, Northwest, East-Central, West-Central and South). All of them are appointed by the Ministry of Agriculture with the responsibility of assisting and providing supervision for the managers. It is intended that these directors play a key role in long term planning and policy making (14).

The Chairman of the National Board of Directors is assisted by an Advisory Committee. This Committee is appointed for three years by the Minister of Agriculture and by decree (Figure 1).

The Management of Individual Farms (Figure 2). Each farm has a

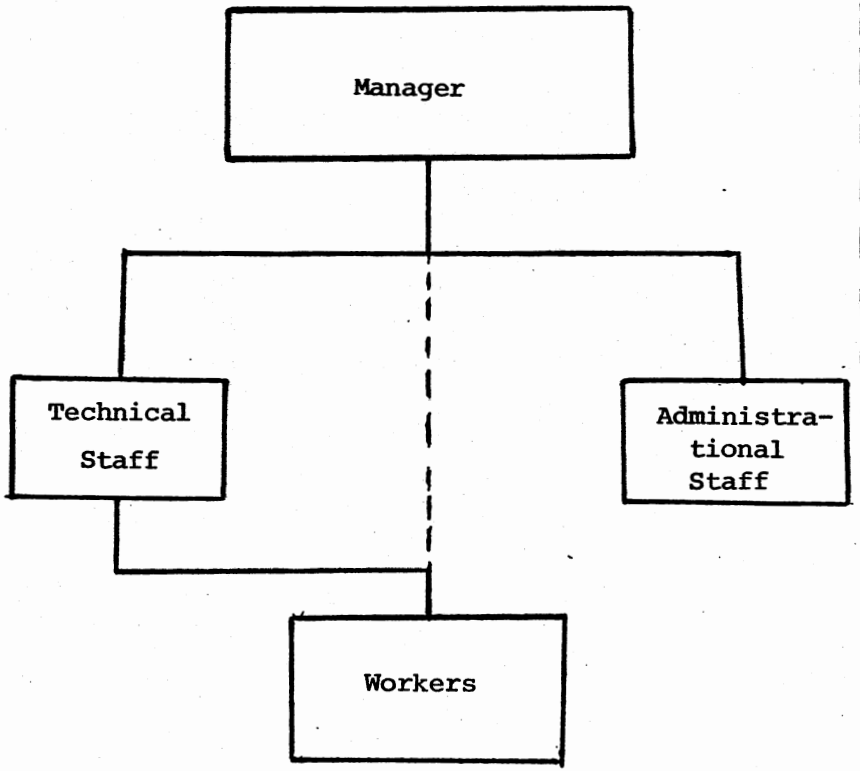

Figure 2. Organization Within a Single State Farm Unit

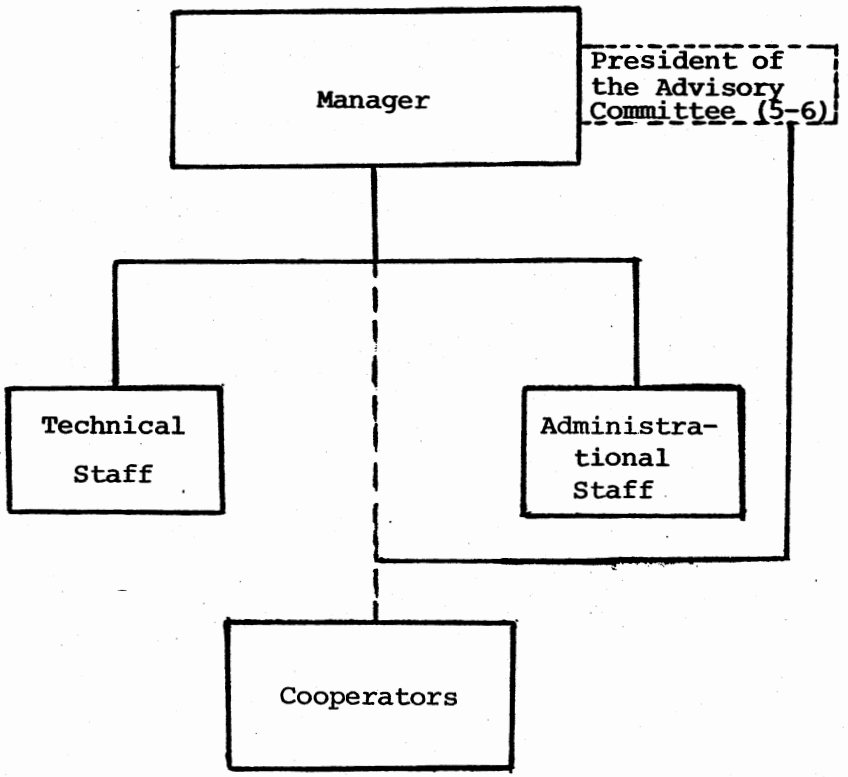

Figure 3. Organization Within a Single Cooperative Unit

manager hired by the Chairman of O.T.D. according to a three-year renewable contract. All managers are technicians and most of them have either a high degree in agriculture or many years of experience or both. Each manager has his own staff of administrators and technicians. Usually their salaries are paid from the individual farm budget. However, it is significant that the farm manager is called upon to assume almost total responsibility both for day-to-day operations of farm as well as sole responsibility for decision-making. The manager is directly accountable to the Minister of Agriculture and to regional authorities (Figure 2).

The farm operates according to a budget constructed yearly, accompanied by a detail operation plan for each agricultural season. These are jointly developed by the farm manager, the regional director and the chairman of O.T.D. The manager receives a fixed salary paid monthly, other allowances with remuneration dependent upon his performances in terms of production and management, and such facilities as housing and transportation furnished by the farm (14).

The manager is the "boss" of his farm and his function is both administrative and technical.

The Farm Staff. The staff is divided into (1) technicians and (2) administrators. Most technicians have graduated from agricultural high schools (junior or senior or both). However, some others have graduated from junior college in agriculture (Assistant Engineers). After a few years of working in their assignments, those who show better performances can be hired as managers in the agricultural cooperatives sector when managerial positions are available (14).

The technicians receive a salary paid monthly in relation to their diploma and the number of years of experience. Also they receive varying allowances fixed by the government for all technicians working in the public sector. It is important to point out that those technicians working as staff on the state farms don't receive any bonus based on farm profits at the end of the agricultural season. Only the manager receives a bonus (14).

It is hard to define their educational background, but most administrative staff members can be identified as high school dropouts from schools in general education and even from elementary schools. They learn their jobs on the farm. This constitutes a big management problem in keeping daily records, especially in accounting. They are paid a salary monthly or every two weeks. In addition, they receive emoluments and have access to certain facilities (14).

Workers. The number of workers and staff is determined by the size of the farm and its economical importance.

According to the new statutes signed in 1973 by the President of the Republic of Tunisia (6), the full-time workers are considered as "state workers" with stable jobs (permanent jobs). They receive a salary fixed by the government and some other allowances and compensations. The state farm also offers housing facilities for all full-time workers and their families. In order to keep them on the farm and to avoid absenteeism.

Some complexes of farms which use thousands of workers also have elementary schools on the farm so children don't have to walk for miles before they can reach their school.

Finally the medical care for those workers and their families are free (14).

Department of Agricultural Cooperatives (U.C.P.)

History Before 1970. In 1962, 15 U.C.P. were created in the northern part of the country with 530 cooperators and covered a total area of 20,910 acres (8,465 hectares). This area included for political reasons of that time private lands as well as state lands (15).

This new agriculture organizational system was widely extended over the whole country, with 347 U.C.P. being established, having a total area of 923,780 acres (374,000 hectares) and employing 28,000 "cooperators". However, this agricultural cooperative system generalized for the whole agricultural areas of the country was canceled by the law 69-56 of 22 September 1969, when the private lands were separated from the state lands. The state lands are the only ones which now exist under agricultural cooperatives system (15).

History After 1970. Those agriculture cooperatives were placed under the supervision of the state farm agency (O.T.D.) and then 216 U.C.P. were created after extensive economic and social studies. New organizational structures were created in order to assist those U.C.P. Regional directors, local directors, and managers, most of them technicians, who were appointed by the Ministry of Agriculture. All those agricultural cooperatives were located in the north (15).

At the present the cooperative sector includes 228 cooperatives with a total area of 581,768 acres and employing about 10,000 permanent cooperators. Those cooperatives are located mostly in the north but some are in the center and the south (9).

In 1978 these agricultural cooperatives were separated from the O.T.D. and placed directly under the supervision of the Ministry of agriculture.

Central Management of the U.C.P. The recent change in the organizational structure of the state sectors placed all management of the U.C.P. under the supervision of the Ministry of Agriculture (Figure 1), with a general director appointed for this sector. He is assisted by regional directors (the number has not yet been defined) for the whole country. These directors as well as the general director are agricultural engineers. Their responsibility is to provide assistance and supervision for the entire cooperative sector in Tunisia (15).

Management of Individual Cooperative. Each U.C.P. has (1) a manager and (2) an advisory committee (Figure 3).

The manager is hired by the general director and has to be accepted by the advisory committee, which has the right to accept or refuse to sign his contract (operating like the private sector).

Each manager has his own technical and administrative staff. Most of them have never been trained for the jobs that they are doing, and as a result this type of staff constitutes a big question for efficient management work. Also there are managers in this cooperative sector who have never been trained for their positions. This is apparent by the low productivity in most agricultural cooperatives with fertile soil and enough rainfall.

The manager as well as his staff are paid monthly (some every two weeks) by the cooperative.

Another type of manager exists; those with high degrees in agricul-

ture (agriculture engineers or assistant engineers) but unfortunately they are few. This type of manager can supervise more than one cooperative at the same time (complex of cooperatives). He has contracts with each of them and then he receives a fraction of bonus from each cooperative at the end of each agricultural season.

The third type of manager is the one who does not have a contract and is hired to do his job as a state officer working for the cooperative. He is paid by the cooperative and doesn't share any profit with the cooperators (15).

The "Contractual Manager" arrangement works better than any other type and attracts more and more managers with good background, especially those with high degrees in agriculture which this sector of production needs the most. This can be easily verified by noting the improved production recorded in cooperatives using the contractual manager arrangement during the past four to five years and the increased profitability of those cooperatives.

The Advisory Committee is elected by the cooperators at the beginning of each agricultural season. In fact it is a more representative group rather than advisory committee. Its members, 5 to 6, have more to decide than the manager, and this constitutes another big problem for him. His authority is very limited and most of his time is devoted to solving problems rather than making decisions especially related to agricultural production. It is important to mention that those cooperators were workers under French settlers, most of them are old and illiterate. They care more about what they own individually rather than what they have to share. They have lack of interest in the collective production which is a contradiction of cooperative principles (14).

In some cases the manager plays the role of advisor and the president of the cooperative plays the role of manager. In other situations the manager follows rather than leads.

Cooperators. Their status is not clearly defined as far as the writer knows. To some people, cooperators are workers on the state lands, paying to the state a minimum of rental value of these lands. To others, they are purely and simply long term lessees. Finally, a third category of people consider them to be the future owners of the state lands on which they are actually working, producing and sharing profits. This ambiguous situation is not a matter of help to the manager who has to face many social problems.

The cooperators receive a salary every two weeks and share the profit, when there is one, at the end of the agricultural season. The cooperative provides housing for the cooperators as well as for the staff and the manager.

Many cooperators (perhaps all of them) own some cattle, sheep, goats, etc., which constitutes another way of earning any extra money. This is not legal but somehow tolerated and it is very hard to control. Most of the time this is considered to be a big problem for the management (15).

CHAPTER III

REVIEW OF LITERATURE

Meaning of Management

There are as many definitions of management as there are writers on management theory and practice. Marked conceptual differences appeared in the writings of such early practitioners and theorists as Fayol (12), Taylor (20), Barnard (5). More recent definitions reveal that semantic, if not conceptual, differences still exist. But regardless of the fact that the term "management" has far from a standard meaning, most writers today agree that it at least involves getting something done through and with people (22).

The use of the prepositions "with" and "through" is significant. The work that a person does <u>through</u> others, rather than the work that he does himself, makes him a manager. That is not to imply that all the work a manager does is managerial in nature, as it was well stated by Tracey (22, p. 50): "All managers do perform nonmanagerial work but it is only the work that they accomplish through others that distinguishes them as managers."

The switch from operating to managing is not always an easy one. The difficulties involved may frequently be observed when newly appointed first-line supervisors assume their new positions. Many continue to be operators. They neglect their supervisory functions while they perform tasks that their subordinates should be performing (22).

Appley (4) defines management very simply and pointedly as: "Getting things done through the efforts of other people" (p. 15).

Koontz and O'Donnell (17) define management as:

> The design or creation and maintenance of an internal environment in an enterprise where individuals, working together in groups, can perform efficiently and effectively toward the attainment of group goals (p. 93).

and McFarland (18) defines management as follows:

> For conceptual, theoretical, and analytical purposes as that process by which managers create, direct, maintain, and operate purposive organizations through systematic, coordinated, cooperative human effort (p. 35).

Clearly, in the view of modern writers, management is concerned primarily with people and only indirectly with such other resources as space, facilities, equipment, materials, time and money.

The manager accomplishes his job by performing the functions of planning, organizing, staffing, directing, and controlling. Regardless of the enterprise--be it public or private, in business, industry, education, government, or the military--the manager performs the same functions (22).

Importance of Management

Whenever people are brought together in a formal organization to work for the attainment of a common goal, a need for management is created. The consequences of a lack of management, or of ineffective management, are friction, inefficiency, wasted resources, and, most important, failure to achieve the goals which were established (21). Tracy (22) stated it clearly:

> Management is the catalyst that permits the elements of organization--people, structure, and activities--to work in harmony. Management brings order out of chaos. Training management pro-

> vides the means for the solution of problems, for the proper use of resources, for coping with changing conditions, and for making an enterprise successful (p. 52).

Management is essential not only in all types of enterprise but also at all levels of organization and in all of the major activities of the organization. Managing is not just the function of corporate executives; it is also the function of the department head and the first-line supervisor. In short, anyone who has been delegated authority for supervising the work of others must be regarded by others and must regard himself as a manager (5).

The Human Side of Management

It is true that many enterprises have the fundamental know-how to utilize physical science and technology for the material benefit of mankind, and that any manager must now learn how to utilize the social sciences to make his human organization truly effective. He has to take into consideration some needs required by people whom he has to deal with (16).

Physiological Needs

Man is a wanting animal--as soon as one of his needs is satisfied, another appears in its place. This process is unending. It continues from birth to death.

Man's needs are organized in a series of levels--a hierarchy of importance. At the lowest level, but preeminent in importance when they are thwarted, are his physiological needs. As Knudson (16) pointed out:

> Man lives for bread alone, when there is no bread. Unless the circumstances are unusual, his needs for love, for status, for recognition are inoperative when his stomach has been empty for

> a while. But when he eats regularly and adequately, hunger ceases to be an important motivation. The same is true of the other physiological needs of man--for rest, exercise, shelter, protection from the elements (p. 39).

Safety Needs

When the physiological needs are reasonably satisfied, needs at the next higher level begin to dominate man's behavior--to motivate him. These are called safety needs as suggested by Knudson (16):

> They are needs for protection against danger, threat, deprivation. Some people mistakenly refer to these as needs for security. However, unless man is in a dependent relationship where he fears arbitrary deprivation, he does not demand security. The need is for the "fairest possible break." When he is confident of this, he is more than willing to take risks. But when he feels threatened of dependent, his greatest need is for guarantees, for protection, for security (p. 39).

Social Needs

When man's physiological needs are satisfied and he is no longer fearful about his physical welfare, his social needs become important motivators of his behavior--needs for belonging, for association, for acceptance by his fellows, for giving and receiving friendship and love.

Management knows today of the existence of these needs, but it often assumes quite wrongly that they represent a threat to the organization. Many studies have demonstrated that the tightly knit, cohesive work group may, under proper conditions, be far more effective than an equal number of separate individuals in achieving organizational goals (12). In 1967 Knudson (16) expresses it clearly in these words:

> Yet management, fearing group hostility to its own objectives, often goes to considerable lengths to control and direct human efforts in ways that are inimical to the natural 'groupiness' of human beings. When man's social needs--and perhaps his

> safety needs, too--are thus thwarted, he behaves in ways which tend to defeat organizational objectives. He becomes resistant, antagonistic, uncooperative. But this behavior is a consequence, not a cause (p. 39-40).

Ego Needs

Above the social needs--in the sense that they do not become motivators until lower needs are reasonably satisfied--are the needs of greatest significance to management and to man himself. They are the egoistic needs, and according to Knudson (16) they are of two kinds:

1. Those needs that relate to one's self-esteem--needs for self-confidence, for independence, for achievement, for competence, for knowledge.

2. Those needs that relate to one's reputation--needs for status, for recognition, for appreciation, for the deserved aspect of one's fellows (p. 40).

The typical economical organization offers few opportunities for the satisfaction of these egoistic needs to people at lower levels in the hierarchy. The conventional methods of organizing work, give little heed to these aspects of human motivation. If the practices of scientific management were deliberately calculated toward these needs, they could hardly accomplish this purpose better than they do.

Self-Fulfillment Needs

These are the needs for realizing one's own potentialities, for continued self-development, for being creative in the broadest sense of that term. Once again Knudson (16) points out that:

> The conditions of modern life give only limited opportunity for these relatively weak needs to obtain expression. The deprivation most people experience with respect to other lower-level needs diverts their energies into the struggle to satisfy <u>those</u> needs, and the needs for self-fulfillment remain dormant (p. 40).

Actually, Knudson (16), refers to Maslow's suggestion, that these levels are interdependent and overlapping, each higher-need level emerging before the lower needs have been satisfied completely. In our society, most people tend to be partially satisfied in each need area and partially unsatisfied. However, most individuals tend to have higher satisfaction at the lower-need level than at higher-need levels. Knudson in a further attempts to explain this, cites Maslow as picturing the average citizen as (for illustrative purposes) being (1) 85 percent satisfied in his physiological needs; (2) 70 percent satisfied in his safety needs; (3) 50 percent in his belong needs; (4) 40 percent in his egoistic needs; and (5) 10 percent in his self-fulfillment needs (16, p. 48).

Skills of the Manager

Innate Traits Versus Skills

Historically, attempts to find the key to successful management have focused on the characteristics of the manager or leader (5). Literally hundreds of studies have been directed at identifying the competent leader or executive by his possession of a roster of traits or attributes or a certain type of personality configuration. The findings have been far from conclusive, and few studies have been in agreement with one another (22).

Barnard (5, p. 52), for example, claims that: "Intelligence, social maturity and breath, inner motivation and achievement drives, and human relations attitudes are related to success in leadership positions."

Lack of agreement among research findings in describing the executive type is probably due to the lack of a uniform set of traits on which to base study and evaluation, ambiguity in the definition of traits,

difficulty in measurement, and bias in evaluation (22). However, the most important reason for failure to arrive at a definitive list of traits is the assumption that there is an executive type (5). It is only necessary to observe several competent and successful managers to see wide differences in their traits and personality patterns. The so-called managerial type is an illusion. Taylor (20) puts it in this way:

> The research of well over 40 years has failed to demonstrate unique leadership qualities that are invariant from situation to situation. A leader with certain traits may be effective in one situation and ineffective in another. Further leaders may be effective in the same situation with different combinations of traits (p. 34-35).

Fortunately, the search for the executive type has largely been abandoned. More recent approaches to the study of managerial success have been based on what managers do, rather than on what they are. The focus has shifted from a study of innate traits to investigation of the kinds of skill managers exhibit in carrying out their functions in a variety of situations. In other words, the perspective of recent studies of managerial effectiveness has changed from analysis of personality traits to observation of behavior in leadership situations and the effect of the behavior on managers and on those managed. Taylor (20) concludes that:

> The success of any individual in a group leadership role will depend on the perception by the group's members that he has contributed uniquely toward goal attainment, and that it is to the advantage of the group for the individual to retain his leadership role. In simplest terms, the effective leader has functional utility for his group; he makes a significant contribution to it and, in exchange, is repaid as the group accords him the status and esteem of accepted leadership (p. 35).

The identification of managerial skills, rather than a quest for the managerial stereotype, promises to be more rewarding. The reason is that a skill implies an ability that is not inborn but that can be

learned; it is manifested in observable behavior, in performance, and not merely in potential.

Fayol (12, p. 27) has defined the term skill as follows: "A skill is something that can be observed, described, analyzed, taught, learned, performed, and evaluated."

He stated also: "Personality does change, it is true, but it is difficult for anyone to change it into a desired pattern. On the other hand, it is possible for anyone to change to learn new skills including managerial skills" (p. 41).

The Three Skills of the Manager

Allen (2) suggests that effective management involves three basic and developable skills: (1) technical, (2) human and (3) conceptual.

Technical Skill.

Allen (2) defines technical skill as follows:

> Technical skill implies an understanding of, and proficiency in, a specific kind of activity, particularly one involving methods, processes, procedures, or techniques. It is relatively easy for us to visualize the technical skill of the surgeon, the musician, the accountant, or the engineer when each is performing his own special function. Technical skill involves specialized knowledge, analytical ability, within that specialty, and facility in the use of the tools and techniques of the specific disciplines (p. 74-75).

Technical skill, then, is the kind of skill that operating employees and managers have in common, although the specific skills the two groups possess vary both in kind and complexity. Because technical skill is more easily and more objectively observed and analyzed, it is the easiest to teach.

According to Tracey (22):

> The manager must be proficient in several technical skills of great importance on his professional work: test planning and

> test construction, proficient in the techniques of task analysis, capable interviewer and competent in the analysis of statistical reports (p. 54).

Human Skill. According to Allen (2):

> Human skill is the executive's ability to work effectively as a group member and to build cooperative effort within the team he leads. As technical skill is primarily concerned with working with 'things' (process or physical objects) so human skill is primarily concerned with working with people. This skill is demonstrated in the way the individual perceives (and recognizes the perceptions of) his superiors, equals, and subordinates, and in the way he behaves subsequently (p. 75).

Because a manager must work closely with his subordinates, his peers, and his superiors, as well as with staff personnel, he must possess a considerable amount of human skill. He must understand people, and he must be sure that he is understood. He must be able to influence others. Furthermore, he must understand himself and his attitudes. He must know his motivations, biases, and blind spots. He must be able to deal effectively with interpersonal conflict. He must be able to create an environment in which both he and his subordinates feel secure, an atmosphere on which people can work together harmoniously and productively. To do that well, he must be able to relate to people and build an environment of trust, openness, and respect for the individual (22).

Conceptual Skill. Allen (2) defines conceptual skill in these terms:

> Conceptual skill involves the ability to see the enterprise as a whole; it involves recognizing how the various functions of the organization depend on one another, and how changes in any one part affect all the others; and it extends to visualizing the relationship of the individual business to the industry, the community, and the political, social, and economic forces of the nation as a whole (p. 75-76).

Conceptual skill, then, involves the ability of the manager to coordinate and integrate all the activities, interests, and perspectives of the individuals and groups that make up an organization. Without that skill, the objectives of the enterprise are not likely to be attained.

Most managers make hundreds of decisions daily. Some of the decisions a manager makes have an impact that reaches every element of the enterprise. Those decisions often must be implemented by others. The success of a decision depends as much upon the skill of those who put the decision into effect as it does upon the skill of the decision maker. In turn, the skill with which the decision is implemented depends upon the degree to which the one who executes it understands its significance. The decision maker is responsible for assessing the overall effect of a decision and for communicating his understanding (12).

Training for the Manager

Why Train?

It would be rather ridiculous to ask, "Is it really necessary to train managers how to do their jobs?" No one would dare say no. It would be equally foolish to ask, "Is some training better than other training?" Here again, everyone would immediately reply in the affirmative. But suppose we were to ask the question: "How do you tell the difference between good and bad training?" (7).

According to Broadwell (7) those questions can be answered as follows:

> It is much easier to define the results of good training than to define the action of good training. If, after training,

> the manager can do what he couldn't do before the training, and if the training did not take too long and didn't cost too much, we conclude that the training was 'good'. On the other hand, if, when the training is over, the manager still cannot do the job for which he was trained, then the training may have been 'bad'. We say 'may' because the training may have been all right, but other conditions, such as location, attitude of the manager, time of day, or the manager's lack of ability, may have made the training fail (p. 3-4).

Valid Reasons for Training on the Job

There are good reasons and we should take them into consideration each time we consider the kind and amount of training to be done. Denova (8) stated clearly these reasons as follows:

> One of the obvious reasons for training is that the managers can't do something that the job requires should be done. There is some skill they have yet to perfect or acquire, or some knowledge they are lacking that keeps them from doing a completely satisfactory job. If they are to be evaluated on using this skill or having this knowledge, and if they are thought to be capable of learning what is required, then this is reason enough for training. Such a condition does more than merely justify the training. It makes a training a necessity (p. 16-17).

There are perhaps other reasons given for training that should be included: attitude problem or poor morale or personality conflicts or many other things (7).

Sources and Demand for Training

The demand for more effective training comes from all sides; from government, which sees training as a means of solving critical social and economic problems; from management, which sees training as a drain on enterprise resources with few returns on investment, and from managers, who see it as a means of advancing their careers (10).

Conditions for Successful Training

The following conditions relative to conditions for increased training effectiveness have been pointed out by DePhillips (10) and in this way:

1. Making Training Relevant. Training must be tied to manager job performance and career development. The training programs must become more intensely real.

2. Avoiding Depersonalization. Training must focus on the individual; for too long, it has been group oriented. If training is to be personal, specific knowledge of and sensitive concern for the individual and the environment in which the manager will live and work are as essential. Training must also be supportive, and it must allow for freedom of expression.

3. Preventing Obsolescence. Training must become a continuing or at least a recurring part of living and working. In addition, there must be new delivery systems and methodologies: work study programs, extension programs, and closed-circuit T.V. or videotape work-place training.

4. Selecting the Right Goals. The most important consideration in training is not the process itself but the objectives for the process. The goal must be preparation of the individual manager for a sound, fulfilling, and contributing life.

5. Getting More for Less. To some extent management, still calls for more training with new systems of organization, and more efficient means of delivering training services. Recent cutbacks, however, suggest an underlying belief that training should cost less. Indeed, convincing top management that resources are being handled economically

and effectively has become an explicit condition for obtaining funds.

6. Measuring the Costs and Benefits of Training. A growing number of people in training believe that the value of training can be established in economic and social terms and that the necessary evaluation method may be cost-benefits analysis, when cost data is available.

7. Preparing Trainers for Change. Managers must be trained not only to understand the rationale and objectives of new systems, they must also accept the systems wholeheartedly and have the necessary skills to make them work.

8. Making On-the-Job Training Effective. The most common, widely accepted, and necessary method of training managers in job skills is on-the-job training (to supervisory and management development programs). It must be carefully planned, organized, staffed, supervised and controlled (p. 40-43).

Training and National Economic Goals

Can training help a nation achieve such economic goals as full employment, stable prices, and growth in productivity? An international team of manpower experts (13) believes that it can. FAO (13) reports that:

> The group concluded that a national policy of intensified training, wherein the government contracts the economy to cool inflation, may be an efficient way to solve the problems of inflation and unemployment. Instead of waiting for prices to come down, regulating prices and wages, launching additional public works programs, or increasing unemployment benefits, the government could restruct the economy by means of a flexible adult training (p. 30).

Tunisian Youths in the Workforce

Today's youths are probably the best educated young generation in

the history of Tunisia. Their experience has extended beyond the home and classroom into the wider community. Their mobility has exposed them to many cultures and social situations. They have become involved in such concerns as peace, politics, education, poverty, racism, health care, population control, consumer protection, public recreational facilities, and women's liberation. Those experiences have matured them beyond their years (19).

Young people entering public and private enterprise find the bureaucracy unimaginative, reactionary, self-seeking, profit-motivated, irrelevant, and stifling. Young people in Tunisia have not responded to traditional organization practices as stated by Micand (19) in these words:

> If enterprise is to attract them, particularly the professionals, provide them with opportunities for personal and professional growth, and motivate them toward improved performance, their values, attitudes, and concerns must be understood. And they must be helped to understand the needs and concerns of enterprise (p. 31).

Well-educated Youth and Management

1. The Nature of Knowledge. Youths see knowledge as the total of human experience, including perception and values regarding self and situations. That differs from the traditional definition of knowledge as subject matter to be learned so that the "right" behaviors can be demonstrated.

2. The Meaning of Work. Traditionally, work has been evaluated by its contribution to productivity. Young people evaluate work by its meaning to the individual and its contribution to social, rather than economic goals. They want work that allows them to emphasize their human

qualities. They want a job that lets them do their thing, but they are willing to work hard for things they believe in. Many are looking for work that involves contact with people.

3. Authority. Youths tend to reject the authority of status or position; they question authority systems and organization structures. Personal integrity, expertise, accountability, and results are their criteria for authority. They also want an opportunity to influence those in authority. And they demand respect for their autonomy.

4. Attitude Toward Change. Youths do not fear change; they welcome it. They are willing to move often and far. They want immediate action and change, tangible, basic changes, now. They also want to know what training they will receive and how that training will affect their careers.

5. Tradition. Youths are skeptical about traditional ways of behaving, perceiving and doing. They are suspicious of the older generation. To be convinced that an action or decision is right, they must be shown by evidence and logic. That means that they must participate in both the analysis and the decision. They insist upon a voice in decision that affects them. And they want to have an impact, make a real difference in the organization.

6. Corporate Environment. Youths demand an enterprise environment that is open, honest, fair, and consistent in dealing with employees. They want an organization to demonstrate its trust in people and encourage freedom of expression. They want an organization to be relevant to pressing social problems. They want recognition of the potential of human for creativity, cooperation, productivity, and personal growth. They want an organization that adapts to the changing needs of people.

and they do not respond to traditional management approaches, autocratic leadership, or conventional discipline and pressure (22, p. 31-33).

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

This chapter concerns presentation and analyses of data collected with a structured questionnaire. As presented, these data comprise responses made by selected managers of agricultural cooperatives (U.C.P.) and managers of state farms (Agro-Combinats), both groups of managers presently are operating under the supervision of the Ministry of Agriculture in Tunisia.

A major purpose of the study was to obtain from those two groups of managers, opinions and judgments as to how they perceived need, feasibility, and possible acceptance of a training program in management skills.

The researcher faced certain difficulties in obtaining data from Tunisia. Fortunately some friends, many of whom were former fellow workers with the researcher in the State Farm Agency (O.T.D.) and the Department of Agricultural Cooperatives (U.C.P.) were willing to serve as sources for disseminating and gathering response data as well as sources for many useful materials which proved most helpful to the researcher.

The questionnaire, containing twenty questions, was developed by the researcher according to his perceptions gained from study of the "new" management concept.

In constructing the instrument the researcher attempted to "put

himself" as nearly as possible into the position of the total 229 managers working in the agricultural cooperatives (U.C.P.) and the 59 managers working in the state farm sector in his country. Questions so formulated were then reviewed by the members of his advisory committee and some revisions incorporated.

In May, 1979, the copies of the instrument were sent to Tunisia with two Tunisian students who left Oklahoma State University after finishing their M.S. programs in agricultural eduction.

From another friend's office, in Tunis, the questions were then mailed to 46 managers working in the agricultural cooperative sector and to 12 others working in the state farm sector.

Those respondnets were selected by random sample among a total of 229 and 59 managers working respectively for each of these two sectors.

Responding managers were requested to answer individually each of twenty different questions. The instrument, which can be found in Appendix B was designed to probe perceptions grouped in five categories:

1. Level of education most desirable for development into a good manager.

2. Experience and background desirable for becoming a good manager.

3. Components and kinds of training most desirable.

4. Motivation and behavior most suitable for carrying out management functions.

5. Nature and extent of pre-service and in-service most desirable.

In August, 1979, completed questionnaires were carefully collected from respondents and sent back to the researcher. Perhaps because of somewhat personal approaches used for collecting those questionnaires, all questions were answered by each respondent. Apparently, all managers

asked for such collaboration exerted their best efforts and willingness in order to help the researcher. Furthermore, all sent their responses on time. Such personal considerations from managers with assistance from other friends helped the researcher to receive the 100 percent return. All were useable for collation and analysis.

The respondents were asked to check one of five possible answer categories presented as a Likert scale for each of the twenty questions (see Appendix B). Possible answer categories were "Strongly Agree", "Agree", "Undecided", "Disagree", or "Strongly Disagree".

To determine a possible score and rank for each of the twenty questions, a value of "five" was given to the answer, "Strongly Agree"; a value of "four" to the answer, "Agree"; a value of "three" to the answer, "Undecided"; a value of "two" to the answer, "Disagree", and a value of "one" to the answer, "Strongly Disagree".

The scale used to determine the mean responses of the respondents regarding the need for training in management skills was designed to reflect the following:

An extent of agreement categorized as "Strongly Agree" and having a numerical value of "five" was recognized as having a range of actual limits of 4.5 to 5.00.

An extent of agreement categorized as "Agree" and having a numerical value of "four" was recognized as having a range of actual limits of 3.5 to 4.49.

An extent of agreement categorized as "undecided" and having a numerical value of "three" was recognized as having a range of actual limits of 2.5 to 3.49.

An extent of agreement categorized as "Disagree" and having a

numerical value of "two" was recognized as having a range of actual limits of 1.5 to 2.49.

An extent of agreement categorized as "Strongly Disagree" and having a numerical value of "one" was recognized as having a range of actual limits of 1.0 to 1.49.

The score for each item was totaled and the items ranked according to their total score.

Tables in this chapter were constructed to facilitate presentation of certain comparisons of data from the two respondent groups.

Response Return

The researcher was gratified to receive, as indicated by data shown in Table VII, one hundred percent return for both groups. As indicated earlier, this may have been due in part to the fact that many of the respondents knew the researcher personally and that many of them were familiar with his past work of five years duration as an Agricultural Engineer responsible for work of the Planning and Control Division directly relating to both groups. It should be gain noted that the samples for both groups included 20 percent of the respective total population.

Distribution of Manager Respondents According to the Level of Education Achieved

Data presented in Tables VIII and IX show the level of educational preparation achieved by the managers of the two groups. Terms used to designate these levels are defined both in Chapter I and on pages 54 and 55 as a part of Tables VIII and IX.

TABLE VII

RESPONSES RECEIVED FROM ALL MANAGERS BY TYPE OF FARM OPERATION

Category of Respondents	Target Population	Respondent Sample		Returned	
		Number	%	Number	%
Agricultural Cooperatives (U.C.P.)	229	46	20*	46	100**
State Farms (Agro-Combinats)	59	12	20*	12	100**
Total Managers	288	58	20*	58	100**

*Percentage of target population in each respondent sample category.

**Percentage of respondent sample return for each type of manager.

TABLE VIII

DISTRIBUTION OF MANAGERS OF AGRICULTURAL COOPERATIVES (U.C.P.) ACCORDING TO LEVEL OF EDUCATION ACHIEVED

Educational Levels*	Distribution			
	All Managers		Sample Respondents	
	Number	%	Number	%
Principal Engineers	4	1.75	1	2.17
Engineers of State	17	7.42	10	21.74
Assistant Engineers	17	7.42	2	4.35
Technical Assistants	80	34.94	8	17.39
Technical Agents	91	39.74	23	50.00
Administrators	20	8.73	2	4.35
TOTAL	229	100	46	100

*Educational or training levels achieved in agriculture are referred to in Tunisia as follows:

1. Principal Engineer: Master of Science in Agriculture (6 years).
2. Engineer of State: Bachelor of Science in Agriculture (4 years).
3. Assistant Engineer: Agricultural Junior College (2 years).
4. Technical Assistant: Agricultural Senior High School (3-4 years).
5. Technical Agent: Agricultural Junior High School (3-4 years).
6. Administrator: General Education in High School (3-7 years).

TABLE IX

DISTRIBUTION OF MANAGERS OF STATE FARMS (AGTO-COMBINATS) ACCORDING TO LEVEL OF EDUCATION ACHIEVED

Educational Levels*	Distribution			
	All Managers		Sample Respondents	
	Number	%	Number	%
Principal Engineers	5	8.48	1	8.33
Engineers of State	15	25.42	5	41.67
Assistant Engineers	13	22.03	2	16.67
Technical Assistants	13	22.03	1	8.33
Technical Agents	11	18.65	3	25.00
Administrators	2	3.39	0	0.00
TOTAL	59	100.00	12	100.00

*Educational or training levels achieved in agriculture are referred to in Tunisia as follows:

1. Principal Engineer: Master of Science in Agriculture (6 years).
2. Engineer of State: Bachelor of Science in Agriculture (6 years).
3. Assistant Engineer: Agricultural Junior College (2 years).
4. Technical Assistant: Agricultural Senior High School (3-4 years).
5. Technical Agent: Agricultural Junior High School (3-4 years).
6. Administrator: General Education in High School (3-7 years).

In the case of managers of agricultural cooperatives 74.68 percent of the respondents indicated either having attained the level of Technical Assistant or Technical Agent, while only 40.68 percent of the managers of state farms designated having received their training at these two levels; however, slightly fewer than one fourth of the total state farms manager respondents indicated training as Assistant Engineer or Technical Assistant. A full one fourth of them likewise indicated training as engineers of state. This compared to only 7.42 percent of the managers of the agricultural cooperatives having training as Engineers of State, with the same percentage trained as Assistant Engineers.

Since among all managers of state farms, Principal Engineers account for 8.48 percent, it would seem of some importance to recognize that the one respondent in the sample represented 20 percent of the total managers who had attained this level.

Data as presented in the two Tables VIII and IX, clearly show that the managers of state farms tend to have a higher level of educational preparation than do the managers of agricultural cooperatives.

In both sample groups, managers who had only preparation at the Administrator level were few in number, with only two or 4.35 percent serving agricultural cooperatives and with no Administrator level trained individuals occurring in the sample of state farm managers.

It would seem further important to note that one-half of responding managers of agricultural cooperatives had only achieved training at Technical Agent level. As to the training of managers of state farms, only one fourth attained only the Technical Agent level. When all managers of agricultural cooperatives, including those responding through the sample are considered, it again can be seen that nearly 50 percent

percent have achieved the level of Technical Agent or below, as compared to slightly more than 20 percent of the State farm managers.

Collation of Responses

Data presented in Tables X, XI, XII and XIII show collation of responses made by the two groups of managers regarding twenty selected items or statements purporting to preparation for, and the nature of their management functions. Responses were classified into five groupings as follows:

1. Level of education most desirable for developing into a good manager (Items 1 and 2).

2. Experience and background desirable for becoming a good manager (Items 3, 4, 11 and 12).

3. Components and kinds of training most desirable (Items 6, 7, 8, 9 and 10).

4. Motivation and behavior most suitable for carrying out management functions (Items 13, 16, 17, 18, 19 and 20).

5. Pre-service and in-service training needed (Items 5, 14 and 15).

Level of Education Most Desirable for Development into a Good Manager

Items 1 and 2 were designed to indicate responses regarding levels of education needed to become a good manager.

Data presented in Tables X, XI, XII and XIII show the pattern of response for the two groups to this factor. It is of note to find that, while 58.33 percent of the state farm managers agreed or strongly agreed that attaining a higher degree in agriculture is necessary for good

TABLE X

RESPONSE DISTRIBUTION FROM MANAGERS OF AGRICULTURAL COOPERATIVES (U.C.P.)

Item or Statement	Responses				
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. Attaining a higher degree in agriculture is necessary for good management.	4	12	13	11	6
2. Any degree in agriculture is necessary for good management.	1	10	20	11	4
3. Many years of experience in agriculture with no specific degree completed is enough for becoming a good manager.	7	12	20	4	3
4. Any kind of background management is sufficient for becoming a good manager.	0	8	27	7	4
5. A yearly training should be required for a manager.	18	19	9	0	0
6. The training should only be about the agricultural techniques (machinery, irrigation, seedbed, weed control, etc.).	1	10	19	11	5
7. Training in general management skills is a most needed attribute.	6	21	14	3	2
8. Training directed toward the whole farm management is needed.					

TABLE X (Continued)

Item or Statement	Responses				
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
9. More training for managers would improve the overall efficiency of farm operations.	23	18	5	0	0
10. Training in management skills would improve efficiency more than any other kind of training.	1	8	30	6	1
11. Most managers feel that their training or background is sufficient for them to do a good job of management.	2	1	9	11	23
12. Most managers feel that they have inadequacies which should be corrected.	19	23	3	0	1
13. Training that does help meet the manager's real needs would help motivate him to do a better job of management.	21	20	5	0	0
14. Pre-service training should be made available in farm mangement.	3	31	11	1	0
15. Training should be offered as in-service management seminars.	40	6	0	0	0
16. Exhibiting enthusiasm and support for the area in which the manager is working is highly important.	20	24	1	1	0

TABLE X (Continued)

Item or Statement	Responses				
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
17. The manager should devote his time to management rather than bureaucratic routine.	36	10	0	0	0
18. The manager should make all decisions without help from subordinates.	7	3	16	14	6
19. The management function in agriculture is largely concerned with organization, operation, planning, buying, selling and financing.	2	6	17	14	7
20. The manager must be free from political coercion in his decision making.	28	14	4	0	0
TOTAL	266	270	288	94	62

management, only 34.79 of agricultural cooperative managers felt in the same way. Therefore, it would seem evident that the managers of state farms, who themselves as a group have a higher percentage with higher degrees, much more strongly favor managers' having attained higher degrees than are contemporaries managing agricultural cooperatives.

This finding is further borne out in Table XVI which shows a difference in mean scores of 0.40 in favor of managers of state farms. In fact, this difference ranked sixth among the twenty items to which the managers responded.

When Item 2: "Any degree in agriculture is necessary for good management" is considered, approximately 24 percent of the agricultural cooperative managers agreed or strongly agreed, compared to only 8.33 percent of state farm managers. Thus, it would appear that state farm managers, more of whom possess a higher degree in agriculture, are not as willing to affirm that any degree in agriculture is sufficient. Contrarywise, the managers of agricultural cooperatives are willing to settle for any degree in agriculture. A further defense of their position is also to be noted in Table XVI in which a difference in mean score of 0.35 in favor of the managers of agricultural cooperatives is shown. This item ranked ninth in differences among the twenty items considered.

Experience and Background Desirable for Becoming a Good Manager

Items or statements 3, 4, 11 and 12 of the questionnaire were directed toward obtaining responses regarding experience and background desirable for becoming a good manager. The percentage of favorable

TABLE XI

RESPONSE DISTRIBUTION FROM MANAGERS OF STATE FARMS (AGRO-COMBINATS)

Item or Statement	Responses				
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. Attaining a higher degree in agriculture is necessary for good management.	1	6	1	4	0
2. Any degree in agriculture is necessary for good management.	0	1	7	1	3
3. Many years of experience in agriculture with no specific degree completed is enough for becoming a good manager.	2	4	4	2	0
4. Any kind of background management is sufficient for becoming a good manager.	0	0	4	6	2
5. A yearly training should be required for a manager.	0	8	3	1	0
6. The training should only be about the agricultural techniques (machinery, irrigation, seedbed, weed control, etc.).	0	2	4	5	1
7. Training in general management skills is a most needed attribute.	1	10	0	1	0
8. Training directed toward the whole farm management is needed.	9	0	2	1	0

TABLE XI (Continued)

Item or Statement	Responses				
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
9. More training for managers would improve the overall efficiency of farm operations.	5	6	1	0	0
10. Training in management skills would improve efficiency more than any other kind of training.	0	2	7	3	0
11. Most managers feel that their training or background is sufficient for them to do a good job of management.	0	1	1	4	6
12. Most managers feel that they have inadequacies which should be corrected.	5	5	2	0	0
13. Training that does hlep meet the manager's real needs would help motivate him to do a better job of management.	0	8	3	1	0
14. Pre-service training should be made available in farm management.	1	7	4	0	0
15. Training should be offered as in-service management seminars.	6	5	0	1	0
16. Exhibiting enthusiasm and support for the area in which the manager is working is highly important	3	9	0	0	0

TABLE XI (Continued)

Item or Statement	Responses				
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
17. The manager should devote his time to management rather than bureaucratic routine.	6	5	1	0	0
18. The manager should make all decisions without help from subordinates.	0	4	1	5	2
19. The management function in agriculture is largely concerned with organization, operation, planning, buying, selling and financing.	2	5	2	2	1
20. The manager must be free from political coercion in his decision making.	6	6	0	0	0
TOTAL	47	94	47	37	15

responses consisting of either strongly agree or agree, which were made to item 3 by managers of the two groups were not notably different, although when mean scores and rankings of responses are shown in Table XVI, the mean score difference of 0.15 is in a favor of the state farm managers. When data presented in Tables XII and XIII are examined with regard to responses to item 4: "Any kind of background in management is sufficient for becoming a good manager", it can be readily observed that state farm managers are not nearly as inclined to agree with this statement as are agricultural cooperative managers. While only approximately 24 percent of the agricultural cooperative managers disagreed or strongly disagreed, a predominant two thirds of the state farm managers disagreed or strongly disagreed. When mean scores for this item, as shown in Table XVI, are compared, the mean score difference of 0.68 strongly affirms the reluctance of state farm managers to recognize the value of "any kind of management background." In fact this difference ranked third among differences between all twenty questions.

With items 11 and 12, the two questions were designed to measure the feeling managers have about the adequacy of training in management which they have received. However, the statements of these items are such, that the questions, as stated, are reversed in meaning. Responses from state farm managers show that 83.34 percent either disagree or strongly disagree, while in answering item 12 exactly the same percentages were found to agree or strongly agree. With regard to responses of agricultural cooperative managers, tallies for question 11 show 73.91 percent disagreeing or strongly disagreeing as compared to responses to item 12 in which is to be found 91.30 percent either agreeing or strongly agreeing. Differences between groups in mean score as shown in Table XVI

TABLE XII

DISTRIBUTION AND MEAN OF CUMULATIVE SCORES FOR ITEMS AS RESPONSES OF AGRICULTURAL COOPERATIVES MANAGERS

Questions or Items	Responses															Scores*	
	Strongly Agree			Agree			Undecided			Disagree			Strongly Disagree			Total Cumulative	Mean
	No.	%	Score	No.	%	Score	No.	%	Score	No.	%	Score	No.	%	Score		
1	4	8.70	20	12	26.09	48	13	28.26	39	11	23.91	22	6	13.04	6	135	2.93
2	1	2.17	5	10	21.74	40	20	43.48	60	11	23.91	22	4	8.70	4	131	2.85
3	7	15.21	35	12	26.09	48	20	43.48	60	4	8.70	8	3	6.52	3	154	3.35
4	0	0.00	0	8	17.39	32	27	58.70	81	7	15.21	28	4	8.70	4	131	2.85
5	18	39.13	90	19	41.30	76	9	19.57	27	0	0.00	0	0	0.00	0	193	4.19
6	1	2.18	5	10	21.74	40	19	41.30	57	11	23.91	22	5	10.87	5	129	2.80
7	6	13.04	30	21	45.65	84	14	30.44	42	3	6.52	6	2	4.35	2	164	3.56
8	27	58.70	135	14	30.43	56	5	10.87	15	0	0.00	0	0	0.00	0	206	4.48
9	23	50.00	115	18	39.13	72	5	10.87	15	0	0.00	0	0	0.00	0	202	4.39
10	1	2.17	5	8	17.39	32	30	65.22	90	6	13.04	12	1	2.18	1	140	3.04
11	2	4.35	10	1	2.17	4	9	19.57	27	11	23.91	22	23	50.00	23	86	1.87
12	19	41.30	95	23	50.00	92	3	6.52	9	0	0.00	0	1	2.18	1	197	4.28
13	21	45.65	105	20	43.48	80	5	10.87	15	0	0.00	0	0	0.00	0	200	4.35
14	3	6.52	15	31	67.39	124	11	23.91	33	1	2.18	2	0	0.00	0	174	3.78
15	40	86.96	200	6	13.04	24	0	0.00	0	0	0.00	0	0	0.00	0	224	4.87
16	20	43.48	100	24	52.18	96	1	2.17	3	1	2.17	2	0	0.00	0	201	4.37
17	36	78.26	180	10	21.74	40	0	0.00	0	0	0.00	0	0	0.00	0	220	4.78
18	7	15.22	35	3	6.52	12	16	34.78	48	14	30.43	28	6	13.05	6	129	2.80
19	2	4.35	10	6	13.04	24	17	36.96	51	14	30.43	28	7	15.22	7	120	2.61
20	28	60.87	140	14	30.45	56	4	8.70	12	0	0.00	0	0	0.00	0	208	4.52

*Scores were determined as strongly agree = 5; agree = 4; undecided = 3; disagree = 2 and strongly disagree = 1.

TABLE XIII

MEAN OF CUMULATIVE SCORES FOR ITEMS AS RESPONSES FROM STATE FARM MANAGERS

Questions or Items	Responses															Scores*	
	Strongly Agree			Agree			Undecided			Disagree			Strongly Disagree			Total Cumulative	Mean
	No.	%	Score	No.	%	Score	No.	%	Score	No.	%	Score	No.	%	Score		
1	1	8.33	5	6	50.00	24	1	8.33	3	4	33.34	8	0	0.00	0	40	3.33
2	0	0.00	0	1	8.33	4	7	58.34	21	1	8.33	2	3	25.00	3	30	2.50
3	2	16.67	10	4	33.33	16	4	33.33	12	2	16.67	4	0	0.00	0	42	3.50
4	0	0.00	0	0	0.00	0	4	33.33	12	6	50.00	12	2	16.67	2	26	2.17
5	0	0.00	0	8	66.67	32	3	25.00	9	1	8.33	2	0	0.00	0	43	3.58
6	0	0.00	0	2	16.67	8	4	33.33	12	5	41.67	10	1	8.33	1	31	2.58
7	1	8.33	5	10	83.34	40	0	0.00	0	1	8.33	2	0	0.00	0	47	3.92
8	9	75.00	45	0	0.00	0	2	16.67	6	1	8.33	2	0	0.00	0	53	4.42
9	5	41.67	25	6	50.00	24	1	8.33	3	0	0.00	0	0	0.00	0	52	4.33
10	0	0.00	0	2	16.67	8	7	58.33	21	3	25.00	6	0	0.00	0	35	2.92
11	0	0.00	0	1	8.33	4	1	8.33	3	4	33.34	8	6	50.00	6	21	1.75
12	5	41.67	25	5	41.67	20	2	16.66	6	0	0.00	0	0	0.00	0	51	4.25
13	0	0.00	0	8	66.67	32	3	25.00	9	1	8.33	2	0	0.00	0	43	3.58
14	1	8.33	5	7	58.33	28	4	33.34	12	0	0.00	0	0	0.00	0	45	3.75
15	6	50.00	30	5	41.67	20	0	0.00	0	1	8.33	2	0	0.00	0	52	4.33
16	3	25.00	15	9	75.00	36	0	0.00	0	0	0.00	0	0	0.00	0	51	4.25
17	6	50.00	30	5	41.67	20	1	8.33	3	0	0.00	0	0	0.00	0	53	4.42
18	0	0.00	0	4	33.33	16	1	8.33	3	5	41.67	10	2	16.67	2	31	2.58
19	2	16.67	10	5	41.66	20	2	16.67	6	2	16.67	4	1	8.33	1	41	3.42
20	6	50.00	30	6	50.00	24	0	0.00	0	0	0.00	0	0	0.00	0	54	4.50

*Scores were determined as strongly agree = 5; agree = 4; undecided = 3; disagree = 2 and strongly disagree = 1.

TABLE XIV

MEAN RESPONSES OF STATE FARM MANAGERS BY LEVEL OF TRAINING ACHIEVED

Question or Items Response	Principal Engineer	Engineer of State	Assistant Engineer	Technical Assistant	Technical Agent	Administrator
1	4.00	4.20	3.00	2.00	2.33	NOT IN THE SAMPLE
2	3.00	1.60	3.00	3.00	3.33	
3	3.00	3.00	3.00	4.00	4.66	
4	2.00	2.00	2.50	3.00	2.00	
5	3.00	3.20	4.00	4.00	4.00	
6	4.00	3.00	2.00	2.00	2.00	
7	4.00	3.80	4.00	4.00	4.00	
8	5.00	4.40	5.00	3.00	4.33	
9	5.00	4.40	4.50	4.00	4.00	
10	3.00	3.00	3.00	4.00	2.33	
11	1.00	1.60	1.50	4.00	1.66	
12	4.00	4.80	4.00	3.00	4.00	
13	4.00	3.80	2.50	3.00	4.00	
14	3.00	3.60	4.50	4.00	3.66	
15	4.00	4.80	4.00	5.00	3.66	
16	4.00	4.40	4.00	4.00	4.33	
17	5.00	4.80	4.00	4.00	4.00	
18	2.00	3.40	.50	1.00	3.66	
19	2.00	4.00	3.00	1.00	3.00	
20	4.00	5.00	5.00	4.00	4.33	

TABLE XV

MEAN RESPONSES OF AGRICULTURAL COOPERATIVE MANAGERS BY LEVEL OF TRAINING ACHIEVED

Question or Item Response	Principal Engineer	Engineer of State	Assistant Engineer	Technical Assistant	Technical Agent	Administrator
1	4.00	4.30	4.00	2.75	2.39	1.50
2	3.00	2.00	2.50	2.87	3.17	3.50
3	4.00	2.70	2.50	3.12	3.78	3.50
4	3.00	2.30	2.50	2.75	3.00	4.00
5	3.00	4.70	5.00	4.50	3.87	4.00
6	4.00	2.60	1.50	3.25	3.00	1.50
7	4.00	3.40	4.00	3.75	3.48	4.00
8	4.00	4.70	5.00	4.25	4.48	4.00
9	5.00	4.60	5.00	4.37	4.22	4.50
10	4.00	2.80	4.00	3.25	3.00	2.50
11	1.00	2.00	1.50	1.12	2.13	2.00
12	4.00	4.80	2.50	4.37	4.13	5.00
13	5.00	4.30	5.00	4.37	4.09	4.50
14	4.00	3.50	3.50	3.75	3.83	4.00
15	5.00	4.90	4.50	4.87	4.87	5.00
16	4.00	4.30	5.00	4.37	4.52	4.00
17	5.00	4.90	5.00	4.62	4.78	4.50
18	5.00	3.80	4.00	2.50	2.52	2.00
19	5.00	2.90	1.50	2.75	2.61	1.00
20	5.00	4.50	5.00	4.00	4.65	4.50

are found to be only 0.12 for item 11 and 0.03 for item 12. It would appear that a feeling of some inadequacy in background and in training received is readily recognized by members of both groups.

Components and Kinds of Training Most Desirable

Items 6, 7, 8, 9 and 10 are directly related to the kinds of training which managers feel should be provided.

When responses to item 6 were collated, both groups tended to disagree with this statement, even though the state farm managers did more strongly reject the statement. Examination of data presented in Tables XII and XIII show that among managers of state farms, exactly one half either disagreed or strongly disagreed to this item compared to 34.74 of the managers of agricultural cooperatives. Comments written on the questionnaire coming from both groups indicated that they felt that, while training about agricultural techniques was beneficial, the job of the manager necessarily involved such important items as communication, human relations and understanding how to work with individuals. When the question is continued with regard to a need for such general management skills as was requested in item 7, data presented in Tables XII and XIII show that the state farm managers were much more strongly in agreement than were managers of agricultural cooperatives. A high of 91.67 percent of state farm managers either strongly agreed or agreed, contrasted with 58.69 percent of the agricultural cooperative managers responding in the same categories. Data presented in Table XVI reveal a difference in mean score for the two groups of 0.36, ranking only seventh among differences in the twenty items compared. It would seem evident that both groups recognize the need for general management skills

in a training program, but the managers of state farms, most of whom themselves have completed training at a higher level, feel more strongly about it. A consideration of responses to item 8 asserting that "training directed toward the whole of farm management is needed" elicited strong positive responses from managers of agricultural cooperatives. Data presented in Table XII show one of the very high positive responses expressed in the study, with almost 90 percent agreeing or strongly agreeing. In a like manner, managers of state farms expressed agreement. With 75 percent strongly agreeing as reflected in Table XVI, a mean score difference between the two groups of 0.06 with a difference rank of sixteenth would tend to negate any possibility of recognizing a real difference. While both groups would appear to support strongly comprehensive farm management training as a whole, the unique assignment which managers of agricultural cooperatives occupy in closer relationship with larger groups of people would perhaps explain why none of the respondents disagreed or strongly disagreed with this item.

Responses of the two groups as shown in item 9 in Tables XII and XIII indicate an expressed need for more training for managers, and further with a very similar response pattern to that of the preceding item 8, in which 90.67 percent of state farm managers and 89.13 percent agricultural cooperative managers agree or strongly agree with the item. Findings show in Table XVI reveal a very low mean score difference between the two groups of only 0.06, and ranking sixteenth. It is evident that both groups are strongly of the opinion that more training of farm managers would improve the overall efficiency in farm operations.

Responses of the managers of the two groups to the assertion that training in management skills would improve efficiency more than would

TABLE XVI

MEAN SCORES, DIFFERENCES AND RANKINGS OF RESPONSES OF THE TWO GROUPS

Items	Responses				Difference in Mean Score
	Agricultural Cooperatives (U.C.P.)		State Farms (Agro-Combinats)		
	Mean Score	Rank	Mean Score	Rank	
1	2.93	14	3.33	14	0.40*
2	2.85	18	2.50	15	0.35
3	3.35	12	3.50	12	0.15*
4	2.85	19	2.17	15	0.68
5	4.19	10	3.58	9	0.61
6	2.80	16	2.58	17	0.22
7	3.56	8	3.92	11	0.36*
8	4.48	2	4.42	4	0.06
9	4.39	4	4.33	5	0.06
10	3.04	15	2.92	13	0.12
11	1.87	20	1.75	20	0.12
12	4.28	6	4.25	8	0.03
13	4.35	10	3.58	7	0.77
14	3.78	9	3.75	10	0.03
15	4.87	4	4.33	1	0.54
16	4.37	6	4.25	6	0.12
17	4.78	2	4.42	2	0.36
18	2.80	16	2.58	17	0.22
19	2.61	13	3.42	19	0.81*
20	4.52	1	4.50	3	0.02

*Indicates that difference shown was in favor of responses from state farm managers.

any other kind of training showed a great deal of indecision. Data presented in Tables XII and XIII show that 65.22 percent of managers of agricultural cooperatives and 58.33 percent of managers of state farms were undecided, these responses constituting one of the highest percentages of the study, and indicate indecision. Data in Table XVI show a mean score difference between the two groups of only 0.12. Voluntary comments received would tend to indicate that respondents in both groups were somewhat confused as to the meaning of the question. Several responded with "what other kind of training?"

Motivation and Behavior Most Suitable for Carrying Out Management Functions

Item 13 which stresses needs for "training that does help meet the managers real needs would help motivate him to do a better job of management", yielded responses which had the second greatest difference in mean scores of the two groups. Data presented in Table XVI indicate a mean score difference of 0.77 in favor of responses from managers of agricultural cooperatives clearly, indicated their desire for more training that would help them in their task. Findings shown in Tables XII and XIII indicate that while no manager of state farms strongly agreed, 45.65 percent of the managers of agricultural cooperatives made such a judgement. In attempting to explain this difference it can well be pointed out that state farm managers tend to be more satisfied with their job and recognize fewer problems. Conversely, managers of agricultural cooperatives claim to experience more frustration in being forced to consult many more people. The self recognized need for developing tact and diplomacy may well be at the heart of their feeling

that they should have training that would help motivate them to do a better job of management. Item 16, which affirms the importance of the manager exhibiting enthusiasm and support invoked quite similar responses from both groups. Findings shown in Table XVI reveal identical rankings in terms of mean scores with a relative high ranking of 6 among the 20 items. Findings in Tables XII and XIII reveal that 100 percent of the state farm managers and 95.66 percent of the agricultural cooperative managers either agree or strongly agree with the statement. Comments volunteered by the respondents likewise indicated a strong belief that a good manager is "an enthusiastic one."

Responses to item 17 concerning the belief that "the manager should devote his time to management rather than bureaucratic routine "indicate a high degree of agreement both within and between groups. Data presented in Tables XII and XIII reveal that 100 percent of managers of agricultural cooperatives either agree or strongly agree, with a high of 78.26 percentage strongly agreeing. When responses of managers of state farms are compared, we find one half strongly agreeing and 41.67 percent agreeing. Again we find only a very small difference in mean scores between the two groups, with the mean score for each of the groups ranking in the second place among the 20 items. There can be no question but that managers feel they should be relieved of the burden of bureaucratic routine. Comments volunteered indicated that some respondents considered that attention to bureaucratic detail took 50, 60 or even 80 percent of the manager's time.

Responses to item 18 which stated "the manager should make all decisions without help from subordinates", yielded a wider spectrum of responses than did nay other item. Reference to data in Tables XII and

XIII show that among managers of agricultural cooperatives 21.74 agreed or strongly agreed, 43.48 disagreed or strongly disagreed with 34.78 undecided. In a somewhat similar pattern of response, state farm managers responded with 33.33 percent agreeing, 8.33 percent undecided and 63.34 either disagreeing or strongly disagreeing. Findings presented in Table XVI show a mean score difference between the two groups of 0.22. A mean score of 2.80 of agricultural cooperative managers yielded a rank of sixteenth compared to 2.58 percent which yielded a rank of seventeenth for managers of state farms. It can be noted that somewhat more of the state farm managers agreed with the matter of sharing with subordinates than did the managers of agricultural cooperatives.

It is quite possible that the conditions under which the managers of agricultural cooperatives operate tended to influence their response. State farm managers who are not required to consult with advisory boards, and others tended to respond to this question in keeping with their feeling that they enjoyed a more autocratic behavior.

Responses to item 19, describing the management function as concerned with "organization, operation, planning, buying, selling and financing" reflected the highest difference of mean score between the two groups of any item. However neither group indicated that the statement was particularly important. Mean scores of responses of state farm managers were such as to rank the item nineteenth among the 20 statements, this contrasted with the ranking of thirteenth among managers of agricultural cooperatives. A difference between mean scores of 0.81 ranked first. While 25 percent of the state farm managers responded as either disagreeing or strongly disagreeing, 43.48 percent of the managers of agricultural cooperatives responded in the like manner. It would seem

appropriate to point out that state farm managers are not confronted with problems of human relations to the extent that managers of agricultural cooperatives are.

The final item (20) concerning motivation and behavior of farm managers dealt directly with interference and imposition of regulations coming from outside the local unit and was stated "the managers must be free from political coercion in his decision making", the mean score of responses of managers of agricultural cooperatives of 4.52 gave this first place ranking, the mean score of responses given by state farm managers of 4.50 ranked third in terms of agreement. The slight difference between mean scores of managers of agricultural cooperatives and those of state farm managers of 0.02 yielded a rank among differences of twentieth place, the lowest among the rankings. When responses of state farm managers are examined, it is evident that they strongly agreed (50%) as compared with managers of agricultural cooperatives where we find 60.87 percent strongly agreeing and 30.43 agreeing. A percentage of 8.70 of the managers of agricultural cooperatives were undecided. Voluntary comments written on the responses sheets by respondents in both groups indicated frustration with what they felt was an all too common occurrence, orders from above which clearly prevented decision making at the local level. The plea would seem to be for a genuine time for mutual discussion and consideration with both superiors and possibly subordinates.

Training Needed

The final category to be discussed is that of responses to the matter of training needed. This category includes responses to items 5,

14 and 15.

Responses to item 5 "a yearly training should be required for a manager", resulted in responses indicating a relatively high agreement by respondents in both groups, however, data presented in Table XVI indicate that the difference between groups of 0.61 ranked fourth in terms of differences observed. Managers of agricultural cooperatives responded with a mean score of 4.19 as compared to a mean score of 3.58 from state farm managers.

Data presented in Tables XII and XIII show that no responses were made in the "strongly agree" column by state farm managers as compared to a 39.33 percent response for managers of agricultural cooperatives in that category. However, 66.67 percent of responses received from state farm managers in the "agree" category compared with a lesser 41.30 percent in this category by managers of agricultural cooperatives. Somewhat more (25%) of the state farm managers were undecided, with only 19.57 percent for managers of agricultural cooperatives.

Tables IX and X definitely show that managers of state farms have achieved a substantially higher level of training than that held by their contemporaries in agricultural cooperatives. It is not surprising that they do not respond as enthusiastically about additional training on a yearly basis. However, both groups would appear to be responsive to such programs.

Item 15, stated as "training should be offered as in-service management seminars", elicited responses from both groups indicating a high degree of agreement. Findings in Tables XII and XIII show that among managers of agricultural cooperatives 86.96 percent strongly agreed, while the remaining 13.04 percent agreed. No responses were received

from managers of agricultural cooperatives which indicated indecision or disagreement concerning this matter. Such responses can be compared to 50 percent of state farm managers who strongly agreed and 41.67 percent who agreed, one individual constituting 8.33 percent of the sample of managers of state farms disagreed. Data in Table XVI show a mean score of 4.33 from state farm managers, ranking this item first; likewise the 4.87 mean score of managers of agricultural cooperatives provided a ranking of fourth among the twenty items. However, the mean score difference of 0.54 between the two groups ranked fifth as was true in the tabulation of responses for statement 5. Managers of agricultural cooperatives were stronger in their support of in-service training programs than was true for managers of state farms.

Volunteer comments regarding this question bear out the same conclusion as was made regarding item 5. Expressions of the opinions held by the two groups regarding pre-service training in farm management was obtained through item 14. Among the managers of agricultural cooperatives, 73.91 agreed or strongly agreed as compared 66.66 of the managers of state farms. The mean scores of 3.78 for managers of agricultural cooperatives compared to 3.75 for state farm managers provided rankings of ninth and tenth respectively and the difference in mean scores of only 0.03 showed clearly that both groups tended to recognize the value of pre-service training in farm management. From the comments of the respondents it would seem evident that most of them interpreted this statement to refer to a period of apprenticeship or internship which would follow completion of a degree or certificate level, and be required prior to assuming full time managerial responsibilities. While the majority of respondents seem to approve this experience, some were a bit

TABLE XVII

TYPICAL VOLUNTARY COMMENTS RECEIVED FROM THE TWO GROUPS OF MANAGERS

Item of Statement	Comments	
	State Farms	Agricultural Cooperatives
1	"...then the manager will have better background".	"...it is good to have it if you have a chance".
2	"...modern management skills required higher knowledge".	"...perfer more practice than theory".
3	"...yes! but the manager should stay aware about the new style of management".	"...the manager must do his own researchs".
4	"...you should be more specific about the kind of management background".	"...what kind of management background are you talking about?"
5	"...better to establish a training program and discuss its length".	"...for the first five years then once every 2 to 3 years".
6	"...what about other human factors?"	"...not only that, we also deal with people".
7	"...then we will have more to learn about management".	"...yes! then we will go from the general to the specific".
8	"...that is what we need, really".	"...thank you for asking me this question".

TABLE XVII (Continued)

Item of Statement	Comments	
	State Farms	Agricultural Cooperatives
9	"...surely! the training program must be directed by serious and knowledge-able persons".	"...we cannot do a good job without training".
10	"...I am not sure".	"...what do you mean by any other kind of training".
11	"...it cannot be true".	"...not in all situations".
12	"...in fact most managers have a lack of knowledge about the real meaning of management. You know what I mean".	"...as all human beings".
13	"...yes! when it is well prepared".	"...it will help us in our task which already is not an easy one".
14	"...prior to assuming full time managerial responsibilities".	"...we all need it, but not too long!"
15	"...I prefer this type of training".	"...would be more practical".
16	"...a good manager is an enthusiastic one".	"...because I like what I am doing that I asked for this job".
17	"...yes! but we need a good staff to do the office work".	"...50-60 even 80% of my time is de-voted to this type of daily routine."
18	"...they can share ideas with me but not share decisions".	"...it is already a big problem".

TABLE XVII (Continued)

Item of Statement	Comments	
	State Farms	Agricultural Cooperatives
19	"...it is the main thing but it is not only that".	"...this question it can be related to #6".
20	"...we need to share decisions and not purely and simply receive orders from the high level of the administration".	"...I know more what's going on in my farm than anybody else. Control me but not give orders without discussing this with me".

doubtful about its value.

Summary of Response Strengths

Statements or Items Receiving a High Response of Agreement

In Table XVI we see strong agreement that both pre-service and in-service training are needed. This is borne out by relatively high mean scores achieved for items 5, 14 and 15.

Respondents agreed somewhat strongly with a belief that the manager should be free from the confines of bureaucratic routine and political coercion. This can readily be seen through responses made to items 17 and 20. Respondents also agreed rather strongly that training should be directed toward the whole of farm management, and that more training for managers would improve the overall efficiency of farm operations. These findings are confirmed by examining responses to items 8 and 9 in Table XVI.

It is interesting to note that managers in both groups recognized that they have inadequacies which should be corrected and that their training and background are hardly sufficient for them to always do a good job of management. This finding is observed in items 11 and 12. The direction of the strength must be reversed for item 11 because of the structure of the statement. A final indication of agreement with the items or statements is to be found through an examination of responses to items 13 and 16. These two statements dealt with training that would meet the managers real needs for methods of motivation, and with exhibiting enthusiasm and support for the area in which he is working are highly important. It should be recognized that relatively

strong responses of agreement were made by both groups to these statements.

Statements or Items Showing a Tendency Toward Disagreement

Responses concerning item 18, stating that "the management function in agriculture is concerned with organization, operation, planning, buying, selling and financing" was evidently considered insufficient by respondents since it did not include skills in communication, human relations and understanding of the nature of group activities.

Item 6 was evidently interpreted similarly to item 19. The statement "The training should only be about the agricultural techniques (machinery, irrigation, seedbed, weed control, etc.)" held a meaning for respondents which stressed a lack of skill in communication and other items mentioned above. When the matter of the importance of degree attainment for the success of managers was considered in statements 1 and 2, it is quite evident that both groups were not willing to agree that "any degree" in agriculture would constitute a pre-requisite to success in farm management. While managers of agricultural cooperatives did not appear to support attaining a higher degree in agriculture quite to the extent that as did managers of state farms. However, the pattern of responses were not such as to be conclusive about this judgement. The mean score of 2.93 given by managers of cooperatives would seem to indicate they were only somewhat in agreement with the statement. It should further be noted that the very high percentage of 58.34 of state farm managers were undecided about statement number 2.

Responses Showing a Strong Tendency Toward Indecision

Item number 10, "Training in management skills would improve efficiency more than any other kind of training," received a high percentage of "undecided" responses from both groups. As stated earlier, such volunteer comments would indicate that the question was interpreted as being somewhat ambiguous. Several respondents commented "What kind of training?" and "What other kind of training?".

Statement number 4 "Any kind of background management is sufficient for becoming a good manager" was also considered not precise enough to merit a decisive response. Comments about this question also pointed to the need for better definition of "management background."

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The primary purpose of the study was to identify and evaluate management activities of managers of agricultural cooperatives (U.C.P.) and state farms (Agro-Combinats), and compare styles and patterns of management now occurring in both organized sectors of agricultural production in Tunisia.

Objectives of the Study

1. To identify and select through study and extensive review of literature, those patterns and skills of management which have proven to be of greater value.

2. To determine the nature and extent of the concept and philosophy now held by the managers regarding effective management skills.

3. To identify and establish those recurrent problems encountered by managers in the two groups: agricultural cooperatives and state farms.

4. To identify concepts of the nature and extent of needed training in farm management now held by managers in each of two groups.

5. To bring certain suggestions and recommendations as to possible solutions to problems now extant in management of Tunisian farming units. As an example, one approach might be through a good management program sponsored by the Tunisian Government or by the collaboration of International Agencies (International Cooperation Programs) or by both.

Procedure of Study

Following a review of research and literature pertinent to the study, a research questionnaire was developed for collecting data. The questionnaire contained 20 items which dealt specifically with the five general areas of training related to farm management needed by (1) managers of agricultural cooperatives and (2) managers of state farms. Spaces were provided for comments from each respondent and for each item. In each of the 20 items, respondents were asked to respond in terms of the extent to which training is, and should be, needed. These items were measured with the help of a five-point or agreement rating scale. The five points of the agreement rating scale with their scores given in the parentheses were: Strongly Agree(5), Agree(4), Undecided (3), Disagree(2), Strongly Disagree(1).

Collection of Data

There were two categories of respondents: (1) managers of agricultural cooperatives (U.C.P.) and (2) managers of state farms (Agro-Combinats). Data were collected with the help and assistance of some of the researcher's friends now working in Tunisia. The respondents were selected by random sample from both groups of managers representing a total of 229 managers in the agricultural cooperatives sector (U.C.P.) and 59 managers in the state farm sector (Agro-Combinats).

Data were collected from 46 managers of agricultural cooperatives and 12 managers of state farms. There were, in all, 58 questionnaires and 58 (100%) were returned. There were 58 (100%) usable questionnaires analyzed from which findings were drawn and comparison of judgments between the two groups of managers made. This high rate of return was

probably due to the fact that most managers of both sectors know the researcher personally.

Analysis of the data involved calculating weighted mean scores and rankings of all items in the questionnaires.

Summary and Findings

It was found that among all managers of state farms, one fourth had attained the training level designated in Tunisia as Engineers of State (Bachelor of Science in general agriculture), while only 7.42 percent of the managers of agricultural cooperatives were identified as having training at that level.

Data as presented in the two Tables VIII and IX clearly, show that the managers of state farms tend to have a higher level of educational preparation than do the managers of agricultural cooperatives.

These two manager groups responded to twenty selected items or statements regarding the need for training which they felt should be made available to all of them in order for them to be better able to carry out their managerial responsibilities.

It should be recognized that these managers are confronted with the task of working with people, mostly illiterate, but generally willing to serve the cause of Tunisian agriculture. Responses received from each of the two groups of managers were classified into five groupings. These are shown in Table XVIII, which was developed to depict responses as follows:

1. Level of education most desirable for development into a good manager. (Statements 1 and 2).

While the mean scores of both groups were such that when they were

TABLE XVIII

SUMMARY OF RESPONSES OF THE TWO GROUPS OF MANAGERS BASED UPON STATEMENT MEAN SCORES

Item or Statement Category	Statement Number	Responses: Agricultural Cooperatives	Responses: State Farms
1. Level of education most desirable for development into a good manager.			
(a) a high level	1	Undecided	Undecided
(b) "any degree" sufficient	2	Undecided	Undecided
2. Experience and background desirable for becoming a good manager.			
(a) many years of experience	3	Undecided	Agree
(b) "any kind" sufficient	4	Undecided*	Disagree*
(c) present training or background sufficient	11	Disagree	Disagree
(d) inadequacies should be corrected	12	Agree	Agree
3. Components and kind of training most desirable.			
(a) training related only to agricultural techniques	6	Undecided	Undecided
(b) general management skills are most needed	7	Agree	Agree
(c) training directed toward the "whole" of farm management	8	Agree	Agree
(d) more training improves efficiency	9	Agree	Agree
(e) receiving management training skills most important	10	Undecided*	Undecided*

TABLE XVIII (Continued)

Item or Statement Category	Statement Number	Responses: Agricultural Cooperatives	Responses: State Farms
4. Motivation and behavior most suitable for carrying out management functions.			
(a) training to help meet managers personal needs provides motivation	13	Agree	Agree
(b) enthusiasm exhibited by manager very important	16	Agree	Agree
(c) managers should devote efforts to management avoiding bureaucratic routine	17	Strongly Agree	Agree
(d) managers should make decisions without regard for subordinates	18	Undecided	Undecided
(e) management function only includes organization, operation, planning, buying, selling and financing	19	Undecided	Undecided
(f) managers must be freed from pressures by superiors	20	Strongly Agree	Strongly Agree
5. Training needed.			
(a) annual training should be required for all managers	5	Agree	Agree
(b) pre-service training in farm management should be provided (internship)	14	Agree	Agree
(c) in-service training should be offered as seminars	15	Strongly Agree	Agree

*Comments made by both groups were to the effect that these particular statements were not clear.

categorized into the 1 to 5 point scale adopted, they fell into the "undecided" category, data from rankings, comments and collapsing of categories lead to the conclusion that the managers of state farms, who themselves as a group have higher degrees are somewhat more in favor of higher degrees than are their contemporaries in agricultural cooperatives. Thus it would appear that state farm managers, more of whom possess a higher degree in agriculture are not quite as willing to affirm that "any degree in agriculture is sufficient for becoming a good manager".

2. Experience and background desirable for becoming a good manager. (Items 3, 4, 11 and 12).

The percentage of favorable responses, either "strongly agree" or "agree", which were made to item 3 "many years of experience in agriculture with no specific degree completed is enough for becoming a good manager by managers of the two groups were somewhat different. State farm managers agreed with the statement while managers of agricultural cooperatives were undecided. However, with regard to responses to item 4 "any kind of background in managment is sufficient for becoming a good manager," state farm managers disagreed while managers of agriculture cooperatives were undecided.

When responses to item 11 and 12 are examined it should be noted that the two questions are designed to measure the feeling which managers have about the adequacy of training in management which they have received.

It would appear quite evident that a feeling of some inadequacy in background and in training received is readily recognized by members of both groups of managers.

3. Components and Kinds of Training Most Desirable (Items 6, 7, 8, 9 and 10).

Those items are directly related to the kinds of training which managers feel should be provided.

Both groups recognized the need for general management skills in a training program, but the manager of state farms, most of whom completed training at a higher level, appeared to feel more strongly about it, and that more training for managers would improve the overall efficiency in farm operations. However responses from both groups to the question "Training in management skills improves efficiency more than any other kind of training" showed a great deal of indecision. These responses comprise one of the highest percentages of indecision of the study, with 65.22 percent of agricultural cooperative managers and 58.33 percent of managers of state farm managers being undecided. Comments received would indicate that respondents in both groups were somewhat confused as to the meaning of the question. Several responded with "What other kind of training?".

Responses of both groups to the statement that "training should be directed toward the whole of farm management" showed considerable agreement. In fact the ranking of mean scores of statements revealed a ranking of "2" for managers of agricultural cooperatives and "4" for state farm managers.

4. Motivation and Behavior Most Suitable for Carrying Out Management Functions (Items 16, 17, 18, 19 and 20).

Voluntary comments from agricultural cooperative managers clearly indicated their desire for more training that would help them in their task. However, some comments from it can well be pointed out that state

farm managers tend to be more satisfied with their job and recognize few problems. Conversely, managers of agricultural cooperatives claim to experience more frustration in being forced to consult with many more people. The self recognized need for developing tact and diplomacy may well be at the heart of their feeling that they should have training that would help motivate them to do a better job of management. Also, further comments volunteered by the respondents indicated a strong belief that a "good manager is an enthusiastic one." Manager should be relieved of the burden of bureaucratic routine and be given a chance to be the first decision maker. While slightly somewhat more of the state farm managers disagreed in the matter of sharing decision making with subordinates than did managers of agricultural cooperatives, both were undecided about this matter. Possibly these differences in responses can be attributed to the conditions under which the managers of agricultural cooperatives are operating. Volunteer comments written on the response sheets by respondents in both groups indicated frustration with what they felt was an all too common occurrence; orders from above which clearly prevented decision making at the local level. This was further borne out by the high mean scores recorded for both groups. Responses by agricultural cooperative managers ranked this item first, while responses by state farm managers were such to rank this fourth among the twenty statements. The plea would seem to be for a genuine time for mutual discussion and consideration with both superiors and possibly subordinates.

5. Training Needed (Items 5, 14 and 15).

There was little if any difference of opinion among managers in the two groups about this final category related to training needed.

However, as indicated earlier, managers of state farms have achieved a substantially higher level of training than that held by their contemporaries in agricultural cooperatives. It was not surprising then, that they did not respond quite as enthusiastically about additional training on a yearly basis. However, it is gratifying to note that both groups would appear to be responsive to such program.

Expressions of the opinions held by the two groups regarding pre-service training in farm management showed conclusively that both groups tended to recognize the value of pre-service farm management training. From the comments which were made by the respondents, it would seem evidence that most of them interpreted this statement to refer to a period of apprenticeship or internship following completion of a degree level, and be required prior to assuming full time managerial responsibilities. While the majority of respondents seem to approve of this experience some were a bit doubtful about its value.

Conclusions

As indicated earlier, and in conformity with the view of modern writers, management is concerned primarily with people and considerably less directly with such other resources as space, facilities, equipment, materials, time and money.

The manager accomplishes his job by performing the functions of planning, organizing, staffing, directing, and controlling.

The findings of this study emphasize that managers need training not only in technical agriculture but also in the area of human relations, development of skills in communication, and working with groups of people. The needs for these skills are greatly increased when the

manager is confronted with a relatively high rate of illiteracy and with different ages and sexes. Therefore, the content of training programs given at different agricultural schools and at different levels of education in Tunisia should be modified to reflect managers' needs. Also, agricultural production in the two sectors (agricultural cooperatives and state farms) cannot be increased, nor can the worker's and cooperator's standards of living be raised, unless they are directed or assisted by a well trained manager, able to motivate them and help them to reach the goals and objectives for which they are both striving. Skill in management is not inherited, although some managers are more predisposed than others; this too is a variable extent. Rather, true management skills are acquired through education, training and experience related to human behavior in various educational settings.

The conclusions, derived from findings as shown in Table XVIII reveal agreement or strong agreement with the following:

1. A definite need for both pre-service and in-service training.

2. Managers should be freed from the confines of bureaucratic routine and frequent interferences from higher levels.

3. Training should be directed toward the "whole" of farm management with stronger emphasizes upon management skills which will improve the overall efficiency of farm operations.

4. Most managers tend to recognize their own inadequacies, and readily admit that their training and backgrounds are hardle sufficient for them to do a good job of management.

5. Providing training of nature and extent to meet the manager's real needs for motivation and exhibiting enthusiasm and support for the area in which he is working are highly important.

6. Managers readily recognize the benefits to be derived for in-service training and it would appear that they would receive and welcome such professional improvement opportunities.

In a reverse of judgement, data as summarized in Table XVIII would indicate slight disagreement or disagreement with:

1. Certain decisions should entail some assistance from subordinates.

2. Management functions such as communication, human relations and understanding of the nature of group activities are not always necessarily of great importance.

3. The acquisition of any level of studies for degrees in agriculture would tend to measure at least moderate success as a farm manager.

Recommendations

The following recommendations are presented according to data obtained from responses, literature reviewed, and from judgements and conclusions based upon the researcher's experiences as a planning specialist:

1. That officials responsible for decision making serving in the department of agricultural cooperatives (U.C.P.) and department of state farms review the findings in this study, (after translation into French and/or Arabic), and use it in developing future training programs for managers.

2. That the most urgent needs of managers be incorporated into the training program as soon as possible.

3. That the training program be planned to meet both expressed and unexpressed needs of managers.

4. Since manager training is a continuous and systematic process, it is recommended that a new manager should attend, during the first five years, of his service, annual seminars of at least one week's duration. After five years he should be required to attend such a seminar each successive three years as long as he retains a position as manager.

5. That an internship or apprenticeship should be established as soon as possible for persons in training for service as managers, regardless of the level of training being received.

6. That a seminar for professors and/or persons involved in training managers and staff at various levels be carefully planned and implemented.

7. As an important component of all training programs and seminars emphasis should be planned in a direction toward helping farm managers to be more effective in the use of ideas coming from subordinates.

8. Officials should develop and implement a recruitment program designed to attract and motivate more engineers and assistant engineers to enter the field of farm managership.

9. Officials should develop and implement a recruitment program designed to attract and motivate more technical assistants to plan for entering jobs directly related to agricultural techniques. In the event that technicians later aspire to attain the rank of manager, they should have completed at least 8 years of successful performance as a technicians before such advancement.

10. Officials should develop and implement a recruitment program designed to attract and motivate more senior high school graduates to assume minor administrative (accounting and office routine, non-decision making) jobs.

11. Officials should create and establish an award program to be implemented at the national level for recognizing superior performance as farm managers. The score card for determining recipients of this reward should be developed from the ideas and judgements coming from seminar participants.

12. Officials should look very carefully at what takes place or occurs at any and all called meetings and determine the objectives or goals as well as the extent to which accomplishment of these will help in reducing the number of meetings. A first goal might be to reduce the number at least one third.

13. Officials should very carefully review the content of all reports presently required of managers and decide which items are really of obvious importance. The goal here would be to substantially reduce the number of reports required, as well as the length of each report.

14. Officials should be urged to assume responsibilities for developing or implementing curricula for farm management which will definitely include studies and training in communication, human relations and work with groups.

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APPENDIX A

LETTER OF TRANSMITTAL

OKLAHOMA STATE UNIVERSITY • STILLWATER

Department of Agricultural Education
(405) 624-5129

74074

Stillwater, Oklahoma
May, 1979

FROM: Mokhtar Ben-Dhifallah
Oklahoma State University (USA)

TO:

MANAGER
OF:

SUBJECT: Questionnaire to be Used for Master's Degree in Agriculture Education

The following is a list of statements related to skills and training needed by the managers of state farms (Agro-Combinats) and the managers of Agricultural Cooperatives (U.C.P.) in Tunisia. Please respond to each statement by marking the right of each statement. The rating scale will indicate the degree of your agreement to each statement concerning those skills and qualities a manager must possess in order to do a satisfactory job of management. Please also feel free to make any comments and/or suggestions which you feel might prove helpful.

This information will be strictly confidential and will be used only to better understand manager needs in skills and training. Your cooperation in answering these questions will be of great assistance for my Master's Degree thesis in Agricultural Education.

I realize that you have a very busy schedule, but your collaboration is most vital if we are to make progress in assisting managers to be more successful in carrying out their duties.

Thank you very much for your assistance.

Sincerely yours,

Mokhtar Ben-Dhifallah

APPROVED BY:

Robert R. Price, Professor and Head Emeritus, Agricultural Education

Robert Reisbeck, Associate Professor, Agricultural Education

APPENDIX B

QUESTIONNAIRE SENT FOR SECURING

MANAGER RESPONSES

Questionnaire (English Version) Sent in French Version to Both Groups of Managers:
(1) - Agricultural Cooperative Managers
(2) - State Farm Managers

	Strongly Agree (5)	Agree (4)	Undecided (3)	Disagree (2)	Strongly Disagree (1)
1. Attaining a higher degree in agriculture is necessary for good management. Please Comment:	( )	( )	( )	( )	( )
2. Any degree in an agriculture is necessary for good management. Please Comment:	( )	( )	( )	( )	( )
3. Many years of experience in agriculture with no specific degree completed is enough for becoming a good manager. Please Comment:	( )	( )	( )	( )	( )
4. Any kind of background in management is sufficient for becoming a good manager. Please Comment:	( )	( )	( )	( )	( )
5. A yearly training should be required for a manager. Please Comment:	( )	( )	( )	( )	( )
6. The training should only be about the agricultural techniques (machinery, irrigation, seedbed, weed control, etc.). Please Comment:	( )	( )	( )	( )	( )

	Strongly Agree (5)	Agree (4)	Undecided (3)	Disagree (2)	Strongly Disagree (1)
7. Training in general management skills is a most needed attribute. Please Comment:	( )	( )	( )	( )	( )
8. Training directed toward the whole farm management is needed. Please Comment:	( )	( )	( )	( )	( )
9. More training for managers would improve the overall efficiency of farm operations. Please Comment:	( )	( )	( )	( )	( )
10. Training in management skills would improve efficiency more than any other kind of training. Please Comment:	( )	( )	( )	( )	( )
11. Most managers feel that their training or background is sufficient for them to do a good job of management. Please Comment:	( )	( )	( )	( )	( )
12. Most managers feel that they have inadequacies which should be corrected. Please Comment:	( )	( )	( )	( )	( )
13. Training that does help meet the manager's real needs would help motivate him to do a better job of management. Please Comment:	( )	( )	( )	( )	( )
14. Pre-service training in farm management should be made available. Please Comment:	( )	( )	( )	( )	( )
15. Training should be offered as in-service management seminars. Please Comment:	( )	( )	( )	( )	( )

	Strongly Agree (5)	Agree (4)	Undecided (3)	Disagree (2)	Strongly Disagree (1)
16. Exhibiting enthusiasm and support for the area in which the manager is working is highly important. Please Comment:	( )	( )	( )	( )	( )
17. The manager should devote his time to management rather than bureaucratic routine. Please Comment:	( )	( )	( )	( )	( )
18. The manager should make all decisions without help from subordinates. Please Comment:	( )	( )	( )	( )	( )
19. The management function in agriculture is largely concerned with organization, operation, planning, buying, selling and financing. Please Comment:	( )	( )	( )	( )	( )
20. The manager must be free from political coercion in his decision making. Please Comment:	( )	( )	( )	( )	( )

VITA

Mokhtar Ben-Dhifallah

Candidate for the Degree of

Master of Science

Thesis: A COMPARISON OF JUDGEMENTS MADE BY MANAGERS OF STATE FARMS (AGRO-COMBINATS) AND OF AGRICULTURAL COOPERATIVES (U.C.P.) IN TUNISIA REGARDING SKILLS AND TRAINING NEEDED

Major Field: Agricultural Education

Biographical:

Personal Data: Born in Medjez El-Bab (Governorat of Beja), Tunisia, July 10, 1944, the son of Mr. and Mr. Hadj Ali Ben Dhifallah.

Education: Attended grade school in El-Bathan (Tébourba), Tunisia; graduated from Sidi Thabet Junior High School in Horticulture (College Moyen d'Horticulture de Sidi Thabet), Tunisia, June, 1962; graduated from Vilvorde Senior High School in Horticulture (Ecole Secondaire Superieure d'Horticulture), Belgium, June, 1967; received the Ingenieur Technicien from the Institut Superieur d'Enseignement Horticole de l'Etat de Vilvorde, Belgium, June, 1971, with a major in Tropical and Subtropical Agriculture; completed requirements for the degree of Master of Science at Oklahoma State University, Stillwater, Oklahoma, USA, in December, 1979.

Professional Experience: Landscape supervisor at the University Campus, University of Tunis, from August, 1962 to August, 1964. Agricultural Engineer, Specialist in Studies, Planning and Control at the State Farm Agency (Office des Terres Domaniales), Ministry of Agriculture from June, 1972, to present. Participated in several studies of International Projects located on the state farms and agricultural cooperatives: Canadien (1972), Dutch (1973), Danish (1974), Hungarian (1976) and World Bank (1977).

Professional Organization: National Union of Tunisian Engineers.