

ATTITUDES OF SELECTED COOPERATIVE EXTENSION
STAFF TOWARD STATE 4-H PROGRAM
COMMITTEES IN OKLAHOMA

By

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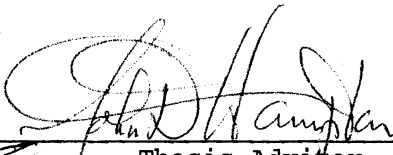
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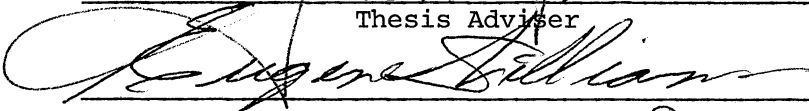


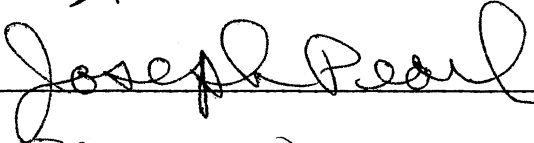
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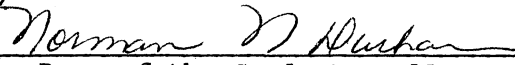
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PREFACE

This study is concerned with the important role of state 4-H committees in relevant program development for 4-H members and their volunteer leaders. The research focuses on a need for information about effectiveness of present committees, staff attitudes toward factors associated with state committees, satisfaction with procedures used after involvement is complete, and potential guidelines for improving committee processes which appear throughout the related literature.

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CHAPTER I

THE RESEARCH PROBLEM

Introduction

The Cooperative Extension Service

In the early 1900's, the Cooperative Extension Service was officially organized under the provisions of the Smith-Lever Act and subsequent legislation. A national study of the Extension Service in 1968 reaffirmed the important educational role established in 1914 by the Smith-Lever Act. The Extension Service

. . . conducts educational programs of an informal, non-resident, problem oriented nature. In its educational role, the Cooperative Extension Service interprets, disseminates and encourages practical use of knowledge. It transmits information from researchers to the people. But it is also an agency for change, a catalyst for individual and group action (A People and a Spirit, 1968, p. 17).

Heckel (1965) noted that the Extension Service prides itself in being one of the leading voluntary adult education movements in the world. However, one very important part of the Cooperative Extension Service, the 4-H program, is concerned with youth development and education as well.

The 4-H Program

Four-H is the youth development phase of the Cooperative Extension Service (Oklahoma 4-H For Century III, 1976). In tracing the 4-H story,

Reck (1951) noted that 4-H's early purpose focused primarily on teaching youth specific information or skills. As the program evolved through the years, the focus changed to over-all youth development.

In more recent years, the 4-H program has been recognized as another vehicle for adult education, as well as youth development. As membership has climbed, professional staff members have concentrated on training volunteer adult 4-H leaders to work directly with youth.

"Today's 4-H program of the Cooperative Extension Service involves youth as the primary audience and adults and teens as volunteer leaders" (4-H in Century III, 1976). Four-H is still concerned with youth development, but it has also added a secondary audience of adults and teens performing in adult-like roles. Since 4-H, like other programs of the Cooperative Extension Service, is a potential source of adult education, program development must consider the needs of the adult leader as well as the youth participants.

4-H Program Committees

Cooperative Extension's 4-H programs originated from a commitment to meet the needs and interests of both youth and their adult leaders with relevant, practical programs. Knowles (1951) emphasized that this democratic philosophy means that the programs and policies will be determined by a group that is representative of the participants. Dutton (1970) echoed the same belief and pointed out the importance of this clientele involvement in designing programs which are successful in effecting behavioral change.

Hull (1959) traced Extension's progress in the use of clientele groups in program development. He showed that through the years the

Extension Service recognized more and more the need for assistance from lay people in the formulation of objectives, programs and goals.

Due to the recognition of the importance of consultative opportunities with lay people, there have been 4-H advisory committees or councils organized with varying degrees of formality at community, county, district, state, regional and national levels (Hull, p. 9).

Sanders (1966) used terms like advisory committees, program building committees, and program planning committees to describe the groups of clientele who advise Extension educators.

Regardless of the committee's label, 4-H has historically utilized groups of clientele to design and implement programs. These 4-H program committees have been most abundant at the county level, where programs are operationalized and adapted for each unique situation. However, many 4-H programs are planned and prepared by state 4-H staff and subject-matter specialists and then made available to counties for ultimate use. Hull (1959) found that only about half of the states were utilizing state 4-H program committees. Furthermore, many of these state committees reported local 4-H members or adult leaders were not represented in the groups' membership.

Thus, it seems that at least a part of the 4-H program development process is in conflict with the philosophy that Cooperative Extension and its 4-H youth development phase have espoused. Many 4-H programs are developed in state Extension offices with no clientele involvement. These programs may still focus on local needs and interests of youth and adults as the Extension educators view them. However, Heckel (1965) warned that when Extension professionals assume full responsibility for programming and do not involve representative participants, they are assuming responsibilities far beyond their competencies. If

Extension is truly committed to the belief that the people who participate in and benefit from its educational programs can make better decisions about these programs than Extension professionals can make alone, then committees have an important role in state 4-H program development.

Statement of the Problem

Oklahoma was one of the states in Hull's study (1959) which did not have a state advisory or other program committee. In 1973, a comprehensive review of the state 4-H program resulted in several priority needs. One of these was "to revitalize the program development and planning process at the state level. (The emphasis here was involving a wider representation of people)" (Williams, 1974a, p. 1). The Oklahoma Cooperative Extension Service realized that clientele were not generally being involved in state 4-H program development. Implementation of a system for involving the clientele in program development included "a reorganization of responsibilities and assignments for the state 4-H staff plus the development of task force groups to work with each staff member in planning and conducting programs" (Williams, 1974b, p. 1). Task force groups included Extension staff, volunteer leaders and youth in their membership. These Oklahoma 4-H program committees have been operative since 1974 with varying degrees of involvement. Several subcommittees have also developed from the original groups. Other than informal feedback, no evaluation of the procedures used in initiating these state 4-H program committees has been made. Little is known about attitudes of Extension staff at various levels toward the committees, nor about perceptions among Extension staff of

the various committees and their degree of influence on state 4-H programs.

Need for the Study

Considerable time, travel and expense are involved when local 4-H members, adult leaders and county, district and state Extension staff participate together on state 4-H program committees. An evaluation of attitudes about the effectiveness of these committees is needed to justify continuing the same procedures. Since county Extension staff have a prominent role in implementing the programs, policies or recommendations of these state 4-H program committees, their attitudes toward the groups are important and need to be measured. Extension specialists' attitudes toward the committees are also meaningful because of the cooperative effort required between the specialist and the committee in state program development.

The importance of attitude in influencing behavior is well known. Shaw (1967) described the theoretical construct of attitude as an affective component based upon cognitive processes which is an antecedent of behavior. Heckel (1965) and Oberle (1970) both referred to the importance of attitudes, as they related to program committees. Oberle pointed out that attitudes may limit committees' contributions to the Extension program. Heckel considered the attitude of the professional Extension worker toward clientele committees as a major factor to be considered.

It would seem, therefore, that if Extension staff members hold unfavorable attitudes toward state 4-H program committees and the many variables associated with them, such as membership, role, structure and

leadership, the programs and recommendations developed by these committees will have limited acceptance either at the county or state level. Thus, the expressed attitudes toward state 4-H program committees can provide insight for future consideration of Oklahoma 4-H program committees and the procedures involved by state 4-H staff and Extension administrators.

Purpose of the Study

This study will provide the Oklahoma 4-H staff and Extension administration with some basic information about 4-H program committees. There are four primary purposes for the research. (1) Specifically, the research will examine staff evaluation of present state 4-H committee effectiveness. (2) Attitudes of county staff and Extension specialists toward some of the factors associated with these committees will be measured and analyzed in relation to certain demographic factors, such as professional position, tenure, and previous committee membership. (3) The study will also consider the satisfaction of all staff members who were involved in a recent program development process as ad hoc and review committees. Factors such as role in the process, percentage of professional time devoted to 4-H programming and sex will be considered in the study. (4) Finally, related literature will be reviewed to identify possible means of improving the program committee processes.

This research will attempt to answer the following questions. Numbers in parentheses following questions two through thirteen refer to the specific committee factors to which the questions relate as shown in Table IV in Chapter IV.

1. How do Oklahoma Extension staff members evaluate the effectiveness of present 4-H program committees?
2. What are the expressed attitudes of Extension staff toward program committee contributions to the Oklahoma 4-H program? Do they feel that committees have had significant influence or not? (Factors 1 and 2)
3. What attitudes do staff hold about use of state committees? Are they an asset to program development? Should more committees be formed? (Factors 3 through 5)
4. How do staff feel about committee membership? Should county staff, 4-H leaders, 4-H members, and other resource people all be included in the membership? Which county staff positions, if any, are most desirable for committee appointment? (Factors 6 through 13)
5. Do staff members feel it is sufficient to involve only the elected officers as youth representatives? Should terms of service be the same for youth and adults? (Factors 14 and 15)
6. What attitude do staff members express toward reimbursement of expenses as a factor in involving adult leaders? (Factors 16 and 17)
7. Do Extension educators believe that youth, leaders and county staff can provide relevant, representative input for state 4-H program committees? (Factors 18 through 21)
8. What attitudes do staff hold toward volunteering or being recommended by supervisors as avenues for committee appointment? (Factors 22 and 23)

9. Should all areas of the state be represented on committees?
Do staff believe that limited geographic representation is sufficient? (Factors 24 and 25)
10. What beliefs about optimum committee size are most prevalent?
(Factors 26 and 27)
11. What role should state 4-H program committees have? Do most staff members feel that an advisory role is sufficient?
Should committees play a part in development and review of 4-H program literature? (Factors 28 through 31)
12. Do staff members prefer a more or less structured environment for committee work in terms of defining roles or prioritizing needs? (Factors 32 and 33)
13. What attitudes do staff members express toward the role and leadership of a committee chairperson? (Factors 34 and 35)
14. Do the factors of professional position, tenure or committee membership have any relationship with attitudes toward 4-H program committees?
15. Do Extension staff who have recently been on committees involved in program development feel satisfied with the procedures used?
16. Do the factors of specific role in the program development process, percentage of professional time devoted to 4-H, or sex tend to relate with the satisfaction experienced?
17. What guidelines about 4-H program committees can be drawn from related literature for consideration in future committee work?

This study will not attempt to produce definitive answers to all

these research questions. It will, however, measure the attitudes of county and state Extension staff toward the factors involved.

CHAPTER II

RELATED LITERATURE

Introduction

From the earliest history of Cooperative Extension and 4-H work, the emphasis was focused on involving representatives of the potential audience in program development. While the value of this involvement has been widely discussed, some writers have pointed out weaknesses in the process. Bruce (1964) reported that "the almost universal use of lay advisory committees often results in an entire committee doing what could have been accomplished in less time by fewer people" (p. 221). Bruce recognized that committees do serve many useful purposes, but he emphasized the need to identify the specific functions of the group and use the committee only when the results justify it. Powers (1966) stated that the traditional formula of telling committees that their job is to analyze the situation, identify the problems and set the objectives places too much responsibility on local people and contradicts their role expectations of professional Extension educators. Both Bruce and Powers indicated that the problem with using program committees results from inadequate recognition of the committees' functions or purposes. Speaking from an Extension specialist's view, Yep (1974) posited three reasons why clientele are often not involved in state program committees. First, there is a feeling that the audience

representatives may be inhibited by the presence of Extension specialists, and therefore will not participate adequately. Secondly, some feel that it is difficult to find committee members to adequately represent the audience. Yep cited the time involved in organizing and working with program committees as the third deterrent to their use. However, Yep and many other Extension educators believe that use of state program committees is advantageous to program development and should be encouraged, in spite of the few apparent negative factors.

Kelsey and Hearne (1963) indicated that the essential state organization needed to aid program development includes committees of clientele and Extension staff. Hull (1959) found that 75 percent of all state 4-H staff members he surveyed would very definitely organize an advisory committee if they were not presently so advised. As a result of his study, Hull's first recommendation was that all states not presently using advisory committees should consider organization of such a group.

In discussing the use of advisory committees in vocational education, Hofstrand and Phipps (1971) cited benefits to the learners, the educational organization, the committee members and the communities at large. McLaughlin (1971) reported that when representatives of an adult education class participated in planning the program, markedly improved attitudes toward the learning activity resulted. McLaughlin found no difference between control and experimental group achievement scores. The attitude of the experimental group who were involved in program development was, however, improved over that of the control group participants. Positive attitudes are extremely important when educational programs are voluntary, as in 4-H.

Thus, there is both theoretical and empirical support for use of program committees. However, Hull (1959) found only limited information about state Extension committees, with virtually none devoted to committees specifically for 4-H program development. Taxis (1975) described the state advisory committees for vocational education as one of the most important potential sources of program influence, but one that is often untapped by professional educators. An Evaluation Summary (1976) published by the National 4-H Foundation of a seminar for all state 4-H administrators gave evidence that Extension leaders across the country are concerned about roles, tasks and functions of advisory committees, boards and similar groups. Approximately 25 percent of these administrators indicated that this topic was one of the top three objectives for the seminar. Because of the limited information related to state 4-H program committees, their membership, procedures or functions, there is a need to review related literature. Experiences with program committees used at other levels of Extension organization as well as with other educational institutions can provide insight for organizing and improving state 4-H program committees.

Committee Membership

4-H Members and Leaders

Involvement of the learners, the representatives of the clientele or potential audience, is implicit in the usage of committees in program development. The learners in 4-H obviously include youth, but since 4-H is also a vehicle for adult education, volunteer leaders are considered learners as well. One important reason for this involvement, according to Bergevin (1967), is because the learners need to

become a part of the programming if they are to develop and maintain an active concern for it. An active concern for the program is especially vital in relation to adult leaders since they deliver the program to the youth.

A document which was developed to guide national 4-H efforts in the decade of the 70's recommended a bold new approach in Extension 4-H programming to include major increases in the involvement of youth in shaping the 4-H program for the years ahead at local, county, state and national levels (4-H In The 70's, 1971). A similar document, 4-H in Century III (1976), stressed the importance of involving both youth and adult learners.

The program development process used in determining the content, methods of delivery and direction of 4-H has extensively involved youth and adults at all levels of participation. This has been instrumental in keeping 4-H closely tied to the individual needs and interests of youth, adults and families at the community level (p. 4).

Results of this learner involvement include more "relevant programs and strong commitment from volunteers and youth" (p. 8).

Relevant programs are vital for success of voluntary programs like 4-H. Vandenberg (1965) indicated that the acceptance and effectiveness of the program are enhanced when there is intensive involvement of representative learners in the planning process. Heckel (1965) emphasized this point with research which supports the claim that involvement of prospective learners in program decisions has a direct bearing on the effectiveness of these programs. Sanders (1966) reviewed work by Brunner which shows practically unanimous agreement in all studies that the maximum involvement of potential and actual constituents in program building produces the best results.

Boone (1975) mentioned another advantage of involving the learners in program development.

Extension's hallmark in this nation is its strong adherence to the principle that the people (learners) must be involved in designing and implementing educational programs that will affect them at the neighborhood, community, county and state levels. This democratic approach to programming provides the medium through which people develop as individuals and acquire the citizenship and leadership skills needed to function in a democracy (p. 26).

This developmental aspect of learner involvement is consistent with 4-H's philosophy. Obviously, this commitment to learner involvement is based on the underlying belief that "local people, armed with pertinent facts, are capable of determining their major needs and of developing strong recommendations to meet them" (Vandeberg, 1965, p. 77).

In his book on curriculum development, Tyler (1956) agreed that the learner should be a source of objectives for program development. But Tyler argued that no single source of information is adequate to provide a basis for wise, comprehensive curriculum decisions. Tyler specifically referred to subject specialists as another source of objectives. Since Extension specialists have broad responsibilities in "program planning and preparation of subject matter and teaching materials" suited to the needs of people of all ages, their participation on state 4-H program committees should not be overlooked (Extension Job Descriptions, 1972, p. 17).

Extension Specialists and Other Resource People

In discussing needs, Leagans (1964) emphasized a prime reason for specialist involvement in program development processes. Leagans said,

From a psychological viewpoint, needs are either felt or unfelt. Research indicates that adults are often not aware of their most important needs. It is not enough to base programs entirely on what people feel their needs are - these often may not represent their most important /unfelt/ needs. Extension leaders must 'dig deep' to identify significant needs and plan educational efforts to convert these into felt needs (p. 95).

Yep (1974) built on this concept and advocated the involvement of individuals with knowledge of the current research and development in the subject-matter area in need determination and program development.

Brower (1964) spoke of the dilemma for adult educators who see a need for preserving the integrity of the subject matter content and the integrity of the authority, specialist or teacher as contrasted with involving learners in the process of designing educational experiences which specifically and directly meet their needs. In resolving the dilemma, Brower endorsed an "education for reality" (p. 119) approach with equal involvement of the authorities and the learners.

4-H in the 70's (1971), while encouraging the involvement of learners in program development, did not neglect the role of the specialist and other resource people. "4-H curriculum modernization . . . must take advantage of expertise and staff competencies in many university departments and disciplines as well as private sector businesses and industries" (Section XVIII). The document further suggested that resource people can make major contributions in design, testing and expansion of new 4-H programs in cooperation with 4-H developmental or program committees.

County Extension Staff

Since state 4-H programs are implemented only at the county and community levels, the need for cooperation from county Extension staff

cannot be overemphasized. The importance of their attitudes toward state 4-H committees has previously been stressed. Theoretically, membership of representative county Extension staff on state 4-H program committees is valuable and necessary for future implementation of committee recommendations and programs.

Leidheiser (1968) added strength to this theory with a study in Ohio. Of 24 area specialists who were either working with program committees or planned to in the future, over 80 percent advocated including county staff on area committees as active members and liaisons with other county staff.

A study in Louisiana spoke to the central role of Extension staff in development of effective planning committees. Sanders (1966) cited the study to illustrate that Extension staff are the principal factor affecting effectiveness of planning committees. The study concluded that if staff were committed to the idea and were willing to expend effort, then planning committees functioned more effectively. When the reverse was true, the committees were less effective.

It appears that there is both empirical and theoretical support for inclusion of county Extension staff on state 4-H program committees, together with 4-H members, leaders, specialists and other resource people.

Committee Procedures

Many of the procedures normally involved in organizing and using program committees draw support from related literature. One theory that seems to be prevalent is that a committee can be only as effective as its members. Once criteria have been established for types of

membership needed on a committee, attention should be directed toward member selection procedures.

Member Selection

Vandeberg (1965) summarized the importance of individual qualities in potential members.

Care must be taken to get individuals who can be effective - people who have acceptance, who have particular kinds of knowledge, skills and attitudes, who can and will set forth their views in front of others and help to analyze problems intelligently (p. 84).

Sanders (1966) emphasized that members should be able to plan for the general betterment of their peers rather than just for their own specific problem areas. Smith (1974) proposed that the first step in member selection is determining the exact purpose of the committee. After defining a purpose, criteria for selecting group members can be established. The Adult Leadership Development report (1965) pointed out that selection of members should not be left to chance. It should be a systematic process focused on abilities to do the job effectively. While specific member qualifications should develop as a result of committee purpose, Shinn (1975) and Knowles (1951) listed similar qualities for consideration. These included an interest in the program and its objectives, willingness to serve, competence or educability for work of the committee, availability for the work, and ability to work with others.

Committee Size

Number of members to select for a committee must be determined early in the procedures. Leidheiser (1968) found that area specialists'

recommendations on committee size ranged from 5 to 30 members, with the most often mentioned size as 10 to 15 members. Hull (1959) also reported an upper limit of 30 members. Rather than suggesting a most effective committee size, Hull recommended that the committee simply be small enough to manage, but large enough to represent the various interests, locations, ages, sexes and socio-economic levels in the audience.

Geographic Representation

One factor that may help determine committee size is the geographic representation desired. Leidheiser (1968) reported that his subjects expressed a strong preference for broad geographic representation of committee members. Hull (1959) also included a need for state-wide geographic representation in his recommendations for state 4-H advisory committees.

Reimbursement of Member Expenses

When program committees are organized on a local basis, reimbursement of expenses incurred by members does not seem to be an issue. However, when committees are organized on state, regional and national levels, expenses are greater and must be considered. Hull (1959) found that reimbursement practices varied among the states from none to full recovery of expenses. Committees composed of Extension staff and lay leaders took the strongest stand regarding this procedure with 85 percent of the members indicating they felt very strongly that members should be reimbursed for their actual expenses.

Orientation of Members

Orientation about roles and responsibilities seems to be a most important procedure. Sanders (1966) called it a critical step in effective planning which can reduce many conflicts in role understanding. McComas (1962) said that "one of the main reasons for the failure of advisory committees is that these committees do not realize the scope of their responsibilities or their duties are not clearly understood" (p. 71). Hull (1959) and Leidheiser (1968) both included strong recommendations in their studies for orientation of committee members. Hull said that members should know the purpose and objectives of their committee while Leidheiser recommended, "be certain members know what is expected of them, where responsibility begins and what other influences play a part in total program determination" (p. 19).

Carpenter (1975) referred to the importance of the professional educator in explaining the purpose of an advisory committee.

It is of primary importance to ensure that everyone understands what the advisory group is all about. Purpose must be clearly spelled out. Members will be enthusiastic and anxious to get started on something. But they need to know from the beginning just what they are supposed to do, as well as the limits of their participation. The group is new and inexperienced. It will not have the resiliency to correct a mistake and start afresh without loss of confidence and frustration (p. 426).

Committee Structure

Procedures related to structure include a plan for terms of service on permanent committees, a written procedure of the committee's role and elected officers of the group. Hull (1959) found some support for these procedures and recommended that they be considered by state 4-H advisory councils. Vandeberg (1965) advocated use of a written

plan for committee procedures. Those who believe that proper orientation is a prerequisite for effective committee action seem to advocate some type of formalized approach to role understanding.

Douglass (1968) refers to the importance of a formalized structure.

Failure to organize local people into an appropriate structure which clearly defines roles and relationships, results in lack of understanding of responsibilities, dissatisfaction with the professional leadership and limited success in the total process. Greater satisfaction results when a formal design is developed and communicated to all those involved in planning (p. 33).

Committee Leadership

Conrad (1976) said that successfully functioning committees must have certain ingredients, two of which were an effective chairman and effective staff. Conrad made the assumption that the elected chairman was one of the committee members, rather than the staff member acting in a coordinating role with the committee. This assumption fit well with Hull's recommendations that state 4-H staff members should serve as resources to the committee, not voting members. Farrah (1962) found that the influence of the chairman was highly significant in the effectiveness of a curriculum development committee. Carter (1967) concluded that the performance of advisory committees was more effective when chairmen were perceived to provide initiation of structure leadership behavior for the group.

Committee Continuity

The report, Adult Leadership Development (1965), stated that appointment of members to a committee gave status. How well status was maintained depended on activities of the committee and programs

undertaken by it. Some factors contributing to failure of membership continuity included poorly planned meetings, too large a committee and dominance by the staff or some other person in the committee. Smith (1974) considered group cohesion as a key to program planning. He listed the common reasons for remaining in a group as

. . . group prestige, personal attraction for some members of the group and group goals. As long as the community treats this as a prestige group, the holding power or the attraction of the group will remain strong. A person who's attracted to a group because of its goal usually feels the group's goal is a worthy one. If he finds out they'll never achieve their goal, because of inefficiency in the group, poor leadership, friction, lack of money or some other reason, he'll become less attracted to it (p. 26).

These two references appear to relate group continuity to success or failure of some of the other procedures. Group continuity in state committees is especially important because meetings are of necessity less frequent than in localized settings.

Committee Functions

Bruce (1964) warned that "we must avoid involving people in planning where their involvement serves no real purpose" (p. 224). Bruce suggested a more objective view of the involvement of lay people in program determination. He pointed out the importance of identifying the tasks to be done and involving committees only when they are means to the desired end. Identification of specific functions which program committees should perform was strongly encouraged.

Farrah (1962) found that advisory committees can have many useful functions. Among these are serving as a sounding board for new ideas and serving as a source of information about popular opinions. The document, The Advisory Committee and Vocational Education (1969),

listed a function which seems to be especially pertinent to 4-H committees as well: that of helping keep instruction practical, realistic and functional. Hull (1959) found that the following functions were strongly supported in both theory and practice: to advise on program content, to advise on policy and to provide for communication. Knowles (1970) listed a very complete set of functions which program committees can perform. Specific functions included the following:

1. Helping in development of plans for surveys of needs and interests;
2. Identifying current community and societal problems;
3. Helping in establishment of priorities;
4. Establishing policies within the limits of their delegated authority;
5. Formulating short-run and long-run goals;
6. Interpreting past achievements and future needs to policy makers;
7. Contributing fresh and creative ideas to program planning;
8. Serving as talent scouts for new resources, including resource people;
9. Providing linkage with target populations;
10. Lending volunteer help at special programs;
11. Helping in periodic evaluation of the total program;
12. Helping interpret the program to the general public.

Because of the importance attached to orienting committee members about their specific roles and responsibilities, it would seem advisable for the Extension staff who organize 4-H program development committees to identify functions intended for the group. Indeed, Hull

(1959) recommended that a few specific functions should be identified as an aid to effectiveness and success for the program committee.

Summary

This review of literature related to state 4-H program committees highlighted some of the dominant themes about membership, procedures and functions of such committees. Two additional ideas seemed to appear consistently throughout the literature.

The importance of administrative support and attitude was stressed repeatedly. One of Hull's (1959) recommendations regarding state 4-H advisory committees was that the administrators should sincerely believe in the value of the committee and accept their recommendations and suggestions within policy limitations. Vandeberg (1965) added that "committees will be just as important, will play as significant a role in program development and will become just as intensely involved as the extension staff sincerely wants them to be" (p. 86). To help insure administrative sanction, McComas (1962) recommended that the administrators be involved from the start in the planning and development of the committee.

Another recurring theme related to intensity of committee involvement. Heckel (1965) stated that "superficial, unsatisfying involvement may be more detrimental to a program than no involvement at all" (p. 89). Vandeberg (1965) referred to intensive involvement as the key to committee effectiveness, to the degree that members feel they are indeed important in this decision-making process. Leverenz (1975) cited several reasons why advisory committees fail. One of the reasons was that committees were only expected to "rubber-stamp" the decisions

and programs previously developed by the staff. Hull (1959) also cautioned against expectations that committees only approve rather than plan and develop.

Knowles (1951) seemed to sum up some guiding principles which appear throughout the literature.

1. A committee should understand clearly what it is to do and what its powers are.
2. The committee should concern itself with real problems, not merely giving approval.
3. Outcomes of committee work should be continually interpreted to its members.
4. Committee members should be given firsthand experiences with the program.
5. Administrative work involved in efficient committee operation should be handled smoothly.
6. The committee should evaluate its work periodically.
7. Responsibilities assumed by committee members should be clear, specific and definite.

CHAPTER III

METHOD AND PROCEDURE

Introduction

This study has four primary purposes. (1) The research will examine the effectiveness of present state 4-H program committees as related by selected Oklahoma Cooperative Extension staff. (2) Attitudes of these staff members toward some of the factors associated with state 4-H committees will be measured and analyzed in relation to selected demographic variables. (3) This study will also evaluate satisfaction with recent program development procedures experienced by those involved in the process. (4) A final purpose is to identify possible means of improving program committee processes from related literature.

The research questions posed in chapter one identify numerous committee factors, including membership of county staff, youth, leaders and other resource people; reimbursement; relevance of input from staff and youth; member selection; geographic representation; committee size and role; and various others. Chapter two discussed the literature relevant to these factors, grouped in the categories of committee membership, committee procedures and committee functions. This chapter provides a description of the subjects, instruments and analysis of data used to fulfill the stated purposes as well as the questions asked in the first chapter.

Definitions

Certain terms used in this research problem may be unfamiliar. To facilitate clarity and understanding, the following definitions are offered.

State 4-H program committee describes any committee organized to give guidance specifically to 4-H policy or programs in Oklahoma. Various other terms are used interchangeably through this study, including advisory committee or council, task force, development, ad hoc and review committees. While specific committee names may imply certain levels of responsibility, their purposes are generalized for the purpose of this study under the generic term, state 4-H program committee. Specific committee names are shown in Tables I and II in chapter four.

Program development in reference to 4-H implies an analysis of the situation and the needs of the learners, resulting in a plan of action and eventual evaluation (Oklahoma 4-H For Century III, 1976). State 4-H program development usually includes preparation of printed or audio-visual learning materials designed for professional staff, leader or member usage.

Four-H members are those youth 9 to 19 years of age who voluntarily participate in any of Extension's youth development programs, ranging from only minimal involvement to participation in all opportunities available.

Four-H leaders include adults and older teens assuming adult-like roles as they work with 4-H members. Four-H leaders are volunteers; they are both learners and teachers. Professional staff provide training and guidance to leaders as they in turn deliver the program to the youth.

The term Extension educator refers to the role of all Extension employees in this study. While staff members may occupy different positions at various organizational levels, a central responsibility is serving as an educator. The term is synonymous with Extension professional.

County Extension staff includes all subjects in this study working at the county level. Staff members include county Extension directors, county Extension agricultural agents, county Extension home economists, county Extension 4-H agents, and county Extension home economists-4-H.

Extension specialists comprise another group of subjects in this research problem. Specialists include those with state-wide responsibilities in a subject-matter or program area as well as area specialized agents, who are limited to a specific geographic region of the state.

Approach

The design of this study involves the use of two questionnaires to obtain the basic information desired. Questionnaire One includes a rating scale for effectiveness of present state 4-H program committees. It also samples the factors involved with use of such committees and requires the respondent to agree or disagree with the statement. This part of Questionnaire One attempts to measure the attitudes of the respondents toward the committee factors.

Questionnaire Two furnishes an over-all rating of staff satisfaction with procedures used in the recent development of an Extension staff guide for 4-H programs, Oklahoma 4-H for Century III (1976). Since several committees were involved in these procedures just prior

to the study, it was deemed advisable to measure their satisfaction with the committee processes.

Assumptions and Limitations

This research study is based on the following assumptions.

1. The respondents to Questionnaire One are statistically representative of the population.
2. Questionnaire One uses nominal data to measure effectiveness of present committees.
3. The Likert-type scales measuring attitudes in Questionnaire One have equal intervals between the numbers; therefore, the data are interval in nature.
4. Questionnaire One covers only the committee factors which are most pertinent to the Oklahoma 4-H program, as suggested by the review of related literature.
5. Questionnaire Two utilizes nominal data to evaluate satisfaction with committee procedures.
6. Negatively phrased questions on both Questionnaires One and Two are the same in content as their positively stated correlate and should generally elicit the same response, but in the opposite direction.
7. Some guidelines for state 4-H program committees can be drawn from related literature citing experiences with similar committees in other educational institutions or at other organizational levels.

There are several limitations which may influence the value of this study.

1. The attitudes toward state 4-H program committee factors can only be generalized to Oklahoma - one state of 50 that may have similar situations and needs for such information.
2. The evaluation of satisfaction with committee procedures is specific to the subjects and situation studied. It is not representative of any other committee process.
3. The study does not attempt to include attitudes of administrators, state 4-H staff, or district 4-H staff, even though their attitudes can influence effectiveness of committees (Vandeberg, 1965).

Selection of Subjects

In identifying subjects to receive Questionnaire One, a stratified random sampling procedure was utilized. Four categories of potential subjects were listed, based on professional position in the Oklahoma Cooperative Extension Service. The four categories were:

1. county Extension directors and county Extension agricultural agents;
2. county Extension home economists;
3. county Extension home economists-4-H and county Extension 4-H agents;
4. state Extension specialists and area specialized agents.

Slips of paper with names of each Extension employee in these positions were sorted into four groups, with 35 names randomly drawn from each group. The number 35 was arbitrarily chosen; however, the smallest group had only a few more potential subjects available.

Subjects selected to receive Questionnaire Two were determined by their involvement in the committee procedures for development of Oklahoma 4-H For Century III. Three different groups of subjects were involved in the process, thus receiving Questionnaire Two. One group was an ad hoc advisory committee appointed by Extension administration to review preliminary drafts of the document mentioned above and advise the authors on revisions. A second group was composed of the district Extension directors and district Extension home economists who served in a similar capacity. The third group included the elected officers of Extension's three professional associations who served as a review committee for final drafts of the document. All of the above were selected to receive Questionnaire Two as a result of this involvement. (Documentation of the involvement and selected parts of the document which resulted from the process may be found in Appendix C and Appendix D, respectively.) State and district 4-H staff were also heavily involved in the committee procedures. However, they were not selected as respondents. The intent of this research is to provide information which will be useful to these 4-H staff members in future committee leadership. Therefore, their own opinions and attitudes can be subjectively compared with those of other staff members at a later time.

The Instruments

As previously mentioned, two questionnaires were developed to elicit the information desired for this study. Questions for both instruments were developed from: (1) practical experience of the researcher with state 4-H program committees and the program development

process; (2) practical experience of other state 4-H staff members in similar situations; (3) questions and input about needs for information from committee members and other staff, including district 4-H agents; and (4) review and subsequent suggestions by members of the state 4-H staff.

Questionnaire One originally included 33 attitudinal scale items and two open-ended questions. The questionnaire was revised to eliminate the open-ended questions and include two additional scale items suggested by the 4-H staff. Numerous changes were made in wording to improve clarity of meaning. The Likert scale format was chosen for the items. Shaw (1967) stated that attitude scales are generally composed of statements with varying degrees of positivity and negativity. The most frequently used methods of measuring attitudes require subjects to indicate their agreement or disagreement with these statements. Endorsement of the statement serves as the basis for inferring the existence of a positive or negative evaluation of the subject. Thus, Questionnaire One was developed with scales of 1 to 5, with the extremes indicating strong disagreement and agreement, respectively. Demographic factors included on Questionnaire One were: (1) position in the Extension Service, (2) tenure, and (3) participation on a state 4-H program committee. These were determined as a result of theorizing from various Extension professionals that these factors might be related to attitudes toward state committees. A copy of this questionnaire, along with its cover letter to respondents, may be found in Appendix A.

Questionnaire Two was developed in a similar manner. Fourteen items were originally included which required a response of yes, no or don't know. One open-ended item was dropped from the revised form of

the questionnaire, along with minor wording changes in the other items. Demographic factors on this questionnaire included: (1) role in the process, (2) percentage of work time devoted to 4-H, and (3) sex. The rationale for their inclusion was similar to that of Questionnaire One. A copy of this questionnaire and its cover letter may be found in Appendix B.

Content validity of the two questionnaires was judged acceptable by members of the state 4-H staff. Recommendations made to improve content validity on Questionnaire One were accepted and consequent changes were made. An attempt was also made to estimate reliability of the two instruments. Five items on Questionnaire One were designed to relate to the same attitude as another corresponding item. These five, however, were negatively phrased. Thus comparison of responses to each of the five pairs was planned to measure consistency of response. Questionnaire Two used the same technique, with two pairs having positive and negative items.

Data Collection

Distribution of questionnaires and collection of the data were somewhat unique in this study. All professional employees of the Oklahoma Cooperative Extension Service participated in a three-day conference on the Oklahoma State University campus. Therefore, a system was devised to distribute the questionnaires and cover letters to subjects as they registered for the conference. Instructions were given to complete the form and deposit it in the boxes provided before the close of the conference. This procedure eliminated the need for mailing, thus reducing cost, time and opportunity for loss.

Announcements regarding completion and return of the questionnaires were made twice before adjournment of the conference. Because of the high rate of return anticipated from the procedure, no follow-up letters were developed.

Data Analysis

The nominal data collected from Questionnaire One regarding effectiveness of present committees were summarized for the total group of respondents by frequency and percentage of response. Subjects were then divided into four groups on the basis of their professional position. Frequency and percentage of response were calculated for each group. Comparison of these nominal data was done with quartiles.

Mean scores on each of the 35 attitude items of Questionnaire One were calculated for the total group to give an over-all indication of positiveness or negativeness of attitude toward each factor. Respondents were subsequently divided into several groupings for comparison of response. Mean scores were calculated for: (1) four groups, divided as a function of Extension position; (2) five groups, divided as a function of tenure; and (3) two groups, divided as a function of previous committee membership. An analysis of variance was calculated for each of the 35 items on each grouping with the .05 probability level selected for significance. A Duncan multiple range test was used to identify the significantly different groups. A product-moment correlation was calculated for the five paired sets of items on Questionnaire One to estimate consistency of response.

Data from Questionnaire Two were nominal. Therefore, data were summarized for the total group by frequency and percentage of response.

Groupings were then made based on responses to the three demographic factors: (1) role in the process, (2) percentage of work time devoted to 4-H, and (3) sex. The frequency and percentage data were compared with quartiles. The two paired sets of questions were compared to estimate consistency of response.

These two questionnaires were developed to elicit some practical, relevant information needed by the state and district 4-H staff and Extension administration for consideration in organizing and improving 4-H program committee procedures. These data are summarized and analyzed in the following chapter.

CHAPTER IV

ANALYSIS OF THE DATA

Introduction

Because of the somewhat unique data collection procedures in this study, a fairly high rate of return on both Questionnaires One and Two was expected. The original return rate for Questionnaire One was 114 of 140 possible, or 81.43 percent. On Questionnaire Two, 26 of 32 possible copies were returned, or 81.25 percent.

Three copies of Questionnaire One were judged unusable. One form was not completely answered, while the other two were returned by mail after the conference and were too late to be grouped for analysis. Thus, the corrected percent of Questionnaire One used from the original distribution was 79.29 percent.

One copy of Questionnaire Two was also returned by mail and was too late to be of value in this study. The corrected return percentage, therefore, for Questionnaire Two was 79.13 percent.

This chapter will attempt to summarize and analyze the data from these questionnaires in relation to the research questions developed in chapter one.

Effectiveness of State 4-H Program Committees

One of the purposes originally stated for this study was to examine the effectiveness of present state 4-H program committees

as defined in chapter three and rated by selected Oklahoma Cooperative Extension staff. Table I presents a summary of the degree of influence of each committee as rated by the total group of 111 subjects. An asterisk (*) marks the response for each committee which drew the largest majority. Only one committee of the fifteen listed, the literature group, received a rating of "much" influence. Five committees (Target, Dog, Horse, International and 4-H Foundation) received a majority of "don't know" responses. All other groups were rated as having "some" influence by the total group of subjects. Most of the responses fall under the "some" and "don't know" columns. No committees received a majority rating of "little" influence.

TABLE I
INFLUENCE OF 4-H PROGRAM COMMITTEES AS INDICATED
BY COOPERATIVE EXTENSION STAFF
(N = 111)

Committee	Degree of Influence			
	Much	Some	Little	Don't Know
Awards				
f	29	40	10	32
%	26.13	36.04*	9.01	28.82
Curriculum				
f	38	46	6	21
%	34.23	41.44*	5.41	18.92
Events				
f	31	53	5	22
%	27.93	47.74*	4.50	19.82
Expansion				
f	11	47	12	41
%	9.91	42.34*	10.81	36.94

TABLE I (Continued)

Committee	Degree of Influence			
	Much	Some	Little	Don't Know
Literature				
f	75	19	5	12
%	67.57*	17.12	4.50	10.81
Resources				
f	15	44	9	43
%	13.51	39.64*	8.11	38.74
Staff Development				
f	27	42	7	35
%	24.32	37.84*	6.31	31.53
Target				
f	5	41	19	46
%	4.50	36.94	17.12	41.44*
Dog				
f	11	34	16	50
%	9.91	30.63	14.41	45.05*
Horse				
f	27	35	10	39
%	24.32	31.53	9.01	35.14*
International				
f	1	28	16	66
%	0.90	25.23	14.41	59.46*
State Officers				
f	28	57	6	20
%	25.23	51.35*	5.40	18.02
State Leaders				
f	36	51	10	14
%	32.43	45.95*	9.01	12.61
Advisory Council				
f	23	53	6	29
%	20.72	47.75*	5.40	26.13
4-H Foundation				
f	14	37	12	48
%	12.61	33.33	10.81	43.25*

*Indicates greatest percentage of response for each committee's influence rating.

When the same 111 subjects are grouped by Extension position for comparison of their responses, some interesting response patterns become evident. (See Table II note for description of the technique used for comparison.) Table II illustrates that the largest percentage by far of the "don't know" responses came from the group of Extension specialists and specialized agents. County staff members were very similar in their ratings, regardless of their particular position. Their majority ratings were the same on all but five committees. Only two committees received the same rating by all four groups. Both the International and the 4-H Foundation groups received a majority of "don't know" responses from all four groups. When each committee's majority rating from Table I is checked across all groups, eight of the fifteen committees show a rating by specialists and specialized agents which is different from all other groups.

To summarize, most of the present state 4-H committees received ratings of "some" influence. Five of the committees received a majority of "don't know" responses. Only one committee received a rating of "much" influence, while none received a rating of "little" influence. Grouping percentages into quartiles allowed comparison of responses across groups. Most responses of county Extension staff were very similar, regardless of the particular role or position. However, specialists were different from all other groups in a majority of their ratings.

Attitudes Toward Committee Factors

Another of the primary purposes of this study was to measure attitudes of the Extension staff toward a variety of factors which are

TABLE II

INFLUENCE OF 4-H PROGRAM COMMITTEES AS INDICATED
BY FOUR GROUPS OF COOPERATIVE EXTENSION STAFF*
(N = 111)**

Committee	County Directors County Agriculture Agents n = 24***				County Home Economists n = 31***				County 4-H Agents County 4-H Home Economists n = 29***				Specialists Specialized Agents n = 27***			
	Degree of Influence				Degree of Influence				Degree of Influence				Degree of Influence			
	Much	Some	Little	Don't Know	Much	Some	Little	Don't Know	Much	Some	Little	Don't Know	Much	Some	Little	Don't Know
Awards																
f	3	10	4	7	9	13	1	8	7	10	5	7	10	7	0	10
%	12.50	41.67	16.67	29.16	29.03	41.93	3.23	25.81	24.14	34.48	17.24	24.14	37.04	25.92	0	37.04
Curriculum																
f	6	11	2	5	13	15	1	2	12	14	1	2	7	6	2	12
%	25.0	45.83	8.33	20.84	41.93	48.39	3.23	6.45	41.38	48.28	3.45	6.89	25.93	22.22	7.41	44.44
Events																
f	5	15	2	2	12	15	0	4	8	13	3	5	6	10	0	11
%	20.83	62.50	8.33	8.34	38.71	48.39	0	12.90	27.59	44.83	10.34	17.24	22.22	37.04	0	40.74
Expansion																
f	0	14	5	5	3	14	0	14	3	14	5	7	5	5	2	15
%	0	58.33	20.83	20.84	9.68	45.16	0	45.16	10.34	48.28	17.24	24.14	18.52	18.52	7.41	55.55
Literature																
f	16	6	1	1	27	4	0	0	24	5	0	0	8	4	4	11
%	66.67	25.0	4.16	4.17	87.10	12.90	0	0	82.76	17.24	0	0	29.63	14.82	14.82	40.73
Resources																
f	2	13	5	4	7	9	0	15	2	14	4	9	4	8	0	15
%	8.33	54.17	20.83	16.67	22.58	29.03	0	48.39	6.90	48.28	13.79	31.03	14.82	29.63	0	55.55
Adv. Council																
f	4	17	2	1	9	14	1	7	6	11	2	10	4	11	1	11
%	16.67	70.83	8.33	4.17	29.03	45.16	3.23	22.58	20.69	37.93	6.90	34.48	14.82	40.74	3.70	40.74
4-H Foundation																
f	4	8	3	9	6	11	1	13	2	9	7	11	2	9	1	15
%	16.67	33.33	12.50	37.50	19.35	35.48	3.23	41.94	6.90	31.03	24.14	37.93	7.41	33.33	3.70	55.56

*Comparison between groups was possible by placing percentage figures into quartiles. The group was considered to have a different response if the percentage fell in a quartile different from the other groups.

**N = total subjects.

***n = total in individual groups.

associated with state 4-H program committees. Most of the research questions posed in the first chapter of this report relate to these attitudes. A questionnaire with 35 items was developed as a measuring device. However, there were five pairs of statements included in the instrument which presented the positive and the negative aspect for attitudinal response. Since these pairs were distributed throughout the questionnaire, it was assumed that different answers on these paired statements would give an indication of consistency of response. The negative items were reversed before scoring; product-moment correlations were then figured for the pairs. Results are shown in Table III.

TABLE III
RELATIONSHIP OF POSITIVE AND NEGATIVE ATTITUDE
STATEMENTS ABOUT THE SAME COMMITTEE FACTOR
(N = 111)

Statements*	Correlation Coefficient	Significance
6-7	.46	<.0001
10-11	.60	<.0001
16-17	.73	<.0001
20-21	.87	<.0001
29-30	.56	<.0001

*Numbers of the statements refer to the committee factors as displayed in Table IV.

While the range of correlation coefficients for the paired statements varies considerably, all five indicate a significant positive relationship.

To arrive at an over-all evaluation of the attitude toward committee factors enumerated in the research questions, mean scores were calculated for each item. An abbreviated notation of the factor and the mean score across all subjects in the study are shown in Table IV.

Analysis of Table IV reveals the highest positive score is 4.40 on item 18. Staff members evidently agree strongly that county staff members on state 4-H program committees contribute toward relevant, practical programs. The lowest mean score is 2.00 on item 12. Staff members generally disagree that only full-time 4-H agents or 4-H home economists should be appointed to 4-H program committees. With a potential range of five points, the actual range for mean scores is 3.40.

Ten of the thirty-five items had mean scores at the upper limits of the range, over 4.00. Four items had scores below 2.5, at the lower limits of the range. Degree of endorsement of each factor can be readily observed from the table. As previously discussed, endorsement serves as the basis for inferring the existence of a positive or negative evaluation of the subject. Thus, attitudes toward each of the factors can be determined from the table and will be discussed in chapter five.

Within the Extension organization, educators have sometimes theorized that staff members who are employed in full-time youth work or adult work seem to have more positive attitudes related to that work than those who must assume a variety of responsibilities. Likewise,

TABLE IV
 MEAN ATTITUDE SCORES OF COOPERATIVE EXTENSION STAFF
 TOWARD STATE 4-H PROGRAM COMMITTEE FACTORS
 (N = 111)

Committee Factor*	Mean**
1. Positive contributions of committees	3.61
2. Lack of committee accomplishment	2.46
3. Use of state 4-H committees	4.12
4. Committee as asset to programs	4.11
5. More committees in project areas	3.95
6. Value of staff time for committee membership (+)	4.11
7. Value of staff time (-, reversed)	4.31
8. Involving 4-H leaders	4.06
9. Involving 4-H members	4.08
10. Involving other resource people (+)	3.67
11. Involving other resource people (-, reversed)	3.36
12. Involving only county 4-H staff	2.00
13. Involving all county staff	3.78
14. Involving only youth officers	2.72
15. Shorter committee terms for youth	3.66
16. Reimbursement required for leaders (+)	3.68
17. Reimbursement required for leaders (-, reversed)	3.38
18. Relevance of staff input	4.40
19. Limited relevance of staff input	2.12
20. Relevance of youth input (+)	4.09
21. Relevance of youth input (-, reversed)	4.08
22. Volunteering required for appointment	2.85

TABLE IV (Continued)

Committee Factor*	Mean**
23. Recommendation required for appointment	2.57
24. Complete geographic representation	3.98
25. Limited geographic representation	2.14
26. Small committee size	3.39
27. Larger committee size	2.86
28. Committee role as advisory only	2.84
29. Committee role in development (+)	3.82
30. Committee role in development (-, reversed)	3.48
31. Committee role in review of literature	3.51
32. More structured role	4.06
33. More freedom in role	3.04
34. Initiation leadership of chairperson	3.74
35. Chairperson's role in committee progress	3.86

*Committee factors as they are numbered in this and subsequent tables do not correspond to item numbers on the questionnaire. Data were purposely rearranged to bring negative and positive statements together. The committee factors also now follow in the same order as the research questions in chapter one. Grouping of the questions in this order was not preferred for the questionnaire since it might have facilitated a mental set in responding one particular way.

**To further analyze endorsement strength of these factors in chapter five the range of means will be divided into three equal parts. The high third indicates stronger agreement with the statement, the low third indicates stronger disagreement and the mid third indicates a weak agreement or disagreement, depending on whether the mean is greater than or less than three.

some believe that Extension staff who have been in the organization for longer periods of time seem to have more negative attitudes toward certain factors. In an effort to contribute empirical information for these situations, the 111 subjects in this study were randomly selected from four different groups of employees, and their responses to the 35 attitudinal items were calculated, first on the basis of their position, then on the basis of tenure. Responses were also calculated and compared on the basis of membership on any state 4-H program committee, past or present. Results of these three comparisons are shown in Tables V, VI and VII. Analysis of variance procedures were used to determine significant differences in the mean responses of the groups. A probability of .05 was previously determined as the critical level. Where present, significant differences on the 35 items are indicated with an asterisk (*).

A review of Table V reveals only seven of the committee factors in which there is a significant difference in the responses of the four groups of employees. Duncan's multiple range tests were used to determine which of the groups was different. The fifth factor, which favors program committees continually working in each major project area, elicited significantly different responses from the county director-agricultural agent group (group one) and the Extension home economists (group two). Their responses were also significantly different from the third group, the full-time 4-H employees. While the county director-agricultural agent's mean score was still on the positive side of three (undecided) it was significantly lower than the others.

TABLE V
ANALYSIS OF VARIANCE BETWEEN MEAN ATTITUDE SCORES
OF STAFF GROUPED BY EXTENSION POSITION
(N = 111)**

Committee Factor	Extension Position				F Value	Probability
	Extension Directors Agriculture Agents n = 24***	Home Economists n = 31***	4-H Home Economists 4-H Agents n = 29***	Extension Specialists Specialized Agents n = 27***		
1. Positive contributions of committees	3.58	3.68	3.62	3.56	0.17837	0.9106
2. Lack of committee accomplishment	2.50	2.42	2.24	2.70	1.21369	0.3079
3. Use of state 4-H committees	4.12	4.10	4.17	4.07	0.10235	0.9577
4. Committee as asset to programs	4.04	4.13	4.28	3.96	1.52445	0.2110
5. More committees in project areas	3.46	4.13	4.24	3.85	4.23396	0.0074*
6. Value of staff time for committee membership (+)	4.12	4.13	4.14	4.04	0.17833	0.9106
7. Value of staff time (-, reversed)	4.38	4.32	4.34	4.18	0.37708	0.7729
8. Involving 4-H leaders	3.92	3.97	4.31	4.04	1.71003	0.1679
9. Involving 4-H members	3.96	4.10	4.14	4.11	0.41598	0.7456
10. Involving other resource people (+)	3.25	3.68	3.83	3.85	2.64589	0.0518*
11. Involving other resource people (-, reversed)	3.08	3.23	3.55	3.56	1.32362	0.2696
12. Involving only county 4-H staff	1.79	1.87	1.79	2.56	4.46799	0.0057*
13. Involving all county staff	4.00	3.90	3.55	3.70	1.51806	0.2127
14. Involving only youth officers	3.25	2.74	2.34	2.63	3.60925	0.0156*
15. Shorter committee terms for youth	3.67	3.61	3.90	3.44	1.50036	0.2174
16. Reimbursement required for leaders (+)	3.46	3.87	3.83	3.52	1.47119	0.2253

TABLE V (Continued)

Committee Factor	Extension Position				F Value	Probability
	Extension Directors Agriculture Agents n = 24***	Home Economists n = 31***	4-H Home Economists 4-H Agents n = 29***	Extension Specialists Specialized Agents n = 27***		
17. Reimbursement required for leaders (-, reversed)	3.08	3.58	3.52	3.26	1.14612	0.3339
18. Relevance of staff input	4.62	4.39	4.45	4.18	1.72809	0.1642
19. Limited relevance of staff input	2.21	2.19	2.00	2.07	0.37576	0.7738
20. Relevance of youth input (+)	3.96	4.06	4.14	4.18	0.66067	0.5817
21. Relevance of youth input (-, reversed)	4.17	4.06	4.17	3.93	0.60740	0.6156
22. Volunteering required for appointment	2.54	2.77	3.31	2.70	2.49590	0.0626
23. Recommendation required for appointment	2.62	2.55	2.69	2.41	0.34397	0.7962
24. Complete geographic representation	4.00	3.94	4.03	3.96	0.14743	0.9305
25. Limited geographic representation	2.17	2.16	1.93	2.30	0.86038	0.5333
26. Small committee size	3.17	3.29	3.52	3.56	0.79582	0.5016
27. Larger committee size	3.12	3.00	2.76	2.56	1.50581	0.2159
28. Committee role as advisory only	2.96	2.84	2.90	2.67	0.36891	0.7786
29. Committee role in development (+)	4.04	3.58	3.93	3.78	2.10174	0.1029
30. Committee role in development (-, reversed)	3.88	3.23	3.59	3.30	2.29182	0.0810
31. Committee role in review of literature	3.67	3.61	3.72	3.04	3.23165	0.0248*
32. More structured role	3.96	4.29	4.07	3.89	1.01991	0.3879
33. More freedom in role	3.38	2.55	3.45	2.85	5.38075	0.0021*
34. Initiation leadership of chairperson	3.58	3.90	3.79	3.63	0.71082	0.5508
35. Chairperson's role in committee progress	3.79	4.10	4.10	3.41	4.39184	0.0062*

*With a .05 probability level, a significant difference exists among the groups in relation to this factor.

**N = total subjects.

***n = total in individual groups.

TABLE VI
ANALYSIS OF VARIANCE BETWEEN MEAN ATTITUDE
SCORES OF STAFF GROUPED BY TENURE
(N = 111)**

Committee Factor	Tenure					F Value	Probability
	1-3 Years n = 32***	4-7 Years n = 26***	8-11 Years n = 17***	12-15 Years n = 8***	16+ Years n = 28***		
1. Positive contributions of committees	3.47	3.69	3.76	3.50	3.64	0.75998	0.5559
2. Lack of committee accomplishment	2.44	2.54	2.53	2.12	2.46	0.33163	0.8567
3. Use of state 4-H committees	4.00	4.15	4.29	4.12	4.11	0.51006	0.7315
4. Committee as asset to programs	4.09	4.19	4.24	4.25	3.93	1.15237	0.3359
5. More committees in project areas	4.25	3.92	3.82	3.62	3.79	1.48865	0.2097
6. Value of staff time for committee membership (+)	4.06	4.15	4.12	4.25	4.07	0.23399	0.9174
7. Value of staff time (-, reversed)	4.06	4.35	4.41	4.38	4.46	1.49911	0.2066
8. Involving 4-H leaders	4.12	4.04	4.18	4.25	3.89	0.69620	0.5990
9. Involving 4-H members	4.00	3.96	4.29	4.12	4.14	0.95864	0.5652
10. Involving other resource people (+)	3.91	3.65	3.53	3.75	3.46	1.09638	0.3624
11. Involving other resource people (-, reversed)	3.44	3.38	3.35	3.50	3.21	0.20415	0.9338
12. Involving only county 4-H staff	1.91	1.92	1.71	2.12	2.32	1.37230	0.2475
13. Involving all county staff	3.72	3.92	3.65	3.62	3.86	0.43666	0.7842
14. Involving only youth officers	2.56	2.77	2.47	2.88	2.96	0.85875	0.5067
15. Shorter committee terms for youth	3.56	3.81	3.53	3.88	3.64	0.57065	0.6878
16. Reimbursement required for leaders (+)	3.59	3.85	3.76	4.12	3.46	1.19323	0.3176
17. Reimbursement required for leaders (-, reversed)	3.44	3.42	3.41	3.75	3.14	0.55652	0.6980
18. Relevance of staff input	4.38	4.38	4.29	4.75	4.43	0.60204	0.6653
19. Limited relevance of staff input	2.16	2.12	1.88	2.25	2.18	0.41761	0.7977

TABLE VI (Continued)

Committee Factor	Tenure					F Value	Probability
	1-3 Years n = 32***	4-7 Years n = 26***	8-11 Years n = 17***	12-15 Years n = 8***	16+ Years n = 28***		
20. Relevance of youth input (+)	4.00	4.00	4.41	4.12	4.07	1.53429	0.1964
21. Relevance of youth input (-, reversed)	4.16	4.23	4.00	4.25	3.86	1.07590	0.3725
22. Volunteering required for appointment	3.41	2.69	2.76	2.62	2.46	3.22710	0.0152*
23. Recommendation required for appointment	2.81	2.73	2.18	2.12	2.50	1.52110	0.2002
24. Complete geographic representation	3.94	4.12	3.65	4.38	4.00	2.68589	0.0347*
25. Limited geographic representation	2.09	2.00	2.35	2.88	1.96	2.26469	0.0661
26. Small committee size	3.38	3.38	3.65	3.12	3.32	0.39452	0.8139
27. Larger committee size	2.97	2.81	2.35	3.12	3.00	1.31192	0.2694
28. Committee role as advisory only	2.97	2.58	2.71	2.88	3.00	0.75677	0.5580
29. Committee role in development (+)	3.72	3.88	4.00	3.88	3.75	0.51383	0.7288
30. Committee role in development (-, reversed)	3.16	3.46	3.94	3.62	3.54	1.76721	0.1398
31. Committee role in review of literature	3.34	3.85	3.53	3.00	3.54	1.67436	0.1603
32. More structured role	4.16	4.38	3.59	3.88	4.00	2.13308	0.0808
33. More freedom in role	2.94	3.12	3.00	3.12	3.07	0.13000	0.9683
34. Initiation leadership of chairperson	3.88	4.00	3.29	3.62	3.64	1.84806	0.1240
35. Chairperson's role in committee progress	4.09	4.00	3.76	3.38	3.68	1.77664	0.1379

*With a .05 probability level, a significant difference exists among the groups in relation to this factor.

**N = total subjects.

***n = total in individual groups.

TABLE VII

ANALYSIS OF VARIANCE BETWEEN MEAN ATTITUDE SCORES
OF STAFF GROUPED BY COMMITTEE MEMBERSHIP
(N = 111)*

Committee Factor	Committee Membership		F Value	Probability
	Yes n = 43**	No n = 68**		
1. Positive contributions of committees	3.70	3.56	1.15728	0.2842
2. Lack of committee accomplishment	2.40	2.50	0.33712	0.5697
3. Use of state 4-H committees	4.19	4.07	0.68401	0.5849
4. Committee as asset to programs	4.12	4.10	0.01392	0.9022
5. More committees in project areas	3.84	4.01	1.01818	0.3162
6. Value of staff time for committee membership (+)	4.07	4.13	0.30729	0.5873
7. Value of staff time (-, reversed)	4.40	4.25	1.14391	0.2871
8. Involving 4-H leaders	4.12	4.03	0.38444	0.5437
9. Involving 4-H members	4.07	4.09	0.02317	0.8739
10. Involving other resource people (+)	3.53	3.75	1.59226	0.2070
11. Involving other resource people (-, reversed)	3.28	3.41	0.40407	0.5335
12. Involving only county 4-H staff	1.93	2.04	0.37368	0.5494
13. Involving all county staff	3.74	3.81	0.14865	0.7025
14. Involving only youth officers	2.49	2.87	3.54377	0.0591
15. Shorter committee terms for youth	3.72	3.62	0.42126	0.5248
16. Reimbursement required for leaders (+)	3.67	3.69	0.00877	0.9227
17. Reimbursement required for leaders (-, reversed)	3.30	3.43	0.32137	0.5789
18. Relevance of staff input	4.56	4.31	3.35992	0.0660

TABLE VII (Continued)

Committee Factor	Committee Membership		F Value	Probability
	Yes n = 43**	No n = 68**		
19. Limited relevance of staff input	2.12	2.12	0.00007	0.9896
20. Relevance of youth input (+)	4.12	4.07	0.12783	0.7220
21. Relevance of youth input (-, reversed)	4.12	4.06	0.14768	0.7034
22. Volunteering required for appointment	2.93	2.79	0.38023	0.5459
23. Recommendation required for appointment	2.60	2.54	0.08275	0.7713
24. Complete geographic representation	4.05	3.94	0.80306	0.6244
25. Limited geographic representation	2.12	2.15	0.03279	0.8509
26. Small committee size	3.35	3.41	0.09152	0.7607
27. Larger committee size	2.81	2.88	0.10698	0.7433
28. Committee role as advisory only	3.00	2.74	1.68734	0.1937
29. Committee role in development (+)	3.88	3.78	0.51973	0.5206
30. Committee role in development (-, reversed)	3.65	3.37	2.03211	0.1531
31. Committee role in review of literature	3.65	3.43	1.47320	0.2253
32. More structured role	3.98	4.12	0.59359	0.5510
33. More freedom in role	3.26	2.90	3.11950	0.0764
34. Initiation leadership of chairperson	3.67	3.78	0.33986	0.5682
35. Chairperson's role in committee progress	3.91	3.84	0.16377	0.6893

*N = total subjects.

**n = total in individual groups.

The tenth committee factor, involvement of other resource people, also brought significantly lower scores from group one than it did for either the 4-H agent group or the specialists. A reversal of the same phenomena is evident in factor 14. In this item, group one scores were significantly higher than in either group three or four.

The thirty-first committee factor, which favors committee review of 4-H literature prior to publishing, brought significantly less agreement from the specialists than from the other groups. Item 33 elicited a variety of responses. The statement considers maximum freedom for committees to determine priorities. The home economists in group two were significantly less in agreement with this statement than either group one or three, whose members agreed most strongly. The specialists in group four favored this item less than groups one and three also, but their mean score was only significantly different from the highest score in group three.

The last statement considers optimal committee progress possible only when the chairperson provides guidance and assistance to the committee. This factor drew significantly less agreement from the specialists than was true for the home economists and full time 4-H workers.

Thus, of the 35 items on the questionnaire, only 7 of the statements elicited significantly different responses from the subjects grouped by type of position or role in the Extension organization.

An overview of Table VI highlights only two items on which the subjects were significantly different when grouped by tenure. Attitudes of group one, who had shorter tenure in Extension than any other group, were significantly more positive toward volunteering as a

prerequisite for committee appointment than for all other groups except three, whose members had 8 to 11 years of experience.

In regard to the need for complete geographic representation on a state committee, the lowest mean score came from group three with 8 to 11 years of experience. Their mean score was significantly less than the two highest scores which were a result of group two and group four responses. Group two includes respondents with 4 to 7 years while group four has 12 to 15 years.

Comparison of scores from the two larger groupings, those who had been a member of a state 4-H program committee and those who had not, brought even less variation between groups than comparison by tenure. There were no significant differences in the two groups, as shown on Table VII.

In summary, mean attitude scores for each of the committee factors were calculated and displayed in Table IV. The higher the score on these factors, the greater the degree of endorsement by the subjects responding. Subjects were grouped by position (Table V), tenure (Table VI), and committee membership (Table VII) to examine potential differences in responses. Few significant differences were found. However, each factor eliciting different responses from the groups was individually identified.

Satisfaction With Committee Procedures

Three specific groups of Extension employees were recently involved in state 4-H program committee processes, having completed the development of a new Extension staff guide, Oklahoma 4-H For Century III, just prior to the initiation of this study. Therefore, there was a unique

opportunity for evaluating the satisfaction of the committee members with the procedure they had just completed.

Nominal data were generated from Questionnaire Two. The technique of using positive and negative aspects of the same question was repeated in Questionnaire Two to estimate consistency of response. The responses on the positive and negative pairs are shown in Table VIII.

TABLE VIII
COMPARISON OF GROUP RESPONSES ON
POSITIVE AND NEGATIVE PAIRS

Question	Response						Total	
	Yes		No		Don't Know			
	f	%	f	%	f	%	f	%
Pair A								
Positive (1)	21	84	2	8	2	8	25	100
Negative (10)	5	20	20	80	0	0	25	100
Pair B								
Positive (9)	22	88	1	4	2	8	25	100
Negative (13)	1	4	24	96	0	0	25	100

A very strong relationship is evident from examination of the paired questions and the responses to these. Therefore, the two negative items were reversed in the scoring procedure and appear in tabular form as positive responses to satisfaction with the procedures.

Three demographic factors were included for comparison of the data. Since there were three specific groups involved in the development procedure, interest in observing potential differences in their satisfaction was apparent. Also, the specific individual involved in the procedures varied from full-time 4-H workers to those employees who devote less than one percent of their working hours to 4-H programs. Intuitively, it would seem that the staff member who expends a greater percentage of his working hours on 4-H programs would find the assignment and procedures more relevant and interesting than those who rarely work with youth programs. Therefore, a demographic variable was included to make some observation possible. The program development procedures involved much reading and study. State 4-H staff members wondered if there was any difference in satisfaction with these tasks between men and women. Therefore, an item on classification by sex was also used.

Table IX displays the data from this questionnaire grouped by role respondents had in the committee procedures. Quartiles were again used to compare the percentages with no differences occurring among any of the three groups. All three groups responded positively to a majority of the 14 items.

Table X is a comparison of responses by the time differential. As suggested, there is an upward trend of satisfaction experienced as the percent of time working with 4-H increased. Satisfaction was lowest for the group with the least 4-H time percentage, and was the only score falling in a different quartile. Variations between scores did not consistently increase with time percentage.

TABLE IX
 SATISFACTION WITH PROGRAM DEVELOPMENT
 PROCEDURES BY COMMITTEES INVOLVED
 (N = 25)

Group*	Response			Total
	Yes	No	Don't Know	
<u>Advisory Committee (n**=8)</u>				
Number	87	15	10	112
Percentage	77.68	13.39	8.93	100
<u>District Staff (n=9)</u>				
Number	99	14	13	126
Percentage	78.57	11.11	10.32	100
<u>Association Officers (n=8)</u>				
Number	96	3	13	112
Percentage	85.71	2.68	11.61	100
<u>Total Groups (N***=25)</u>				
Number	282	32	36	350
Percentage	80.57	9.14	10.29	100

*Quartiles were used to compare differences between groups. When the response percentage of a group is in a different quartile from other groups, the response is considered different. Percentages falling in the same quartile are considered much alike even though there is variance between them.

**n = total in individual groups.

***N = total subjects.

TABLE X
 SATISFACTION WITH PROGRAM DEVELOPMENT PROCEDURES
 COMPARED BY PERCENTAGE OF WORK TIME WITH 4-H
 (N = 25)

Group*	Response			Total
	Yes	No	Don't Know	
<u>Less than 1% (n*=3)</u>				
Number	29	6	7	42
Percentage	69.05	14.29	16.66	100
<u>1% - 10% (n=2)</u>				
Number	25	0	3	28
Percentage	89.29	0.00	10.71	100
<u>11% - 20% (n=6)</u>				
Number	64	12	8	84
Percentage	76.19	14.29	9.52	100
<u>21% - 50% (n=6)</u>				
Number	65	9	10	84
Percentage	77.38	10.71	11.91	100
<u>51% - 75% (n=1)</u>				
Number	13	1	0	14
Percentage	92.86	7.14	0.00	100
<u>76% - 100% (n=7)</u>				
Number	86	4	8	98
Percentage	87.76	4.08	8.16	100
<u>Total Groups (N***=25)</u>				
Number	282	32	36	350
Percentage	80.57	9.14	10.29	100

*Quartiles were used to compare differences between groups. When the response percentage of a group is in a different quartile from other groups, the response is considered different. Percentages falling in the same quartile are considered much alike even though there is variance between them.

**n = total in individual groups.

***N = total subjects.

Table XI illustrated that no real differences were found between satisfaction of male and female subjects.

TABLE XI
SATISFACTION WITH PROGRAM DEVELOPMENT
PROCEDURES COMPARED BY SEX
(N = 25)

Groups*	Response			Total
	Yes	No	Don't Know	
<u>Male (n**=13)</u>				
Number	151	16	15	182
Percentage	82.97	8.79	8.24	100
<u>Female (n=12)</u>				
Number	131	16	21	168
Percentage	77.98	9.52	12.50	100
<u>Total Groups (N***=25)</u>				
Number	282	32	36	350
Percentage	80.57	9.14	10.29	100

*Quartiles were used to compare differences between groups. When the response percentage of a group is in a different quartile from other groups, the response is considered different. Percentages falling in the same quartile are considered much alike even though there is variance between them.

**n = total in individual groups.

***N = total subjects.

The satisfaction with program development procedures, as indicated by percentage of positive responses, was in the fourth quartile for the

totaled response of all 25 subjects. Scores were also in the fourth quartile in every comparison of groups, with the exception of the grouping related to less than one percent of time devoted to 4-H work.

This chapter illustrated how the collected and analyzed data provide basic information relevant to the purposes of the study and the research questions.

CHAPTER V

SUMMARY AND CONCLUSIONS

Introduction

Four-H, as the youth development phase of the Cooperative Extension Service, professes a philosophy of program development based on the priority needs and interests of the people it serves. A basic premise of this philosophy is that a representative group of learners needs to be involved in program development. Various state 4-H committees have been organized and appointed in Oklahoma in the last several years. The major purposes of this study were: to examine the effectiveness of present state 4-H program committees as rated by selected Oklahoma Cooperative Extension staff; to measure and analyze the attitudes of these staff members toward some of the factors associated with state 4-H committees; to evaluate satisfaction with recent program development procedures experienced by those involved; and to identify possible means of improving program committee processes from related literature.

Two instruments were developed and utilized in the study. Questionnaire One measured staff ratings of present 4-H committees' effectiveness and attitudes of the staff members toward certain committee factors. A stratified random sample of subjects included county Extension directors and agriculture agents, Extension home economists, Extension 4-H agents and Extension home economists-4-H, and Extension specialists and specialized agents. Frequency and percentage tables

were compiled from the responses of these staff members to the degree of influence they perceived for each of fifteen state committees. Comparisons between groups were made by use of quartiles. An analysis of variance was used to determine significant differences between attitude scores of the subjects based on position in Extension, tenure, and membership on a state 4-H committee.

Questionnaire Two measured the over-all satisfaction experienced by staff members who had just completed a program development process utilizing state committees. Quartile comparisons were made between group frequency scores and percentages, with grouping determined by role in the procedure, percent of working time devoted to 4-H and classification by sex.

Summary of Findings

Results of data analysis yielded the following findings which are relevant to the major purposes and research questions with which this study dealt.

Effectiveness of State 4-H Program Committees

1. Only one of fifteen committees was rated as having "much" influence. The majority of committees were rated as having "some" influence, but five committees received a majority of "don't know" ratings.
2. When analyzed by groups on the basis of Extension position, Extension specialists had by far the greatest majority of "don't know" responses.

3. Extension specialists were different from county Extension staff in a majority of their ratings of committee effectiveness.
4. County Extension staff, regardless of the individual position held, tended to rate committee effectiveness alike on a majority of the fifteen committees identified.

Attitudes Toward Committee Factors

1. Mean scores of all subjects on the 35 attitudinal items range from 2.00 to 4.40. Rank ordering of means and categorization into three equal intervals on the continuum resulted in categories of stronger agreement, stronger disagreement and the middle ground of uncertainty. Seventeen items elicited stronger agreements, while six others received stronger disagreements. The classification of strong versus weak agreement or disagreement was explained under Table IV.
2. Factors in the top third receiving stronger agreement included: positive contributions of committees; use of state 4-H committees, committee as asset to programs, more committees in project areas, value of staff time for committee membership (+ and -), involving 4-H leaders, involving 4-H members, involving all county staff, shorter committee terms for youth, reimbursement required for leaders, relevance of staff input, relevance of youth input, complete geographic representation, committee role in development, more structured role, initiation leadership of chairperson and chairperson's role in committee progress.

3. Factors receiving stronger disagreement by placement in lower third included: lack of committee accomplishment, involving only county 4-H staff, involving only youth officers, limited relevance of staff input, recommendation required for appointment and limited geographic representation.
4. All other factors were in the center of the range, varying from uncertainty to slight agreement or disagreement.
5. When subjects' responses were compared by groups based on their position in the Extension Service, significant differences were found on seven factors: more committees in project areas, involving other resource people, involving only county 4-H staff, involving only youth officers, committee role in review of literature, more freedom in role and the chairperson's role in committee progress.
6. Grouping by tenure and comparing responses resulted in significant differences on two factors: volunteering required for appointment and complete geographic representation.
7. Comparing groups on the basis of membership or non-membership on state 4-H program committees showed no significant differences in response.

Satisfaction With Committee Procedures

1. As a total group, a majority (80.57 percent) responded with "yes" answers to the questions designed to measure their satisfaction.
2. When grouped by role they had in the process, there were no real differences among groups. All three groups had a

- majority of "yes" answers which fell into the fourth quartile.
3. When subjects were grouped by percentage of time they work with 4-H programs, only one real difference was found. The group who spent less than one percent of their time on 4-H was the least satisfied. A percentage of 69.05 "yes" answers placed this group in the third quartile, while all other groups were in the fourth quartile.
 4. No differences were found when subjects were compared by sex. Both sexes had a majority of "yes" answers, placing them in the fourth quartile.

Conclusions

Analysis of the data and the findings as summarized allows the following conclusions to be drawn for this study.

Effectiveness of State 4-H Program Committees

Most of the county staff members attributed "some" influence to a majority of the 15 committees examined. Specialists, for the most part, indicated a lack of knowledge about the committees. This might be expected to some degree because county staff members are "generalists" and need to keep abreast of current 4-H situations, while specialists have less need for awareness of 4-H except as it relates to their specialty. However, even some committees which, in the professional opinion of the author, have relevance for specialists received large percentages of "don't know" responses by them. Five of 15 committees were not known by a majority of all staff members. Thus it would seem that better communication about committees and their roles

and progress is needed for all the staff, but especially for specialists. Those staff members who are coordinating committee work should work with their group(s) to determine ways in which their effectiveness could be increased and made known throughout the Extension Service.

Attitudes Toward Committee Factors

As Shaw (1967) discussed, positive or negative attitudes can be inferred by the degree of endorsement of a statement. Consequently, overall attitudes of the subjects involved in this study can be inferred by their mean scores on each item. The range of means indicated stronger agreement with statements about 17 committee factors, stronger disagreement with six of the factors, and weaker responses on all others. This response strength as explained beneath Table IV and the inferred attitude will be examined in relation to each research question.

1. Staff members feel strongly that state 4-H program committees have made positive contributions. They disagree strongly that committees haven't accomplished much or had significant influence on the total Oklahoma 4-H program.
2. Staff have strong positive attitudes toward use of state 4-H committees and advocate more committees in project areas. They feel that committees are an asset to programs.
3. In regard to committee membership, strong positive attitudes are evident toward the value of involving county staff, 4-H leaders and 4-H members in state 4-H program committees. There are mixed feelings about involving other resource people. The positively worded item received stronger

endorsement than the negatively worded statement. There was a weak agreement with the negative item. One might conclude that staff members tend to favor inclusion of other resource people, but they don't feel too strongly about it. A very strong disagreement was recorded with the factor on involving only full time 4-H staff with a strong agreement with the factor on involving all county staff.

4. Staff strongly disagree that it is sufficient to involve only the elected officers as youth representatives on the committees, but tend to be quite positive toward shorter terms of service for youth.
5. Reimbursement of expenses for volunteer leaders seemed to have mixed reactions from the subjects. They indicated strong positive attitudes toward the requirement for reimbursement as a prerequisite of involving leaders. However, they had weaker positive responses toward involving leaders, even if they cannot be reimbursed. Evidently, staff members feel that involving leaders on committees is most important, but they should be reimbursed for their expenses. This attitude is consistent with Hull's (1959) analysis of state 4-H advisory committees as well.
6. Attitudes toward the relevance of input from county staff, members and leaders are very strong and positive. Staff evidently agree that these people can adequately represent their peers and help make programs more relevant.
7. There is weak disagreement with the concept of appointing staff members to committees only if they have volunteered.

Likewise, there is a stronger disagreement that recommendation by supervisors should be a prerequisite for appointment to committees.

8. There seems to be a strong belief that committees should include representatives from each Extension district. This attitude is further emphasized by a strong disagreement with the statement that limited geographic representation is sufficient. The attitudes of Oklahoma staff appear to be consistent with the results of Leidheiser's (1968) study as well as Hull's (1959).
9. Staff members don't appear to have definite attitudes about committee size. Their responses on two related items show they tend to prefer smaller committees of 5 to 10 members, but the endorsement of this concept is not strong.
10. In regard to role, attitudes toward committees' acting in an advisory role tend to be negative, but not strong. Staff feel strongly that committees do have a role in development of literature and other teaching materials. A weaker response on the similar negatively worded item might lead one to conclude that committees should be involved in development of such materials, but specialists have an important role too. There is weak agreement with the statement that committees should review all literature before it is published.
11. Staff members responded strongly to the need for structure for a committee in understanding roles and responsibilities. Their attitude is consistent with the need for orientation and understanding which was prevalent in the related literature.

Staff were uncertain about the freedom needed for committees to determine their own priorities.

12. Attitudes toward the chairperson's role were strong and positive. According to the responses expressed, the chairperson should provide leadership in getting the committee started by structuring some tasks for them to do. This seems to be consistent with both the attitude toward need for structure previously expressed as well as a former study by Carter (1967) which showed a relationship between initiation leadership by the chairman and committee effectiveness. Oklahoma staff members expressed a strong positive attitude toward the role of the chairperson in providing guidance and assistance for committee progress.

When staff members were divided into groups on the basis of position, significant differences were found on seven factors. Specialists' attitudes were significantly less positive toward the need for committees to review literature than all others. Specialists were also significantly less positive toward the chairperson's role in providing guidance and assistance than either the home economists or 4-H staff. Like all other staff, specialists disagreed that only 4-H staff should be involved on committees, but there was a significant difference in their response as compared to all others. The other groups recorded much stronger disagreement. The group composed of county Extension directors and agricultural agents was different in their responses on several factors. This group was slightly positive toward the factor of committees in project areas, but home economists and 4-H staff had significantly stronger positive attitudes.

Regarding the involvement of other resource people and officers as youth representatives, the directors and agricultural agents were significantly different from 4-H staff and specialists. This first group was slightly positive toward involving officers while the other groups all expressed negative attitudes. The belief that other resource people should be included on committees received a stronger positive response from specialists and 4-H staff than from county directors and agricultural agents. The factor on committee freedom drew mixed responses. Home economists disagreed with the statement significantly more than either other county staff group. The most positive attitude toward committee freedom was expressed by 4-H staff; their response was significantly different from specialists.

When compared in groups by tenure, only two factors received different responses. The most inexperienced staff were significantly more positive toward volunteering as a requirement for appointment than were the more experienced staff. The need for complete geographic representation on committees drew a response from those with 8 to 11 years of service that was significantly weaker than the groups on either side of them.

Thus, the results of this study illustrate not only what the predominant attitudes toward specific committee factors are, but also how groups of subjects differ in their attitudes. Since the subjects were randomly selected, these conclusions can be generalized to the population in the Oklahoma Cooperative Extension Service.

Satisfactoriness With Committee Procedures

A majority of all staff in the study were satisfied with the

programming process and procedures used in the development of Oklahoma 4-H for Century III. The procedures used included the involvement of several state 4-H program committees. This satisfaction was consistent, regardless of grouping.

The last research question in this study was related to guidelines for program committees which might be drawn from the related literature. Examination of the literature in relation to the attitudes expressed by staff members resulted in the following suggestions.

Recommendations

As Oklahoma administrators, state and district 4-H staff review the use of state 4-H program committees and their procedures, the following points should be considered as potential means of improving committee processes. These are not conclusive recommendations but are based on both the results of this study and the related literature.

1. State 4-H program committees are valuable and should be utilized. Specific committees in 4-H projects or program areas would provide a means of involving the specialist with lay leadership and of assisting with the development and review of literature.
2. Committee membership should include county staff, 4-H members and 4-H leaders working in cooperation with the 4-H and/or subject-matter specialist. Other resource people might be involved when deemed beneficial.
3. Committee procedures should take into account the following points. (1) Member selection is an important process and needs specific criteria for guidance. (2) All districts of

the state should be represented. (3) Reimbursement of actual expenses should be provided for committee members. (4) Because of the importance of the committee's leadership, training for staff and committee chairpersons should be developed and provided which will help them facilitate committee progress. (5) An effective structure should be developed with which committees can become more knowledgeable and responsive. The structure should include written plans, rotation of membership plans and elected officers.

4. Committee functions should be specifically identified and included in a written plan. Specific responsibilities and roles should be spelled out. To the greatest degree possible, committees should have active responsibilities in addition to any advisory functions assigned to them.

This study was designed to provide some basic information about state 4-H committees and attitudes toward them. However, further research is needed in specific areas to provide a firm foundation for effective programming with committees in the future. Each research question poses a situation which might be experimentally tested to determine empirically the factors most important to committee effectiveness and success. Although significant differences among groups were found on only a few factors, further research could provide an understanding for the relationship.

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APPENDIXES

APPENDIX A

COVER LETTER AND QUESTIONNAIRE ONE

COOPERATIVE EXTENSION SERVICE

OKLAHOMA STATE UNIVERSITY
4-H AND YOUTH DEVELOPMENT PROGRAMS



DIVISION OF AGRICULTURE
STILLWATER, OKLAHOMA 74074

January 4, 1977

To: Selected Cooperative Extension Personnel

Dear Co-Workers:

One of the recommendations which resulted from the 1972 Comprehensive 4-H Program Review of our Oklahoma 4-H program was greater involvement of people in state-wide 4-H program development. Since 1972, we have strived to secure more input from county Extension staff, local 4-H leaders and 4-H members through task forces, developmental committees, councils and advisory committees. As we move into Century III, we need your help in determining how to more effectively involve a variety of people in state 4-H program development.

We want to know how you feel about usefulness of state 4-H committees, their membership and roles. Please take a few minutes to indicate your opinions on the enclosed questionnaire prior to the closing of the conference on January 6, place it in the enclosed envelope and return it to either box located at the entrance of the Student Union theatre. Please read the instructions and questionnaire carefully, and complete each item. To eliminate the cost and unreliability of mailing, we are furnishing this questionnaire for you at our 1977 Extension Conference.

The information from these questionnaires will be compiled by Sue Kruse as a part of her responsibilities on the state 4-H staff and for completion of her Master's thesis. We will share a summary of this information with you when it is complete and we will attempt to use the information for guidance in the utilization of state 4-H program committees.

Thank you for your cooperation.

Sincerely,

Eugene Williams
Assistant Director of Extension
4-H & Special Projects

EW

This questionnaire has two sections. Section one is simply biographical data. Section two has a number of statements relating to state 4-H program committees. For the purpose of this questionnaire, the term "state 4-H program committee" includes the 4-H task forces, developmental committees, councils and advisory committees. Your responses on this questionnaire are confidential and will only be used in a summarized form with all the other responses. Please read the instructions carefully and complete each item. Place the questionnaire in the envelope provided and return to either box located at the entrance of the Student Union Theatre before you leave on January 6, 1977.

SECTION 1

Instructions: Please check your proper classification on each item. (Check only one answer under each question.)

Name: _____

1. What is your position with the Cooperative Extension Service?
 - County Extension Director
 - County Extension Agent, Agriculture
 - County Extension Home Economist
 - County Extension Home Economist, 4-H
 - County Extension Agent, 4-H
 - Area Specialized Agent
 - State Extension Specialist

2. How long have you been employed by the Extension Service?
 - 1 to 3 years
 - 4 to 7 years
 - 8 to 11 years
 - 12 to 15 years
 - 16+ years

3. How much positive influence do you think the following 4-H groups have had on the state 4-H programs? (Circle one answer)

a. Awards & Incentives Task Force	Much	Some	Little	Don't Know
b. Curriculum Task Force	Much	Some	Little	Don't Know
c. Events and Activities Task Force	Much	Some	Little	Don't Know
d. Expansion Task Force	Much	Some	Little	Don't Know
e. Literature Task Force	Much	Some	Little	Don't Know
f. Resources and Public Support Task Force	Much	Some	Little	Don't Know
g. Staff Development Task Force	Much	Some	Little	Don't Know
h. TARGET Task Force	Much	Some	Little	Don't Know
i. Dog Council	Much	Some	Little	Don't Know
j. Horse Council	Much	Some	Little	Don't Know
k. International Program Committee ("Our Neighbor")	Much	Some	Little	Don't Know
l. State 4-H officers	Much	Some	Little	Don't Know

m. State Leaders Organization officers	Much	Some	Little	Don't Know
n. OSU Advisory Council - 4-H Task Force	Much	Some	Little	Don't Know
o. Oklahoma 4-H Foundation Board of Directors	Much	Some	Little	Don't Know

4. Have you served at any time on a state 4-H program committee? Yes
 No

SECTION II

Instructions: Please read all instructions before you complete the questionnaire. Each item is a statement about state 4-H program committees with which you may or may not agree. Please read each statement carefully and circle the number which best describes your feelings about the statement.

Strongly disagree	SD	-	circle 1.
Disagree	D	-	circle 2.
Uncertain	U	-	circle 3.
Agree	A	-	circle 4.
Strongly agree	SA	-	circle 5.

It is extremely important that you answer every item.

Example

- | | | | | | |
|--|---|---|---|---|---|
| 1. The 4-H program is for boys as well as girls. | 1 | 2 | 3 | 4 | 5 |
| 2. 4-H Clubs should be limited to only the rural areas. | 1 | 2 | 3 | 4 | 5 |
| 3. All 4-H members should be required to wear uniforms to club meetings. | 1 | 2 | 3 | 4 | 5 |

	SD	D	U	A	SA
1. Most state 4-H program committees in the past have made important contributions to the Oklahoma 4-H program.	1	2	3	4	5
2. Counties are required to involve 4-H Program Planning and Advisory Committees, so state 4-H program committees should also be used for program planning and development.	1	2	3	4	5
3. State 4-H program committees which involve county Extension staff will insure more practical and relevant 4-H program development.	1	2	3	4	5
4. The time of county Extension staff is <u>too valuable</u> to use on state 4-H program committees.	1	2	3	4	5
5. If county Extension staff are appointed to 4-H program committees, only 4-H Agents or 4-H Home Economists who work 100% with youth programs should be asked to serve.	1	2	3	4	5
6. A few Extension staff members on a committee cannot adequately represent all county staff; therefore, their input on a state 4-H program committee is only meaningful for their own counties.	1	2	3	4	5
7. Statewide 4-H program committees are an asset to program development by involving more people throughout the state.	1	2	3	4	5
8. Since the primary method of learning through 4-H is 4-H projects, there should be a state 4-H program committee continually working to improve each major project area.	1	2	3	4	5
9. Although various 4-H program committees have been appointed in the past (task forces, councils, developmental and advisory committees), they actually <u>haven't</u> accomplished much or had much influence on Oklahoma 4-H.	1	2	3	4	5
10. When 4-H program committees are appointed, county Extension staff should be asked to serve, even though it will mean spending some time out of the county.	1	2	3	4	5
11. All county Extension staff, regardless of position, should be considered for appointment to 4-H program committees since every county has a 4-H program, regardless of staffing.	1	2	3	4	5
12. County Extension staff should not be appointed to state 4-H committees unless they've volunteered to do so.	1	2	3	4	5

	SD	D	U	A	SA
13. County Extension staff should not be appointed to state 4-H committees unless they've been recommended by their district staff.	1	2	3	4	5
14. Local 4-H leaders should be appointed to state 4-H program committees.	1	2	3	4	5
15. Appointing local 4-H leaders to serve on a state 4-H program committee involving some travel and expense without reimbursement is asking too much of them; if they <u>can't</u> be reimbursed, they should <u>not</u> be asked to serve.	1	2	3	4	5
16. Lack of reimbursement for expenses should not prevent local 4-H leaders from being asked to serve on a state 4-H committee since the recognition or honor of appointment may be important to them.	1	2	3	4	5
17. 4-H members can make a significant contribution on state 4-H program committees.	1	2	3	4	5
18. Since the 4-H program is for youth, they should be involved in state planning, as well as local and county planning.	1	2	3	4	5
19. Involving district and state 4-H officers on state 4-H committees is adequate representation for 4-H members.	1	2	3	4	5
20. It is difficult for 4-H leaders and 4-H members to think beyond their own clubs and county situations, so their input is <u>not</u> relevant for state wide program development.	1	2	3	4	5
21. When committees are appointed to update or improve the 4-H projects or program areas, professionals in related fields outside Extension should be secured as committee members.	1	2	3	4	5
22. State 4-H program committees should generally include Extension staff members from each district.	1	2	3	4	5
23. To conserve time and travel, state 4-H program committees could have members from only one or two neighboring districts and still adequately plan for the whole state.	1	2	3	4	5
24. Since professionals in fields outside Extension are often <u>not</u> aware of how the 4-H program operates or even what 4-H is, their contribution to a state 4-H committee is quite limited.	1	2	3	4	5

	SD	D	U	A	SA
25. The role of a state 4-H program committee should only involve evaluating, identifying needs and making recommendations.	1	2	3	4	5
26. Committees can and should assist with development of 4-H literature and other teaching aids.	1	2	3	4	5
27. State 4-H program committees should review all 4-H literature in project areas before it is published, even when this involves additional time before the material is available for use.	1	2	3	4	5
28. State 4-H program committees should <u>not</u> get involved in developing 4-H literature or other teaching aids - that's the role of the 4-H and/or subject matter specialists.	1	2	3	4	5
29. The optimum size for a state 4-H program committee is small - only 5-10 members.	1	2	3	4	5
30. 10 - 15 committee members are essential for a state 4-H committee to insure adequate representation.	1	2	3	4	5
31. A state 4-H committee should have definite instructions about its role and what it should accomplish.	1	2	3	4	5
32. A state 4-H committee should have maximum freedom to determine its own priorities.	1	2	3	4	5
33. The chairperson of the committee, should get the committee started by identifying specific tasks which the committee should do.	1	2	3	4	5
34. When committees are appointed for continual work over a period of years, 4-H members should have shorter terms than 4-H leaders, Extension staff or other adult members.	1	2	3	4	5
35. A Program Committee can make optimum progress only when the chairperson provides guidance and assistance.	1	2	3	4	5

APPENDIX B

COVER LETTER AND QUESTIONNAIRE TWO

COOPERATIVE EXTENSION SERVICE

OKLAHOMA STATE UNIVERSITY
4-H AND YOUTH DEVELOPMENT PROGRAMS



DIVISION OF AGRICULTURE
STILLWATER, OKLAHOMA 74074

January 4, 1977

To: Selected Cooperative Extension Personnel

Dear Co-Workers:

As you are aware, our staff has been working on an OSU Extension Staff Guide, Oklahoma 4-H for Century III, for some time. Since the process we used in the development of the guide has recently been completed, we'd like for you to share your opinions about this process while it's still fresh on your mind. Please take a few minutes to complete the questionnaire enclosed with this letter prior to the closing of the conference on January 6, place it in the enclosed envelope and return it to either box located at the entrance of the Student Union theatre.

You may recall that the process for this staff guide followed these steps:

1. Topics for chapters were determined by state and district 4-H staff.
2. Individual chapters were written by state and district 4-H staff.
3. A first draft of the combined chapters was reviewed by state and district 4-H staff, revisions were made and a second draft was duplicated for review.
4. An ad hoc advisory committee of two county staff members from each district was appointed to review the guide, giving suggestions for revisions, corrections or other changes that were needed. District Directors and District Home Economists were also asked for the same input.
5. After responses from these groups, a final draft of the guide was written.
6. The final draft was returned to the ad hoc advisory committee, the district staff and the officers of the three Extension Associations for recommendations.
7. Revisions were made from these responses and the final staff guide was printed.

The enclosed questionnaire has been developed to solicit your opinions about the value of this process. The questionnaire is directed to very few people - only the ad hoc advisory committee, district staff and association officers. Therefore, each response is very important. Please read the instructions and the questions carefully and complete each item. To eliminate the cost and unreliability of mailing, we are furnishing this questionnaire for you at our 1977 Extension Conference.

This information will be compiled by Sue Kruse, as a part of her responsibilities on the state 4-H staff and for completion of her Master's thesis. Your responses will guide us in the utilization of future state 4-H program committees. Thank you for your cooperation.

Sincerely,

Eugene Williams
Assistant Director of Extension
4-H & Special Projects

EW

This questionnaire has two sections. Section one is simply biographical information. Section two has a number of statements relating to the process used in developing the OSU Extension Staff Guide, Oklahoma 4-H for Century III. Your responses on this questionnaire are confidential and will only be used in a summarized form with all the other responses. Please read the instructions carefully and complete each item. Place the questionnaire in the envelope provided and return to either box located at the entrance of the Student Union theatre before you leave on January 6, 1977.

SECTION I

Instructions: Please check your proper classification on each item. (Check only one answer under each question.)

Name: _____

1. How were you involved in the development of the Extension Staff Guide?
 - Member of advisory committee
 - District staff member
 - Association officer

2. What approximate percentage of your time do you work with 4-H programs?
 - Less than 1%
 - 1% - 10%
 - 11% - 20%
 - 21% - 50%
 - 51% - 75%
 - 76% - 100%

3. What is your sex?
 - Male
 - Female

SECTION II

Instructions: Please read all the instructions before you complete the questionnaire. Each item is a statement which you may answer with yes, no or don't know. Read each statement carefully and circle the answer which best describes your feelings. Try to answer yes or no. Circle don't know only if you cannot make a decision between the other choices. Space is available for you to comment after any of the statements, if you desire. It is extremely important that you answer every item.

Example:

Do your job responsibilities include working with the 4-H program?

Yes No Don't Know

Comment:

1. Did you feel that your suggestions, criticisms, recommendations and other input about the Extension Staff Guide were sincerely wanted? Yes No Don't Know
Comment:
2. Do you think the process used in the development of this guide gave you adequate opportunity for involvement? Yes No Don't Know
Comment:
3. Do you feel the ad hoc advisory committee was sufficiently representative of the Extension field staff to give adequate input? Yes No Don't Know
Comment:
4. Did you have an understanding of what you were supposed to do? Yes No Don't Know
Comment:
5. Did you feel that being asked to review this Extension Staff Guide for the Oklahoma 4-H program was a special opportunity for you, perhaps even recognition of your knowledge about 4-H? Yes No Don't Know
Comment:
6. Do you feel that the input you gave on the committee was worth the time you spent? Yes No Don't Know
Comment:
7. Do you believe that recommendations from the other individuals and groups involved were incorporated as much as possible in the final writing of the staff guide? Yes No Don't Know
Comment:

8. Do you think the ad hoc advisory committee was used early enough in the process of developing the guide? Yes No Don't Know
- Comment:
9. Did you approach the requests made of you with positive expectations? Yes No Don't Know
- Comment:
10. Did you at any time feel that your purpose was to simply approve the draft of the publication, rather than suggest changes or improvements that should be made. Yes No Don't Know
- Comment:
11. Do you believe that your recommendations were incorporated as much as possible in the final writing of the Extension staff guide? Yes No Don't Know
- Comment:
12. Do you think the input from the advisory committee, district staff and association officers helped make the Extension staff guide more relevant to local and county 4-H programs? Yes No Don't Know
- Comment:
13. Did you resent having to assume this additional responsibility on top of your regular job responsibilities? Yes No Don't Know
- Comment:
14. In light of the importance of this OSU Extension Staff Guide, do you feel that the effort you made was adequate? Yes No Don't Know
- Comment:

APPENDIX C

DOCUMENTATION OF INVOLVEMENT OF THE
STATE 4-H PROGRAM COMMITTEE FOR
OKLAHOMA 4-H FOR CENTURY III

COOPERATIVE EXTENSION SERVICE

OKLAHOMA STATE UNIVERSITY
4-H AND YOUTH DEVELOPMENT PROGRAMS



DIVISION OF AGRICULTURE
STILLWATER, OKLAHOMA 74074

June 4, 1976

Wayne Shearhart, Okmulgee Co.
Mary Kay Morris, Washington Co.
Bud Barnes, Washita Co.
Earline Williams, Comanche Co.
Merl Miller, State Staff
Mike Feuerborn, Garfield Co.

Lavena Dees, Haskell Co.
Leveorn Harris, Pushmataha Co.
Retta Miller, Tulsa Co.
Dennis Bailey, Seminole Co.
Patricia Trotter, Alfalfa Co.

Dear Co-Workers:

The district 4-H agents and state 4-H staff have been working on an agents guide and are asking for your recommendations and help. We would like for you to serve on an ad hoc committee to review the materials which will be included in the guide and to make recommendations and revisions.

The district extension team has recommended you for this ad hoc committee and the district 4-H agent will be working with you. He will explain the plans and specific responsibilities. He will also deliver a draft copy of the guide for your review.

We would like Bud Barnes to serve as chairperson of the committee and it is suggested that Merl Miller sit in as an ex officio member. It will be necessary for the total committee to meet together in a central location on one occasion.

Your contributions will help and be appreciated.

Sincerely,

William F. Taggart
Associate Director

WFT:cw

cc: District Team
Eugene Williams

COOPERATIVE EXTENSION SERVICE

OKLAHOMA STATE UNIVERSITY
4-H AND YOUTH DEVELOPMENT PROGRAMS



DIVISION OF AGRICULTURE
STILLWATER, OKLAHOMA 74074

Cordell, Oklahoma
 July 14, 1976

Wayne Shearhart, Okmulgee Co.
 Mary Kay Morris, Washington Co.
 Earline Williams, Comanche Co.
 Meri Miller, State Staff
 Mike Feuerborn, Garfield Co.

Lavena Dees, Haskell Co.
 Leveorn Harris, Pushmataha Co.
 Retta Miller, Tulsa Co.
 Dennis Bailey, Seminole Co.
 Patricia Trotter, Alfalfa Co.

Dear Co-Workers:

There are conflicts with every date when facilities are available for our committee to meet to discuss and evaluate "Extension Agent Guide to the Oklahoma 4-H Program". I am asking each of you to meet at 1:00 p.m. Thursday, July 22, 1976, at the OSU Extension Center in Oklahoma City. I realize that some of you will be attending the OSU Days for Women in Stillwater but hope that you can come by the meeting on your way home from OSU.

Please read the guide thoroughly and write down your comments and thoughts concerning any part. We want your honest opinion on the parts you thoroughly agree with and the sections with which you may disagree. Your participation and contribution to this committee is essential if the guide is to be acceptable and beneficial to the Extension program.

Very truly yours,

James H. Barnes
 County Extension Director
 Washita County

JHB:ck

COOPERATIVE EXTENSION SERVICE

OKLAHOMA STATE UNIVERSITY
4-H AND YOUTH DEVELOPMENT PROGRAMS



DIVISION OF AGRICULTURE
STILLWATER, OKLAHOMA 74074

Cordell, Oklahoma
August 2, 1976

Dr. William F. Taggart
Associate Director
OSU Extension
139 Ag Hall
Stillwater, Oklahoma

Dear Dr. Taggart:

The committee to review and make recommendations and revisions concerning the "Extension Agent Guide to the Oklahoma 4-H Program" met on Thursday, July 22, 1976 at 1:00 p.m. in the Oklahoma County OSU Extension Center. Seven committee members were present and two others visited with the committee chairman by telephone concerning their opinion of the publication.

The committee meeting was primarily centered around the material in chapter 1, "Purpose and Philosophy" as this chapter was the central theme of the entire guide. Specifically, the discussion concerned the amount of time, if any, the Extension professional should budget to work directly with the 4-H members' projects and activities. The committee's interpretation of the guide was that the Extension professional was to work with leaders only and not to work directly with the youth.

The committee members thought that the publication was "too much" to be given to new Extension professionals to read and study or to be presented at an in-service training session. Also, the publication needs to be standardized to have the purpose, aim, goals, etc. of 4-H to be stated the same in all chapters. This varies some in the guide as chapters were written by different people.

Attached are comments concerning each chapter of the guide.

Very truly yours,

James H. Barnes
County Extension Director
Washita County

JHB:ck
Enclosure
cc: Committee Members
District Directors
District 4-H Agents

WORK IN AGRICULTURE, 4-H, HOME ECONOMICS AND RELATED FIELDS
USDA-OSU AND COUNTY COMMISSIONERS COOPERATING

Committee Comments Concerning:

"Extension Agent Guide to the Oklahoma 4-H Program"

The committee to review and make recommendations and revisions concerning the "Extension Agent Guide to the Oklahoma 4-H Program" met on Thursday, July 22, 1976 at 1:00 p.m. in the Oklahoma County OSU Extension Center. Seven committee members were present and two others visited with the committee chairman by telephone concerning their opinion of the publication. The following comments are submitted concerning the seven chapters in the "Guide".

Chapter 1, Purpose and Philosophy, is actually the overall theme of the entire guide. The specific part that was discussed was: It is essential that staff at all levels realize that the primary responsibility of the Extension professional working with 4-H is the development of volunteers as opposed to working directly with youth themselves.

The committee agreed that programs and agent involvement would vary from county to county and especially from urban to rural situations. This would also have a different importance when we compared short term project or special interest activities and events to the overall program of an ongoing or traditional 4-H club. It was the opinion of most committee members that it would be essential for the Extension professional to be directly involved with the 4-H members in some activities. Leaders are necessary but the leaders and members need to have the Extension professional attend and participate in some of their meetings and activities. This does not mean to meet every club every month or block all the lambs and steers but we felt that it was essential that the club members know the Extension professional and for all members to know that the Extension professional is a part of and is interested in their 4-H program. Oklahoma has one of the most successful, respected and envied 4-H programs in the nation and this has been achieved through the work of dedicated 4-H leaders, concerned parents and the direct involvement of dedicated Extension professionals in the various 4-H projects and activities on a local, county, district and state level.

Chapter II is too long, too general and repeats some information. However, this chapter certainly could serve a good purpose and gives goals for program planning. This could possibly be the most valuable chapter in the guide for new employees in Extension. This chapter needs some guidelines on how to determine the needs of the 4-H programs.

Chapter III should be usable to new Extension professionals. The job description on various leaders is good and of value to all Extension professionals working with the 4-H program. The word "should" could replace the word "may" on line 5, page 111-14. The committee suggested that the section on county 4-H leader council should also include a paragraph on preparing a schedule for the meeting to follow and definite time to adjourn.

Chapter IV is a usable chapter. The committee suggested adding "4-H Members" to the end of the first line in the last paragraph on page IV-11.

Chapter V on Volunteer Leadership Development caused the same discussion as Chapter I concerning roles of leaders and Extension professionals and the involvement or non-involvement of the Extension professionals. The committee seemed to think most of the chapter was good and especially the section on leader recognition.

It was suggested that the following might be added to page V-39 as number 1 under "Beware of these sure ways to lose a leader":

1. Never attend a club or activity meeting or become actively involved with the 4-H club members in projects or activities.

Chapter VI and VII received very little comment from the committee.

The committee suggested a short chapter on competition and the 4-H awards program. The committee urged a statement to encourage some competitive events. If an objective of 4-H work is to develop youth into useful citizens, then we must prepare them for a competitive world as that is actually the basis of a capitalistic society.

James H. Barnes
Committee Chairman

COOPERATIVE EXTENSION SERVICE

OKLAHOMA STATE UNIVERSITY
4-H AND YOUTH DEVELOPMENT PROGRAMS



DIVISION OF AGRICULTURE
STILLWATER, OKLAHOMA 74074

October 15, 1976

TO: District Extension Team
Ad Hoc Committee
OAE4-HA, OACEA & OAEHE Officers
Urban 4-H Program Coordinators
State 4-H Staff

Dear Co-Workers:

Enclosed for your review is the final draft of the Extension Staff Guide, "Oklahoma 4-H for Century III". We strongly encourage you to carefully review this document.

The suggestions, contributions and hard work of many people have gone into this rewrite of this guide. As promised, the entire document is in a 'common language' and includes the ideas and concepts of the previous drafts, but in a much easier form to read.

When you have completed your review, please make any suggestions which you feel are necessary for acceptance and usage of the guide. Then, sign the cover and return your copy of the draft by the deadline date. This deadline for mailing is necessary to assure that the guides will be ready for distribution in January. Your assistance and support of this guide "Oklahoma 4-H for Century III" are sincerely appreciated.

Sincerely,

Merl E. Miller
Program Specialist
4-H & Youth Development

Sue Kruse
Program Specialist
4-H & Youth Development

MEM:SK:cw

APPENDIX D

SELECTED PARTS OF THE DOCUMENT OKLAHOMA 4-H
FOR CENTURY III, RESULTING FROM INVOLVEMENT
OF A STATE 4-H PROGRAM

oklahoma 4-H for century III



ACKNOWLEDGMENTS

Oklahoma 4-H for Century III is an Extension Staff Guide resulting from needs identified in the comprehensive review of the Oklahoma 4-H program. Many persons have contributed to this guide and many hours have been devoted to its development. Its contribution to the continued growth and development of the Oklahoma 4-H program will depend on the understanding and utilization of the concepts presented.

Appreciation is extended to the developmental, advisory and review committee members who have devoted their effort to continue the Oklahoma 4-H tradition of excellence.



Eugene Williams
Assistant Director of Extension
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GETTING STARTED

-an introduction to this guide

COMING ATTRACTIONS:

- I. Introducing the OSU Extension Staff Guide
- II. Introducing 4-H program directions for Century III
 1. Common philosophy of 4-H
 2. Flexibility in designing 4-H programs
 3. Volunteer leadership structure
 4. Securing additional volunteer leadership,
 5. Volunteers in program planning
 6. Expanded funding
 7. Improved public relations
 8. Program Evaluation
- III. Use of the guide in goal-setting

You're involved in something great! Throughout its history, the Oklahoma 4-H program has been a tribute to the outstanding leadership of OSU Extension staff and volunteer leaders. 4-H has touched and positively influenced thousands upon thousands of youth in our state. As we move into the third century of our country's development, the Oklahoma 4-H program can maintain a high standard among youth development programs. This will require your dedicated effort and support of the basic concepts outlined in this Extension Staff Guide to Oklahoma 4-H for Century III.

This guide can help you understand the basic beliefs about Oklahoma 4-H. In working through each part, you can analyze the program in your county by comparison with the ideals that are described. Consequently, you can work with your co-workers and volunteer leadership to establish goals and directions for future progress of 4-H in your area. Although each county is unique, this guide can help us unify our 4-H efforts across the state. When we share a common understanding of 4-H, when we fully realize our roles as OSU Extension staff members managing the 4-H program, when we are committed to a basic philosophy and objective of 4-H, and when we support the program thrusts which incorporate these beliefs, then we will begin a new era of progress in the Oklahoma 4-H program. Why? Because "Progress is when everyone pushes in the same direction"! So let's get started!

Any progressive 4-H program has certain similarities, regardless of whether it's located in a rural or urban county. We can develop progressive programs in every county when we commit ourselves to the program directions outlined in this OSU Extension Staff Guide. When we share consistent beliefs about program direction, we can give more assistance and encouragement to each other. Our beliefs about 4-H program direction must encompass these points.

1. A common philosophy of 4-H. How can we all "push in the same direction" if we don't agree on what we're pushing? Since your philosophy of 4-H is the foundation upon which you base all of your efforts, it determines the scope of the 4-H program. You may have heard leaders or other staff say something like "That's not the 4-H way!" A narrow philosophy of 4-H closes our minds to many exciting opportunities and challenges. We need to share some basic beliefs about the 4-H program which allow us to develop a progressive program for Century III. So that we can "get it straight", chapter

one of this guide focuses on beliefs about the philosophy and purpose of 4-H.

2. Flexibility in designing 4-H programs to meet the needs and interests of the audience. Part 2 of this guide, "Reaching and Teaching" outlines several ways of presenting educational programs to youth. All are equally acceptable - just as all participants are equally 4-H members.
3. Development of a volunteer leadership structure at local and county levels which utilizes the talents and capabilities of different types of leaders. When many people assume responsibilities for leadership of 4-H, roles must be clearly understood as a part of the structure. The section in this guide called "Making It Happen" can help you develop such a structure.
4. Developing volunteer leadership so that programs can continue to increase in quality and quantity. This guide has a part named "Getting There" which summarizes a process you can use to identify, secure, train, and effectively utilize volunteer leaders. Leader recognition and evaluation are also parts of the process.
5. Participation by volunteers in 4-H program planning and decision-making at local, county, district and state levels. "Planning for Success" is a chapter of this OSU Extension Staff Guide which presents further suggestions for leader involvement.
6. Expanded funding to meet the challenges of 4-H programs. As 4-H program managers, we must consider financial support an important responsibility - more so in Century III than ever before. "Funding for Four-H" suggests several methods of improving the private base of financial support in your county.
7. Improved public relations to make the 4-H program more visible. "Making News and Views" outlines some methods of working with the media as well as other means of making 4-H more visible in the county.
8. Program evaluation and review, resulting in new goals for county programs. The chapter titled "Getting It All Together" presents some methods which you can use with your co-workers, volunteer leaders, and advisory committees to evaluate your county situation in relation to the program directions and objective of 4-H in Century III.

To summarize, this guide can help you understand the basic beliefs and ideals of the Oklahoma 4-H program, which give direction to our 4-H efforts in Century III. It can be used as a tool to analyze the program in your county. As you determine "where you are" and "where you want to be" related to the program directions described in this guide, you'll be able to set some concrete goals. Work with your Extension co-workers and volunteer leaders to establish long-range goals as well as short-term goals that can be reached in a year. When goals are established, write them down! Then, direct your efforts throughout the year to the written goals. You'll be surprised at your feelings of success and accomplishment as you meet these goals and realize that your county is involved in a progressive 4-H program! A progressive 4-H program in Century III must begin now with a positive attitude and belief that our program directions will enable us to maintain the standards of Oklahoma 4-H in the tradition of our proud past.

VITA 2

Sue Gunkel Kruse

Candidate for the Degree of

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Thesis: ATTITUDES OF SELECTED COOPERATIVE EXTENSION STAFF TOWARD
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