

THE PRESENT AND DESIRED INVOLVEMENT OF EXTENSION  
AGENTS, 4-H IN SELECTED TASKS OF EXTENSION  
PROGRAMS AS PERCEIVED BY THEMSELVES AND  
BY THEIR COUNTY EXTENSION DIRECTORS

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## CHAPTER I

### INTRODUCTION

There are many tasks the Extension Agents, 4-H are called on to perform. Some of these tasks require more time and involvement than others. The 4-H Agent today is involved in urban as well as rural group activities and with personnel representing many types of service and marketing firms as well as people directly involved in agriculture.

The tasks required of 4-H Agents these days necessitate mastering additional competencies such as: (a) a working knowledge of group teaching techniques, (b) use of mass media in communication, (c) skills in organization, (d) principles and procedures in county program development, and (e) an understanding of human behavior and social organization. A mastery of these new roles has not lessened the importance of technical subject matter; on the contrary, the need is intensified due to scientific development [1].

The Extension Agent, 4-H is a leader in the area where he is working in planning and carrying out the extension programs. He should create a strong and favorable attitude in the volunteer leaders, an attitude which can lead to decision and actions. A sense of creativeness and initiative is vital for the success of an Extension Agent 4-H. A good character helps him to inspire faith and confidence, which, when developed in the minds of the volunteer leader, will make him the best idea salesman.

The 4-H Agent is also a teacher, but a special teacher who must always keep in mind some basic principles suggested by Saville [28, p. 51].

1. Extension deals with adults and young people in situations in real life.
2. Participation in extension activities is entirely voluntary.
3. Extension teaching may cover any subject in agriculture or home management through concentrating on interests or special needs of the people at any given time.

This informal teaching also requires patience, wisdom, tact, understanding and willingness to work on the part of the 4-H Agent. Perhaps the most important characteristic of the 4-H Agent is that he should know his job. Like a good farmer, he must know his job well to be able to produce the results.

Although Extension roles may differ within a specific community, according to Soobitsky, there are many common roles of professional Extension educators such as the 4-H Agents. These roles include:

1. Representing the U.S. Government, U.S.D.A. (United States Department of Agriculture), Land Grant University with an outreach informal educational program.
2. Providing as many educational opportunities as possible to as many people as possible so that the quality of living is increased to its potential.
3. Involving people in the program development process so that the proper analysis of community and individual needs are identified, implemented and evaluated.
4. Providing coordination of community and individual resources in order to provide the best possible educational programs for the community [29, p. 1].

These tasks, roles and competencies required of the Extension Agents are changing today from those in the past. Kreitlow summarizes these changes as follows:

"Trends taking place in Extension educational development indicate a change from personal service to group leadership, from making the program to guiding it, from quantity to quality of results and from individual problems of farmers and homemakers to the farm and home unit approach [15, p. 2].

Northrop [21] commented that the roles of the Extension Agent in the community 4-H Club today are changing drastically in the transition from school-type clubs. Presently, agents are discharging a far more challenging professional responsibility as they become 'teachers of teachers' whereas under the former organization, they worked directly with club members at home and in club meetings. The logic in support of this change is that more members can be reached through more community 4-H Clubs, led by agent-trained adults, teen and junior leaders.

#### The Statement of the Problem

The problem with which this study is concerned can be seen from the fact that more tasks, roles and competencies are required of the Extension Agents, 4-H today. The Extension Agents, 4-H are challenged today with a greater variety of tasks than their previous counterparts. Due to this variety of tasks and roles that the 4-H Agents are called on to fulfill and because of these changes in the recent years, there is a need for increased pre-service and in-service educational training programs to enable the agents to perform their duties effectively and efficiently. In order to develop these training programs, these tasks and roles must be more fully understood.

Therefore, in order to know what the agents are called on to do and what they and their County Extension Directors think they should be doing, a survey of their perceptions and those of their Directors are needed.



### Purpose of the Study

The intent of this study was to determine and rate the task involvement of the Extension Agents, 4-H according to time spent on these tasks as perceived by themselves and by their County Extension Directors. This will help in formulating recommendations regarding the present and desired involvement of 4-H Agents in the Extension Service program. It is hoped that these recommendations can be implemented for the improvement or development of Extension training programs.

### Objectives of the Study

In order to give more detailed direction to the study, the following specific objectives have been developed:

1. To secure perceptions of Extension Agents, 4-H and their County Extension Directors of their present and desired involvement in selected tasks according to the amount of time spent on those tasks.
2. To compare the perceptions of Extension Agents, 4-H and their County Extension Directors concerning present and desired task involvement.
3. To collect selected background data from the Extension Agents, 4-H and their County Extension Directors and describe the more common characteristics, e.g. position, age, tenure.

### Scope and Limitation of the Study

The researcher realized and recognized the following limitations:

1. All 36 of the existing Extension Agents, 4-H serving presently in the capacity of 4-H Agent and listed on the personnel directory of Oklahoma Cooperative Extension Service and their County Extension Directors were included in the study.

2. Those counties without a 4-H Agent were not included in the study.
3. Only the categories of tasks chosen by the jurors were used in the questionnaire.
4. The 81 tasks used in the questionnaire were those selected by the jurors.

#### Assumptions of the Study

This study was undertaken with the following assumptions clearly in mind:

1. That the statements of the instrument, developed by the investigator and thoroughly scrutinized by a body of experts would adequately measure the involvement of the 4-H Agent as perceived by themselves and their County Extension Directors.
- X 2. That the responses from the questionnaire indicated honest expressions of their opinions.
- X 3. That each respondent was sufficiently knowledgeable of the Extension programs in his respective county.

#### Definition of Terms

Certain terms had special meanings as applied to this study.

Task. A unit of worker activity that is immediate in specificity between a function and a procedural work step or action. It is a discrete unit of work performed by an individual; that is, the unit usually has a definite beginning and ending, and it is performed within a limited period of time.

Task Inventory. An instrument used for conducting an occupational survey. It consists of items of identification and background information and a list of appropriate duty and task statements.

Position. The duties and tasks established as the work requirement for one individual. A position exists whether occupied or vacant.

4-H Member (4-H'er). Those are the students enrolled by youth participation enrollment. A member here may not participate as a member of an organized local 4-H Club, but as a member of Special project Club.

Leader Training. A program to provide 4-H leaders with education to increase their competencies necessary for them to effectively carry out their responsibilities as a 4-H leader.

Extension Agents, 4-H (4-H Agent). He is responsible for 4-H programs in his county of location. He is also accountable to the County Extension Director.

County Extension Director (County Director). He is the administrative head of a county staff. He has responsibility for total programs covering 4-H, Agriculture, Home Economics and Rural Development in his area of jurisdiction.

## CHAPTER II

### REVIEW OF RELATED LITERATURE AND RESEARCH

#### Introduction

This chapter presents a summary of the literature related to the identification of tasks of Extension Agents, 4-H. The review of related literature and research helped the investigator explore several areas relevant to this study. This does not imply that it comprises an exhaustive list of factors related to the topic. However, the author felt it clarified the subject enough to aid in delimiting and developing the research effort. The material is presented under major topical headings in order to facilitate clarity and organization.

#### The Meaning of Task

Task is a unit of worker activity that is intermediate in specificity between a function and a procedural work step or action. It is a discrete unit of work performed by an individual; that is, the unit usually has a definite beginning and ending, and it is performed within a limited period of time (31).

While a job description sketches the outlines and "high spots" of the job to be taught, the task analysis is chosen to be specific. "A task is a logically related set of actions required for the completion of a job objective" (19, p. 10).

Due to differences in tasks performed by an individual worker in

various jobs, and in various positions, a few definitions related to the job of an Extension Agent, 4-H should be identified.

Some investigators have taken liberties, using the word "competency" to mean the same thing as task. Such researchers maintained that competency ordinarily is defined as "adequacy for a task" or a possession of required knowledge, skills, and abilities.

According to Tracey (32), each duty is made up of one or more tasks, and a task has the same relationship to a duty as a duty has to a job. It is job clusters that constitute a duty. To be further specific, he defined "task" by saying:

. . . a task is one of the work operations that is a logical and essential step in the performance of a duty. It is the work unit that deals with the methods, procedures, and techniques by which duties are carried out (p. 44).

Each task has the following characteristics:

- (1) it occupies a reasonable portion of the work time spent in performing a duty;
- (2) it occurs with reasonable frequency in the cycle of a duty;
- (3) it involves very closely related skills, knowledge and abilities; and
- (4) it is performed according to some standard. For example, tasks included in the duty of an Extension Agent, 4-H include training of volunteer leaders, (i.e., as an adult educator), administration, evaluation, staffing, teaching, communication and program execution (p. 44).

#### Need for Task Inventory Study

Today, the Extension Service is involved in the development of job and position descriptions in its personnel management division. The factors contributing to this activity are the enormity of the organization and the complexity of the programs.

According to Lavery (16), the Extension organization in past years was mainly a line structure consisting in most cases of a director, county agent, home demonstration agent and specialists. Due to the increase in staff, the organization had to break and create a span of supervisory control in many areas.

More recently, increases in the size of the county and specialist staffs created the need for more specialized leadership in program development and coordination. Also, additional administrative workload created the need for staff-type positions at the state level. Such positions include youth programs, agricultural programs or home economics programs. These developments have called for written statements to describe the duties, responsibilities, and relations of various line and staff positions in the Extension Service.

Mentioning these duties and responsibilities Lavery (16) wrote:

A member of the Extension Service always derives personal satisfaction from explaining his job to interested parties; and one of the goals in developing job descriptions is to assist staff personnel to improve explanations of their work . . . In other words, when the supervisor talks with his staff, he can use job description to explain their duties and responsibilities (p. 8).

From the above statement it could be surmised that task analyses have two useful purposes: to provide the employees (Extension) with a guide to help explain their work to others and to provide supervisors (Extension) with some documents to help them explain duties or tasks and responsibilities to their staff. Other useful purposes of task analysis could be found in the selection process, identifying training needs and in personnel appraisal. Further uses may be thought of as crystallization of the organization process itself.

In the Air Force (5), job inventory has been chosen as the only

feasible approach for collecting work-task information from workers. There were a number of advantages mentioned for this. One of these advantages is the fact that the method is not expensive, since information can be collected from a lot of workers in the same occupation instead of getting the same information from few workers by means of professional job analysis.

Secondly, the quantity of this information can be measured in the sense that those people involved or performing a given task can be counted and their characteristics described.

Thirdly, since the data by task inventory techniques are quantifiable, they can be stored, manipulated, analyzed, and reported by computer.

Furthermore, the results of the task inventory can be validated and checked for stability using conventional statistical techniques.

The Ohio State University Center for Vocational and Technical Education (31) added a point more that:

The technique yields information that is accurate. Workers do not inflate their job descriptions in terms of the number or difficulty levels of tasks performed. There is a high probability that significant tasks missing from the inventory will be written in by workers who perform them (p. 3).

#### Roles and Tasks of Extension Agents, 4-H

There have been many studies in other areas of 4-H youth work; however, there is a need for further studies in the area of identifying the role and tasks of the Extension Agent, 4-H. An example which the author found that had been written concerning the 4-H Agent's job, or what it should be, is in Section Two of The Smith Lever Act as indicated by Sanders (27) that states:

Cooperative Agriculture Extension work shall consist of the giving of instruction and practical demonstrations in agriculture and home economics and subjects relating thereto to persons not attending or residing in said colleges in the several communities, and imparting information on said subjects through demonstrations, publications and otherwise (p. 426).

Duncan (7) also stated:

A knowledge of the extension agent's role assists in defining the nature of undergraduate training necessary in his professional preparation. While specific job descriptions for extension positions have not yet been standardized, certain areas of competence can be identified and can form the basis for training at the undergraduate level. The essential function of the county extension worker is that of teaching -- teaching rural people to identify and solve their own problems through the application of improved farming and home making practices and other information (p. 11).

Accurate assessment of training needs for Extension personnel is a continuing concern to Extension. This was found in Peabody's (22) critical incident techniques study in which he was trying to identify agent training needs, possible differences in training needs, and job requirements according to the position and the tenure of the job holders (agents). He collected 444 critical incidents from 74 subjects in 23 small meetings. These incidents were then classified into a performance category system set up at the beginning of the study. Teaching and communication incidents were most often reported as critical, followed by organizing, conducting programs, administering, program planning and evaluating in that order.

The task of training volunteer leaders for their work with 4-H Clubs falls to the 4-H agent and to the state staff. Assuming that these professionally trained persons are qualified to provide the necessary training, it is not always easy to know exactly what kinds of training are needed. Adding to the problem is the fact that learning the kinds of competencies and procedures required of a leader does not come in



one short training experience. Establishing priorities also increases the difficulties of planning for training.

Tucker (34) conducted a study for the purpose of providing data relative to the county extension agent's perception of their training needs and the methods of training that are most effective in meeting these needs. The study was made on a 40 percent random stratified sample of the agents responsible for the 4-H club work as designated by the administration of the Mississippi Extension Service. Data were collected via mailed questionnaire from ninety-nine agents. He discovered that the 4-H agent still needs some training in order for him to fulfill his task as an organizer, teacher, planner, coordinator, stimulator, and a student of people's needs.

An essential source of educational objectives for a curriculum designed for the professional is to be found in the study of the job or tasks of the professional. When the role is changing or is not fully understood, it must first be identified and described before objectives can be stated.

The role of the Extension Agent, 4-H as an adult educator has been a focus of discussion and consideration in recent years. In spite of this concerted effort, the role has not been defined.

Trent (33) in his presentation to a seminar group said:

The difficulty in defining the Extension Agent's roles precisely may lie in the fact that the Extension Service is a dynamic educational institution and roles change with new program emphasis, innovation and societal demands. Today's Extension Agent is performing tasks which were not considered a part of his responsibility ten years ago (p. 2).

Maybe the first question of large importance which confronts an Extension Agent like the 4-H in the beginning of his work in a county, be it old or new, is, "What should I do?"

To define precisely what an individual must do as an occupant of a job category within an organization may result in the stifling of individual ingenuity, creativity, and innovativeness and in turn, adversely affect the organization. This is particularly true in educational institutions where a premium is placed on these personal qualities.

Perhaps it is well that the efforts to define the role of the Extension Agent in precise terms have failed, yet, there is a need for a flexible outline of responsibilities. The National Technical Information Service (30) states:

Extension Agents need to know how they fit into the Extension organization. They need to know what is expected from them in terms of job performance. They need to know what knowledge, skills, and abilities are requisite for the job. Also, those responsible for curriculum development in Extension must have some notion of what behaviors are expected of the Extension educator on the job (p. 127).

Burritt (4) in his own view several years ago describes the role of an Extension Agent as carrying out the program which has been outlined for him and the attainment for which in reasonable measure, constitutes his main job. His statement was supported in another discussion when he said:

The Extension Agent's job is usually what he makes it. It may be merely one of great activity in unessential details and doing things for farmers which they should do for themselves. Or, it may be the organizing of the agriculture of a county, the better training of its leadership and giving its citizenship a new vision of their responsibilities, obligations and opportunities (p. 129).

County Extension Agents' roles in the community 4-H Club have changed drastically in the transition from school-type clubs. Today, agents are discharging a far more challenging professional responsibility as they become "teachers of teachers" whereas under the former organization, they worked directly with club members at home and in club

meetings. The logic in support of this change of role of the Extension Agent is that more members can be reached through more Community 4-H Clubs, led by agent-trained adults, teen and junior leaders.

Mauk (20) has this to say about the Texas Extension Agents' roles in their counties today:

Extension agents are responsible for the 4-H program in their respective counties. This responsibility can be shared and delegated, but the agents are still accountable. Responsibility can be delegated but never released (p. 1).

In analyzing the job of the Extension Agent, 4-H one determines from a number of studies that there is no general agreement on the role of the 4-H agent. The nature of the role is such that a person occupying the position must fulfill, to a certain degree, expectations from supervisors, co-workers, volunteer leaders and perhaps others. This, many times, becomes such a problem that the 4-H Agent does not really know what constitutes the most important activities of the job.

The job of an Extension Agent, 4-H is one of a very complex nature. To be effective, the agent must realize the importance and responsibilities of the job performed. There are many opportunities for service to the people and professional and personal satisfaction for the 4-H Agent.

Harlow (10) asserted that the role of the professional worker in Extension youth programs is "adult educator." The primary function of the agent in relation to this role is that of developing a training curriculum and implementing this training for adult 4-H leaders. The 4-H Agent's primary objective should be the educational needs. Through this concern, the agent is providing the individual with knowledge, skills, and the proper attitudes which will be instrumental in helping the local people obtain their goals.

Commenting on how the 4-H impact could be increased, Brown (2) indicated that the role of the agent among other things should be changed. He (the Agent), should be a trainer of local leaders, an organizer and a collator of community resources. He should be a planner and one who should be acquainted with other youth-serving agencies, organizations, and other lay leaders.

Robinson (25) examined the roles of Extension Agents, 4-H by requesting three supervisors, three county Extension Agents and three lay leaders (officers of county 4-H leaders' association) to rate 40 job activities. These activities were categorized into: planning and evaluation; organizing and promoting local clubs; promoting instruction and rendering personal service.

It was indicated that all three respondent groups felt that planning and evaluation should be accorded the highest priority followed by organizing and promoting, with rendering personal service deemed the lowest priority.

In the researcher's opinion, the increasing workload of 4-H agents necessitates that the agent learn to delegate a certain amount of responsibility. The ability to delegate responsibility depends largely on successful planning, organizing, and job enthusiasm. The primary function of the 4-H leader is to relate to the 4-H member in a positive way in order to bring about favorable and desirable changes in the behavioral patterns of the 4-H member. The possible damage which might be done to the 4-H member through and by an adult in a leadership position not qualified for that position is evident to almost any observer. Therefore, he is viewed as an "adult educator" (professional or lay) who uses recognized adult educational procedures and teaches others to use them.

#### 4-H Task Related Studies

Sanders (27) asserted that meaningfulness for the individual 4-H member is primarily dependent on the local leaders, and, further that experience is the product of a highly motivated and capable leader. He also stated on page 271 that "The value of all supportive investments, including professional resources and materials is realized only as it is reflected in the performance of local leaders." The role of the professional worker in Extension youth programs is "adult educator", according to him. The primary function of the agent in relation to this role is that of developing a training curriculum and implementing this training of adult 4-H leaders. Therefore, the Extension youth agent becomes a trainer of adult 4-H leaders.

The purpose of the training to be provided for adult 4-H leaders is to teach the leader the quality necessary to effectively perform their duties.

In developing a training program for adult 4-H leaders to more effectively relate to youth, team work between adult 4-H leaders and the professional Extension Agent is of prime concern. Since individuals often perceive problems differently because they have varying values, experiences, and aspirations, it is difficult to achieve coordinated commitments to a systematic series of actions.

Trent (33) emphasized the necessity of this systematic series of actions in relation to a training program by stating on page 324 that, "development of an effective training program for lay leaders should consist of a series of sequential steps." He suggested that the steps should be for agents to determine what the leaders feel they need, agreement of the County Extension Staff as to what the leaders need and

to combine the perceptions of the leaders and the County Extension Staff to arrive at a training program.

Goyen (9) studied the working environment of Extension Agents, 4-H by means of critical incidents. One could also study the behavior of 4-H agents from their viewpoint through the same technique. Through his mailed questionnaires he collected 1,425 critical incidents from 752 respondents and analyzed these into five areas of ten categories.

He found that 47% of the respondents listed program development and execution tasks as being important, twenty-one percent indicated organization; while only two percent rated public relations tasks as important. He also mentioned that there should be training in the areas of adult or extension education program or curriculum development, administration and educational psychology.

Laurel K. Sabrosky's statement on the role of the County Extension Agent 4-H Club worker at the 1963 New York 4-H Club Leaders' Conference was quoted by Whaples (37) as:

. . . an adult educator, a youth educator, a public relations person, . . . a leader of a program of people, a change agent, an authority on children and youth, an authority on learning, an authority on organization . . . an evaluator (and) a program planner (p. 27).

Whaples (37) also quoted Kelsey and Hearne's point that:

They, the members of the county staff, perform these main functions:

1. As teachers, they help rural people to discover and understand their problems and acquaint them with possible solutions and encourage their adoption.
2. As organizers, they can help farm people to understand how group action may improve their situation.
3. As leaders they are alert to situations affecting the welfare of farm people and help them find solutions arising from these situations (p. 28).

According to Cook (6), youth agents, county leaders and district agents who were asked to identify the role of the youth agent as defined by himself, county leaders and district agents indicated that there was a significant correlation between the rank order of tasks by different groups showing a generally high level of agreement in the ranking of tasks. Both county leaders and the district agents described the role of a youth agent as one who plans, organizes, and coordinates 4-H Club programs. This role also includes recruiting 4-H members and adult leaders, training and organizing adult leaders, coordinating, conducting and teaching 4-H short term activities. On the other hand, the youth agent describes his role as that of a planner and organizer of local 4-H Club programs and as a teacher of 4-H members.

A study "Professional Competencies Essential for Beginning Extension Agents in Arizona" was completed by Itulya (11) in 1973. Four notable categories were surveyed: advising or teaching, public relations-communication, administration or organization, and facilitating. Data were solicited via mailed questionnaires from 43 Agricultural Agents and 31 Extension Home Economists. Fifty-six out of the sixty competencies selected for the study were identified and returned by 72 of the 74 (94.30%) potential respondents. Data were then tabulated on the basis of frequencies observed in rating the scales 1-5 to accomplish three objectives: a. to identify those professional competencies essential for beginning Agricultural Agents and Extension Home Economists in Arizona, b. to determine the relationship between the professional competencies identified as essential for Extension Home Economists in Arizona, and c. to determine the relationship between the length of service the Extension Agents had been working and the observed

frequencies per rating scale.

In category one (advising or teaching knowledge, skills, and techniques), sixteen of the eighteen competencies listed were determined to be essential for success of beginning agents. In category two, public relations involving communication skills and techniques, all the fourteen competencies shown here were considered to be essential for success of beginning agents. In category three, which included administration or organization, all the thirteen competencies in this area were recorded as essential for beginning extension agents. Also, all the fifteen competencies in the fourth category, facilitating, i.e., program planning and evaluation knowledge, skills and techniques - were reported as essential for beginning extension agents.

Price (24) in 1959 did a study on Analysis of Educational Needs of Kansas Extension Agents. He presented four statements in his mailed questionnaire to indicate which one the respondents felt to be closest to their concept of their professional role.

These statements were:

1. A professional agriculturist, or home economist, available to provide information to adult and youth in the county.
2. A professional agriculturist, or home economist, providing service to the people of the county.
3. A professional educator developing educational programs with people to effect behavior changes in the people of the county.
4. A professional organizer of educational activities for the people of the county (p. 37).

Respondents interpreted statements one, two and four to be more service and less educational in nature. Agents who indicated statement number 3 to be their choice were considered as the group who saw their role as being more educational and less service in nature. The findings



from this question show that 71 percent of the county agents indicated that they consider their role to be primarily that of an educator.

In 1956, Johnson (12) conducted a study "Participation in and Attitudes Towards Out-of-County Meetings by Wisconsin Extension Agents." The mailed questionnaire survey of all county personnel revealed the need for thorough investigation of all aspects of Extension Agents' work as a basis for further policy decisions. The aspects of Extension Agents' work reported were:

1. Training meetings and Extension conferences relating directly to their Extension program were the most valued by agents of all types of out-of-county events.
2. When policy matters were discussed, agents preferred having the same agenda and speakers at all district meetings.
3. More subject-matter training conferences were desired by over two-thirds of the men and nearly half of the women agents.
4. Most agents preferred their district leaders be responsible for calling both general district conferences and subject-matter conferences (pp. 18-19).

A study undertaken by VandeBerg (36) was completed in 1957. Mailed questionnaires were sent to all of the county extension workers in Wisconsin with a 72 percent rate of return. It was found that there was need for an improved system of extension personnel recruitment. Secondly, respondents indicated that newly employed agents should receive frequent visits from their supervisors. Thirdly, in-service training programs are necessary to maintain and improve the effectiveness of extension work. Moreover, program building should receive major attention in in-service training activities. Other important areas included improved personnel relations and better project planning techniques.

Further factors which seem to apply to all extension agents and could be considered as a means of improving their administrative roles are:

1. Development of 4-H agent recruitment programs that would recruit personnel into the Extension organization and make them more enthusiastic in doing 4-H Club work.
2. Personnel orientation of job structure before appointment is taken.
3. Emphasis laid on indoctrination, orientation and on-the-job training of 4-H Agents in his first year of employment will help overcome the frustration of the multiplicity of tasks connected with the job.
4. The 4-H Agents need to be supported in working a concrete task formula that could increase job satisfaction.
5. The 4-H Agents should be familiar with job advancement and the policy governing the evaluation of their job (36, p. 27).

Erwin (8) conducted a study to investigate some determinants and effects that relate to the degree of involvement of the county staff members by the county extension chairman in decision-making. Seventy-nine county Extension chairmen and 419 county staff members who had been appointed to the position in the county for at least one year were included in the population. They were asked to examine various aspects of staff relations, job performance, and satisfaction associated with the leadership role of the County Extension Chairman. Perceived level of involvement was highest among agents in counties with small staff sizes; followed by youngest and oldest staff members, and agents who rated chairmen highest in interpersonal skills. Moreover, perceived involvement was associated with the level of job satisfaction and performance of county staff members, but was not significantly associated with the level of career satisfaction.

Leidheiser (17) studied Ohio Cooperative Extension Service via

questionnaire with 24 of the 25 area extension agents. The intent of the study was to investigate the number and kind of area extension program development committees currently organized or used by the agents, the number of committees planned for future use, the structure and functions of the committees, how agents were using these committees, and reasons for use or nonuse; the following were the findings:

- a. agents are using or planning to use committees for program developments;
- b. agents look to committees for most help in identifying problems and determining broad objectives;
- c. they consider committees somewhat helpful in program evaluation and least helpful in implementation;
- d. they see influential agricultural producers and representatives as active committee members along with selected agents;
- e. most favor using county extension agents on committees and feel strongly that coordination and liaison with county programs is extremely important; and
- f. agents favor geographical distribution of committee members throughout the area served while limiting committee size to about 15 members. One major suggestion was for detailed in-service training in ways of working effectively with committees (pp. 3-16).

Kiesow (14) of Oregon State University summarized Boyce's report - "Role Model for the Paraprofessional Youth Worker in the Extension Service." His objective was to identify an ideal role model with a limited number of youth agents and volunteers. Role theory provided the conceptual frame of reference. Program assistance, a new position which occupies an intermediate position between volunteer and youth agent requires adjustments in the organization. Five functional categories -- maintenance, needs, planning, execution and evaluation were identified and defined with a representative sample of critical role tasks delineated in each.

### Summary

The role of the 4-H Agent has undergone a change in recent years both in Oklahoma and elsewhere. Most who have done similar studies on 4-H work agreed that an extensive study is necessary in order to determine the tasks required of the 4-H Agent to efficiently and effectively perform his duties.

It was also found that the roles of 4-H Agents have not yet been fully or clearly defined. Various Extension workers have different opinions about the 4-H Agent's role. Most writers of these studies indicated that the role of the 4-H Agent should be reassessed and clearly defined now. Besides, many writers agreed that the 4-H Agents' tasks should be determined and incorporated into an effective training program of the 4-H Agents.

Finally, in the author's opinion, there is a definite need to present new programs, use leaders (the agents) effectively, and train them adequately so they can efficiently perform their duties.

## CHAPTER III

### DESIGN AND CONDUCT OF THE STUDY

The central purpose and specific objectives of the study, described in Chapter I, dictated the design and conduct of the study. In order to collect and analyze data pertaining to the purpose and objectives of the study, it was necessary to accomplish the following tasks:

1. Determine the population for the study.
2. Develop an instrument for data collection.
3. Develop a procedure for data collection.
4. Determine methods of data analysis

#### Selection of the Population

This investigation was conducted on the premise that the most suitable and economic means of obtaining detailed information about the nature of duties of the Extension Agents, 4-H was to mail questionnaires to these agents and their County Extension Directors.

The selection of respondents was achieved through consultation with the Extension Coordinator of Personnel Development in Oklahoma and the State 4-H Youth Development Staff at Oklahoma State University. In Oklahoma, there are 36 Extension Agents, 4-H and 77 County Extension Directors. The sparsely populated counties and those that lack finance cannot afford an Extension Agent, 4-H. It was determined that all the 36 4-H agents and their County Extension Directors should be surveyed.



similar data. From this search, and from analyzing the needs of the study, ideas for the development of the instruments were solidified.

Two data-collection instruments were necessary to obtain information relative to the purpose and specific objectives of the study.

One instrument was developed and administered to the job holders, i.e. the Extension Agents, 4-H. This was to seek the perceptions of the 4-H Agents concerning their present as well as desired task involvement in performing their duties. The second instrument was administered to the County Directors of 4-H Agents soliciting their images about the present and desired task involvement of their 4-H Agents. Instruments developed by the Ohio State University Research and Development Series No. 91 -- Procedures for Constructing and Using Task Inventories (31); Brown and his Associates (3); and Trent (33) were useful guides for constructing the questionnaires used in both instruments.

The organization used in drafting the instrument by the researcher was quite similar to that of Cheatham of Mississippi State University. In fact, about sixty of the items used in the instrument of this study came directly from Cheatham's instrument. However, Cheatham's study used a different population and asked for a different rating.

The first step taken was to list the tasks which were possibly necessary for success of an Extension 4-H Youth Program. About 200 task statements were identified and listed by the researcher. The Ohio State University Research and Development Series No. 91 -- Procedures for Constructing and Using Task Inventories (31) remarks that a task inventory should contain at least 200 and not more than 600 task statements. The maximum length is roughly determined by the number of tasks workers can be expected to respond to on a voluntary basis.

Generally, you cannot expect a worker to spend over one hour of his time completing one inventory.

A study by Reuss (26) found out that the higher the intelligence of the questionnaire recipient, the more likely he is to return the questionnaire, therefore, workers in jobs requiring higher verbal aptitudes can be expected to complete and return longer task inventories than workers in lower level occupations that require very little verbal aptitude. However, if task statements are constructed with less than minimum task statements, the statement may be so general that they yield little information about specific jobs. If on the other hand, the statements are too long, it probably includes unnecessary details.

Consideration of these and other related problems allowed the investigator to scrutinize the identified statements. At this time, it became apparent that the tasks should be classified into separate categories for the purpose of organization and continuity. Twelve categories were adopted from various areas of Extension Youth work and were defined in order that proper placement of tasks could be achieved. After 200 statements were placed in proper categories, it was then refined with the researcher's advisor and 186 individual statements made up the first draft of the questionnaire.

The next step was to determine what data should be requested regarding individual statements. It was decided that the instrument would consist of two parts. Part one was designed to determine the degree of present involvement of each task for the successful operation of the County 4-H program. A five-point, Likert-type rating scale was utilized consisting of "1 - none or no involvement," "2 - little," "3 - some," "4 - much," "5 - very much." The absolute values to be



considered in evaluating each scale was also determined to include:

1.00 - 1.49 for "none," 1.50 - 2.49 for "little," 2.50 - 3.49 for "some," 3.50 - 4.49 for "much," and 4.50 - 5.49 for "very much." Part two would identify the amount of involvement the agent felt he should have in the task. This part had the same rating scale as part one.

The next step involved an addition of a biographical data section and instructions for the completion of the questionnaire. Once this task had been accomplished, the first draft of the questionnaire was completed.

A copy of the first draft of the instrument was given to each member of the State Youth Development Staff who served as the jurors. They were asked to examine the questionnaire and rate each item according to its relevance to the 4-H Agent's task. They were also asked to offer suggestions and comments that would help to improve the instrument.

The researcher was then advised to allow a week for the study of these items. At the expiration of one week, the researcher met with the State 4-H Youth Development Staff to collect the instruments and to discuss their suggestions and comments.

It was later decided to tabulate the jurors' ratings in order to find out which items would be eliminated and which ones would be included in the pre-test. The arithmetic average approach was used in the tabulation. Based on the mean of 3.5 or above, 100 items were found necessary by the jurors to be included in each of the instruments.

With the help of his advisor, the researcher employed a 'face validity' approach by going over the tabulations. The reasons for this were to find out if some items were duplicated and if some pertinent items had been omitted. After that, one hundred statements, arranged

into nine categories (as suggested by the jurors) were re-typed with further amendments included.

Before putting the duty and task statements into a formal printed questionnaire, it was considered a good idea to try them out on a few job holders. A draft form of the questionnaire was adequate for this purpose. The goal here was to obtain some first hand feedback from job holders about the communicability of the statements.

To do this, the researcher sought the expertise of the State 4-H Youth Development Staff who gave him the names and addresses of the District 4-H Agents in Oklahoma that helped refine these statements. These 5 District 4-H Agents were, hopefully, representative of the full range of the job holders who would eventually answer the questionnaire. Each individual was asked to read each statement and to comment on any statement that appeared confusing to him. The amount of time the respondent felt would take to answer each questionnaire was asked to be stipulated.

A letter which accompanied this instrument was written by the State 4-H Staff so that the instrument might gain the recognition of the District 4-H Agents. It was stated in the letter that the instrument would be collected from the respondents in the District 4-H Agents' meeting to be held at Oklahoma State University on May 7, 1976. A copy of the letter is included in Appendix B.

The instrument was collected from the 5 District 4-H Agents at a meeting held by this group on May 7, 1976, with 100% returns for tabulation. Also, all comments and suggestions given by them were noted for action. It was finally determined that 81 items should be included in the instrument; these mainly in the main categories as recommended by

the jurors.

On the same day, the researcher and his advisor with the permission of the State 4-H Youth Development Staff explained the importance and the need of the study to the 4-H Agents in their conference room at Oklahoma State University. A sample of the instrument prepared in a transparency was shown to the 4-H Agents in order to familiarize the respondents with what they would see and how it would be filled.

#### Collection of the Data

The questionnaires were mailed out on May 14, 1976, to each of the 36 Extension 4-H Agents and their County Extension Directors in the State of Oklahoma. Two cover letters, copies of which can be found in Appendix B addressed to the 4-H Agents and the second to the County Extension Directors, were attached to the instruments. The letters had a personal caption of I NEED YOUR HELP. The signatures of the author's advisor, the Assistant Director of Extension 4-H and Special Projects and the author were included.

It is believed that a personal touch in the letter of transmittal is quite effective in bringing in returns. Therefore, the cover letters stressed the importance of the respondents' inputs into the study and the importance of the study. Linksy (18) remarked that this would induce a response. The 4-H Agent was asked to rate items according to the time he is spending on these tasks now and how much time he feels he should be spending. Likewise, the County Extension Director was asked to rate each item according to the time the 4-H Agent(s) under him spends on these tasks and how much time he feels he (4-H Agent) should be spending. A self-addressed, stamped envelope was enclosed in

order to speed up and encourage their response. Respondents were asked to return the questionnaire on or before May 21, 1976, if possible.

When the stipulated date was expired, only 47 of the 72 returns were received. A second letter, including a self-addressed, stamped envelope (in case the first was misplaced) was mailed to those who had not returned theirs as of this date. A copy of this letter can be found in Appendix B. Two weeks were allowed for the respondents to return their questionnaire, though this was not mentioned in the letter included.

At the end of the second week, seventeen more returns were collected. Of these seventeen, sixteen were usable while one was unusable. An attempt was made to call the remaining respondents on the telephone and through this means, one more return was received.

The 65 completed and returned questionnaires constituted 90.27 percent of the 72 selected 4-H Agents and County Extension Directors that represent the 77 counties of the State of Oklahoma.

#### Analysis of the Data

A description of the statistical models employed in the analysis would aid in understanding the interpretation of the data of this study.

Descriptive statistics -- frequency count and percentages were utilized to present the demographic data.

To determine statistically, through a model, the difference between the two groups, the "t" test was employed. This test allowed for variability of sample size, mean difference and a related sample group.

Kerlinger (13) remarked that unless there is evidence to believe that populations are rather seriously non-normal and that variances are heterogeneous, it is usually unwise to use a non-parametric statistical test in lieu of parametric ones.

According to Popham (23), when the numerical values of the mean response for two response groups indicated the category of response (such as none or average), but the numerical responses were at the opposite extremes of the category scale, a "t" test was conducted on the two numerical values. The "t" test was used to determine if there was a significant statistical difference between the two mean responses. An indication of such statistical significant differences at the appropriate significant level was made on the table as necessary.

The formula for the "t" test used is presented below.

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

Where:

t = the value by which the statistical significance of the mean difference will be judged.

$\bar{X}_1$  = the mean of group 1.

$\bar{X}_2$  = the mean of group 2.

$S_1^2$  = the variance of group 1.

$S_2^2$  = the variance of group 2.

$N_1$  = the number of subjects in group 1.

$N_2$  = the number of subjects in group 2.

To test the hypotheses, the calculated value of "t" was compared to the table value to determine the significance level of observed differences. If the calculated value was equal to or greater than the table value, the null hypothesis would be rejected. On the other hand, if the calculated value was less than the table value, the hypothesis would

be accepted and be computed that any difference was due to chance.

Another alternative of stating the functioning of the "t" test is to assert that through its use, we test the null-hypothesis that two group means are not significantly different; that is, the means are so similar that the sample groups can be considered to have been drawn from the same population (35). The significance test was made at the .05 level.

Rejecting the null-hypothesis allows the inference that there is a relationship between the perceptions of Extension Agents, 4-H relative to their job and task performance and that of their County Extension Directors. The analysis of the "t" test was calculated by hand due to the lack of a program to calculate this between the groups of related data. However, the "F" test calculation was done by the computer between the groups of independent data. The SAS (Statistical Analysis System) program package was used to computerize the research.

### Hypotheses

Because this study was designed to compare differences of present and desired task involvements of 4-H Agents as perceived by themselves and their County Extension Directors, the following null-hypotheses were developed:

1. That there would be no significant difference observed upon comparing the present task involvement of 4-H Agents as perceived by themselves and by their County Extension Directors.
2. That there would be no significant difference observed upon comparing the desired task involvement of 4-H Agents as perceived by themselves and their County Extension Directors.

3. That there would be no significant difference observed upon comparing the present task involvement to the desired task involvement of the 4-H Agents.

4. That there would be no significant difference observed upon comparing the present task involvement to the desired task involvement of the 4-H Agent as perceived by their County Extension Directors.

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF DATA

#### Introduction

As was discussed in the previous chapter, the intent of this study was to determine and rate the present and desired task involvement of the Extension Agents, 4-H according to time spent on his tasks as perceived by themselves and by their County Directors. To achieve this goal, a survey of the jobholders (4-H Agents) was conducted through an opinionnaire, their responses are summarized in this chapter.

In the analysis of data, the degrees of involvement were assigned numerical values so as to permit statistical treatment. To provide clarity in the presentation of findings of this analysis, the mean response to each task regarding present and desired involvement of the two groups and the combination of both were presented in numerical form. Moreover, the scale of involvement was stated in the following manner: Very Much, Much, Same, Little, None (no involvement).

To determine the average response, a range of absolute values was established for each degree of involvement. In as much as there were decimal fractions in the mean responses, the following range was utilized:



<u>Range</u>	<u>Degree of Involvement</u>
4.50 - 5.00	Very Much
3.50 - 4.49	Much
2.50 - 3.49	Some
1.50 - 2.49	Little
1.00 - 1.49	None

Also included in the findings of this study were selected comments from each group of respondents concerning tasks which appeared on the instruments or which were pertinent to the Extension Agents, 4-H.

#### Population of the Study

The population of this study was comprised of thirty-six Extension Agents, 4-H and thirty-six County Extension Directors in the State of Oklahoma. Of the 77 counties in Oklahoma, only those that did not have an Extension Agent, 4-H were exempted from the study.

A total of 72 questionnaires were mailed out and 65 replies were received. This represented a 90.27 percent rate of return. The 65 questionnaires which were returned were later checked for completeness and accuracy by the researcher. Even among the returned questionnaires, not all the respondents answered all the questions on the survey instruments. Therefore, 62 or 86.11 percent of the returns were found usable. Table I indicates the summary of the respondents in the questionnaire.

TABLE 1  
RESPONSE TO THE QUESTIONNAIRE

	Extension Agents, 4-H		County Extension Directors		Percent of All Respondents in the survey
	No.	%	No.	%	
Questionnaires sent out	36	100.0	36	100.0	100.00
Total Returns	33	91.6	32	88.8	90.30
Unusable	1	2.8	2	5.6	4.20
Usable	32	88.9	30	83.3	86.10

#### Findings of the Study

The rest of this chapter is focused on the presentation and analysis of the data collected relative to degree of present and desired involvement of the Extension Agents, 4-H in various tasks as perceived by themselves and their County Directors.

#### Background Information

The first part of the analysis is the background information concerning the respondents. Twenty-three of the thirty-two respondents in the agents' groups were presently married, while the remaining nine were single (unmarried). Their names and locations in which they worked are shown in Appendix A.

It was also found that 25 of this group have been working in their present location from 0-5 years; 4 from 6-10 years; none from 11-20 years

and two of them for 21 years or above. Their number of years in the Extension Service also ranged from 0-5 years for 25 respondents; 6-10 years for 6; 11-20 years for none; and 21 years or more for 2.

It was found that the respondents majored in Agricultural Economics, 1; Agricultural Education, 8; Animal Science, 18; Others (Agri-business, Rural Sociology), 5. While 21 of them had their Bachelors degree, 11 had their Masters degree.

The County Extension Directors were all married and working in the State of Oklahoma with their locations indicated in Appendix A. It was found that 15 of the County Extension Directors had been working in their present location from 0-5 years; 5 from 6-10 years; 6 from 11-20 years and 4 from 21 years or above. In contrast to the present location data, 4 of this group (County Extension Directors) had been working for the Extension Service from 0-5 years; 4 of them from 6-10 years; 7 from 11-20 years and 15 from 21 years or above. There were 8 in Agricultural Education as majors, 10 majored in Agronomy, 12 in Animal Science, and none in other agricultural related majors (Forestry, Agricultural Economics, Biochemistry, Entomology, Horticulture, Agricultural Engineering). In the County Extension Directors' group, 6 of them had a Bachelors degree and 24 of them had their Masters degree.

In order to be more explicit in the presentation of this study, three types of tables were developed, including responses from both groups of respondents. Each table in the first set (Tables II - X), included tasks in one of the nine divisions or categories -- Program Planning, Program Execution, Staffing, Teaching, Communications, Evaluation, Community Development, Administration, and Professional Improvement. Each table includes the mean response and category of involvement

for each task as perceived by each group -- the 4-H Agents and the County Extension Directors.

The second type (Table XI) indicated a comparison of 4-H Agents versus County Extension Directors' perceptions of 4-H Agents' present and desired task involvement. The table showed a calculated f-value and with an asterisk (\*) indicating those tasks in which the difference between Agents' and Directors' perceptions of the degree of involvement were significant.

The third type (Table XII), compared the present task involvement versus desired task involvement with 4-H Agents' and County Extension Directors' perceptions combined. A correlated t-test was utilized to compare present to desired perceptions. Asterisks were used to indicate those tasks in which the differences in the degrees of involvement were significant. Those tasks that were indicated as having significant differences between present and desired levels of involvement at the .05 level are expressing dissatisfaction with the present situation or the present level of involvement. This table was also used to determine the priority tasks within categories as identified by highest desired mean scores by the combined groups.

### Program Planning

Table II indicates the mean responses and categories of Extension Agents, 4-H and their County Extension Directors' perceptions as to the degree of present involvement of the former, in program planning. The 4-H Agents felt that their present involvement ranged from "some" (2.59-3.37) on 5 of the 8 tasks to "much" (3.50-4.03) on 3 of the tasks. Similarly, their desired involvement had a rating from "some" (3.25-

TABLE II  
 MEAN RESPONSES AND CATEGORIES OF EXTENSION AGENTS', 4-H AND COUNTY EXTENSION DIRECTORS'  
 PERCEPTIONS AS TO DEGREE OF PRESENT AND DESIRED INVOLVEMENT OF  
 EXTENSION AGENTS, 4-H IN PROGRAM PLANNING

	EXTENSION AGENTS, 4-H					COUNTY EXTENSION DIRECTORS				
	PRESENT		DESIRED		t- Value	PRESENT		DESIRED		t- Value
	Mean Res- ponse	Cate- gory	Mean Res- ponse	Cate- gory		Mean Res- ponse	Cate- gory	Mean Res- ponse	Cate- gory	
Category A - Program Planning - Designing educational experiences based on the needs, interests, and problems of youth.										
Identify areas of 4-H youth program in which co-workers can cooperate.	3.00	Some	3.37	Some	3.48*	3.10	Some	3.26	Some	1.30
Organize and use a 4-H program plan- ning advisory committee.	3.50	Much	3.75	Much	1.76	3.50	Much	3.66	Much	1.72
Involve local volunteer 4-H leaders in planning the county 4-H program.	4.03	Much	4.37	Much	2.47*	3.80	Much	4.03	Much	1.56
Plan various educational programs based on needs of youth.	3.71	Much	4.28	Much	4.19*	3.43	Some	3.83	Much	2.26*
Develop a written plan of work to follow in carrying out a balanced 4-H program.	3.37	Some	3.46	Some	0.57	3.33	Some	3.46	Some	1.07
Determine the activities that relate specifically to the interest of older youth.	2.93	Some	3.87	Much	5.80*	3.00	Some	3.53	Much	3.40*

TABLE II (Con't)

	EXTENSION AGENTS, 4-H					COUNTY EXTENSION DIRECTORS				
	PRESENT		DESIRED		t- Value	PRESENT		DESIRED		t- Value
	Mean Res- ponse	Cate- gory	Mean Res- ponse	Cate- gory		Mean Res- ponse	Cate- gory	Mean Res- ponse	Cate- gory	
Determine the past and present 4-H situation.	2.59	Some	3.25	Some	4.71*	2.86	Some	3.30	Some	3.26*
Assemble and organize resources for the execution of the annual program.	3.25	Some	3.68	Much	2.70*	3.13	Some	3.43	Some	3.34*

\* P < .05.

3.46), to "much" (3.68-4.37) levels on the same tasks except #6 and #8, which they felt should change from "some" to "much" involvement.

The County Extension Directors had 6 tasks rated "some" (2.86-3.43) on present involvement in contrast to 5 tasks rated by the agents. Only two tasks had "much" (3.50-3.80) ratings under present involvement. The tasks were: "Organize and use 4-H program planning advisory committee," and "Involve local volunteer 4-H leaders in planning the county 4-H program." The same tasks were rated in the "much" category in present and desired involvement by the agents. The County Extension Directors' perceptions of the agents' desired involvement was evenly divided between "some" (3.26-3.46) and "much" (3.53-4.03) categories.

In the 4-H Agents' group, two of the 8 tasks displayed nonsignificant differences between present and desired involvement at the .05 level as a result of the paired t-tests. These tasks were as follows: "Organize and use a 4-H program planning advisory committee,"  $t = 1.76$ ; and "Develop a written plan of work to follow in carrying out a balanced 4-H program,"  $t = 0.57$ .

In contrast, the County Extension Directors had 4 nonsignificant task differences as a result of the paired t-tests. These tasks were: "Identify areas of 4-H youth program in which co-workers can cooperate,"  $t = 1.30$ ; "Organize and use a 4-H program planning advisory committee,"  $t = 1.72$ ; "Involve local volunteer 4-H leaders in planning the county 4-H programs,"  $t = 1.56$ ; and "Develop a written plan of work to follow in carrying out a balanced 4-H program,"  $t = 1.07$ .

### Program Execution

Table III shows that the Extension Agents, 4-H placed one task in

the present involvement column in the lower rating of "little" (2.40) -- "Establish and maintain an office reference library." Three of the tasks in the same column were placed under "some" (3.06-3.43) category. Those under this category were: "Present educational information," "Plan and carry out short term 4-H activities"; and "follow a written plan of work". The other two -- "Help provide an on-going 4-H Club program," and "Supply volunteer 4-H leaders with support" had "much" (3.71-3.75) ratings.

In contrast to their ratings on present involvement, their desired involvement had two "some" (3.09-3.43) ratings while the rest were placed under the "much" (3.65-4.28) category. This indicated that in the 4-H Agents' perceptions, their involvement in most of the tasks should be higher than what they are doing now. The two tasks rated "much" in the present involvement were also rated "much" in the desired involvement column.

The directors rated all the tasks under present involvement except one in the "some" category. The one task rated "much" (3.56) was "Help provide an on-going 4-H Club program." The County Directors on the other hand showed a need for increased involvement on two tasks: "Present educational information," and "Supply volunteer 4-H leaders with support."

The difference between present and desired involvement for all 6 tasks in this table were significant at .05 level as a result of comparative t-tests in the 4-H Agents' ratings.

However, the tasks were evenly distributed between significant and nonsignificant in the County Extension Directors' ratings. At .05 level these tasks were found not significant: "Plan and carry out short term 4-H activities,"  $t = 0.77$ ; "Follow a written plan of work,"  $t = 1.41$ ;



TABLE III

MEAN RESPONSES AND CATEGORIES OF EXTENSION AGENTS, 4-H AND COUNTY EXTENSION DIRECTORS' PERCEPTIONS AS TO DEGREE OF PRESENT AND DESIRED INVOLVEMENT OF EXTENSION AGENTS, 4-H IN PROGRAM EXECUTION

Category B - Program Execution - Use of resources to provide learning experiences.	EXTENSION AGENTS, 4-H					COUNTY EXTENSION DIRECTORS				
	PRESENT		DESIRED		t-Value	PRESENT		DESIRED		t-Value
	Mean Response	Category	Mean Response	Category		Mean Response	Category	Mean Response	Category	
Present educational information.	3.31	Some	3.65	Much	2.60*	3.40	Some	3.66	Much	1.97
Plan and carry out short term 4-H activities.	3.43	Some	3.68	Much	2.27*	3.26	Some	3.36	Some	0.77
Help provide an on-going 4-H club program.	3.75	Much	4.03	Much	2.32*	3.56	Much	3.90	Much	2.28*
Supply volunteer 4-H leaders with support.	3.71	Much	4.28	Much	4.60*	3.46	Some	4.10	Much	4.29*
Follow a written plan of work.	3.06	Some	3.43	Some	3.82*	3.03	Some	3.20	Some	1.41
Establish and maintain an office reference library.	2.40	Little	3.09	Some	4.02*	2.80	Some	3.23	Some	2.90*

\* P < .05.

and "Present educational information,"  $t = 1.97$ .

### Staffing

Table IV is an illustration of the mean responses of Extension Agents', 4-H and County Extension Directors' perceptions as to degree of present and desired involvement of the 4-H Agents in staffing. The staffing program included activities such as recruitment, training, supervising professional, paraprofessional, and volunteer staff. In the 4-H Agents' opinions, 21 of the 27 tasks were rated "some" (2.59-3.31) and five in "much" (3.50-3.84) categories for present involvement. Only one task -- "Teach volunteer 4-H leaders recruitment methods" was rated "little" (2.43) in present involvement. On the other hand, the desired for this task was rated "much" (3.75).

The 4-H Agents desired more involvement in most tasks from themselves. While 23 of the 27 tasks were rated "much" (3.56-4.18), and 4 tasks "some" (3.12-3.43), they showed a desired increase from "some" to "much" in eighteen cases.

The County Extension Directors indicated by their mean responses that the present involvement of the Agents could be ranged from "little" (2.32-2.46); and "some" (2.56-3.40) to "much" (3.63). The two tasks rated "little" on present involvement were: "Motivate volunteer 4-H leaders to participate in leader training, 2.46; and "Teach volunteer 4-H leaders recruitment methods," 2.33. They were rated "some", 3.23; and "much", 3.73 in desired involvement. The only task rated "much" -- "Establish and maintain good working relationships with volunteer 4-H leaders" was also rated "much" (4.06) in desired involvement were desired to have "much" involvement by the County Extension Directors.

Only three tasks were found in opinions of the 4-H Agents to have nonsignificant differences between the present and desired involvement at the .05 level. Those three tasks were: "Assist volunteer 4-H leaders in seeing the importance of their role,"  $t = 1.31$ ; "Establish and maintain good working relationships with volunteer 4-H leaders,"  $t = 0.81$  and "Promote good working relationships with others,"  $t = 1.85$ .

In the County Extension Directors' opinions, all the 27 tasks except one had significant differences between present and desired involvement. The nonsignificant task was "Delegate responsibility for various jobs" with  $t = 0.70$ .

### Teaching

In Table V, the opinions of the Extension Agents, 4-H indicated that four tasks were rated "some" (2.96-3.37) under present involvement and three tasks rated "much" (3.50-3.75). Just one of the tasks -- "Handle program disruption" was rated "some" (2.90) in desired involvement by the Agents and "some" under the present category. All others had a rating of "much" (3.59-3.96) in the desired involvement according to their perceptions.

The County Extension Directors' perceptions in both categories (present and desired involvement) were quite different in rating from that of the 4-H Agents. In contrast to 6 tasks rated "some" (2.86-3.43) in present involvement, one task was rated "much"-- "Use audio visual equipment to improve instruction" (3.70). The same disparity could be observed in the "should be" involvement. Two of the tasks -- "Handle program disruptions," and "Develop and carry out methods of giving recognition to 4-H members other than awards" were rated "some" (3.06-3.46), while

TABLE IV

MEAN RESPONSES AND CATEGORIES OF EXTENSION AGENTS', 4-H AND COUNTY EXTENSION DIRECTORS' PERCEPTIONS AS TO DEGREE OF PRESENT AND DESIRED INVOLVEMENT OF EXTENSION AGENTS, 4-H IN STAFFING

Category C - Staffing - Recruiting, training, and supervising professional, paraprofessional, and volunteer staff.	EXTENSION AGENTS, 4-H					COUNTY EXTENSION DIRECTORS				
	PRESENT		DESIRED		t-Value	PRESENT		DESIRED		t-Value
	Mean Response	Category	Mean Response	Category		Mean Response	Category	Mean Response	Category	
Select proper teaching methods in training 4-H leaders.	3.06	Some	3.84	Much	4.68*	2.83	Some	3.40	Some	3.90*
Train volunteer 4-H leaders to work with parents.	2.62	Some	3.62	Much	6.71*	2.76	Some	3.50	Much	4.43*
Involve volunteer 4-H leaders in preparing a leader training program.	2.81	Some	3.62	Much	5.89*	3.06	Some	3.73	Much	5.53*
Assist volunteer 4-H leaders in seeing the importance of their role.	3.21	Some	3.43	Some	1.31	2.96	Some	3.56	Much	4.87*
Identify and use unique skills of volunteer 4-H leaders.	3.03	Some	3.68	Much	4.28*	3.06	Some	3.70	Much	4.54*
Organize and conduct a volunteer 4-H leader training meeting.	3.12	Some	3.78	Much	3.96*	3.00	Some	3.66	Much	3.81*
Explain personal benefits volunteer 4-H leaders can expect from their leadership roles.	2.56	Some	3.12	Some	4.44*	2.56	Some	3.20	Some	3.73*
Help 4-H volunteer leaders determine the purposes and objectives of youth activities and events.	3.18	Some	3.68	Much	3.71*	2.86	Some	3.36	Some	4.01*
Train and direct volunteer 4-H leaders in organizing and accomplishing leadership jobs.	3.06	Some	3.62	Much	4.44*	3.00	Some	3.80	Much	4.25*
Delegate responsibility for various jobs.	3.50	Much	4.15	Much	4.28*	3.40	Some	3.53	Much	0.70

TABLE IV (Con't)

	EXTENSION AGENTS, 4-H					COUNTY EXTENSION DIRECTORS				
	PRESENT		DESIRED		t- Value	PRESENT		DESIRED		t- Value
	Mean Res- ponse	Cate- gory	Mean Res- ponse	Cate- gory		Mean Res- ponse	Cate- gory	Mean Res- ponse	Cate- gory	
Recognize and explain the difference between the volunteer 4-H leaders' responsibilities and 4-H Agents' responsibilities.	2.59	Some	3.12	Some	2.78*	2.90	Some	3.33	Some	2.90*
Promote exchange of ideas among volunteer 4-H leaders.	3.25	Some	3.75	Much	2.55*	2.80	Some	3.60	Much	6.13*
Use experienced volunteer 4-H leaders to train new leaders.	3.00	Some	3.75	Much	4.05*	2.73	Some	3.60	Much	5.28*
Establish and maintain good working relationships with volunteer 4-H leaders.	3.84	Much	3.96	Much	0.81	3.63	Much	4.06	Much	2.54*
Conduct recognition activities for volunteer 4-H leaders.	2.93	Some	3.56	Much	4.70*	3.03	Some	3.70	Much	3.81*
Identify volunteer 4-H leaders' training needs.	3.09	Some	3.71	Much	4.45*	2.73	Some	3.63	Much	5.83*
Help volunteer 4-H leaders identify (recognize) their abilities and feel confident to act as 4-H leaders.	3.15	Some	3.84	Much	4.52*	2.83	Some	3.76	Much	5.57*
Plan experiences for volunteer 4-H leader development in specific project areas.	2.68	Some	3.37	Some	4.52*	2.70	Some	3.46	Some	5.77*
Help volunteer 4-H leaders recognize and solve problems relating to 4-H.	3.21	Some	3.65	Much	4.38*	2.96	Some	3.60	Much	3.57*
Explain the reasons for involving 4-H members in leadership roles.	3.31	Some	3.78	Much	3.95*	2.76	Some	3.40	Some	4.83*
Motivate volunteer 4-H leaders to participate in leader training.	2.90	Some	4.00	Much	6.66*	2.46	Little	3.73	Much	8.38*
Teach volunteer 4-H leaders how to participate in leader training.	2.65	Some	3.59	Much	5.22*	2.66	Some	3.53	Much	4.71*

TABLE IV (Con't)

	EXTENSION AGENTS, 4-H					COUNTY EXTENSION DIRECTORS				
	PRESENT		DESIRED		t- Value	PRESENT		DESIRED		t- Value
	Mean Res- ponse	Cate- gory	Mean Res- ponse	Cate- gory		Mean Res- ponse	Cate- gory	Mean Res- ponse	Cate- gory	
Identify and use various resource people who have specific skills needed in the 4-H program.	3.28	Some	4.09	Much	5.13*	3.16	Some	3.70	Much	2.90*
Teach volunteer 4-H leaders recruitment methods.	2.43	Little	3.75	Much	6.03*	2.33	Little	3.23	Some	6.13*
Promote good working relationships with others.	3.59	Much	3.84	Much	1.85	3.16	Some	3.70	Much	2.90*
Identify and recruit people to serve as volunteer 4-H leaders.	3.56	Much	4.18	Much	3.40*	2.93	Some	3.83	Much	5.34*
Supervise and support volunteer 4-H leaders.	3.65	Much	4.06	Much	3.45*	3.33	Some	3.73	Much	2.05*

\*P &lt; .05.

TABLE V

MEAN RESPONSES AND CATEGORIES OF EXTENSION AGENTS', 4-H AND COUNTY EXTENSION DIRECTORS'  
PERCEPTIONS AS TO DEGREE OF PRESENT AND DESIRED INVOLVEMENT OF EXTENSION  
AGENTS, 4-H IN TEACHING

Category D - Teaching - Guiding the learning experiences of youth.	EXTENSION AGENTS, 4-H					COUNTY EXTENSION DIRECTORS				
	PRESENT		DESIRED		t- Value	PRESENT		DESIRED		t- Value
	Mean Res- ponse	Cate- gory	Mean Res- ponse	Cate- gory		Mean Res- ponse	Cate- gory	Mean Res- ponse	Cate- gory	
Select and use the proper teaching methods and techniques.	3.34	Some	3.68	Much	1.94	3.16	Some	3.63	Much	3.29*
Develop and use educational materials to meet the needs of youth.	3.53	Much	3.96	Much	4.52*	3.13	Some	3.73	Much	4.87*
Handle program disruptions.	2.96	Some	2.90	Some	0.40	2.86	Some	3.06	Some	1.80
Development and carry out methods of giving recognition to 4-H members other than awards.	3.21	Some	3.75	Much	2.78*	2.90	Some	3.46	Some	3.62*
Use audiovisual equipment to improve instruction.	3.50	Much	3.87	Much	2.82*	3.50	Much	3.70	Much	1.53
Listen to and understand youth and volunteer 4-H leaders.	3.75	Much	3.96	Much	2.03	3.43	Some	3.86	Much	3.49*
Counsel youth and adults on problems.	3.37	Some	3.59	Much	2.52*	3.10	Some	3.53	Much	3.49*

\* P < .05.

other rated "much" (3.53-3.86).

Three tasks were found in the opinions of the 4-H Agents to contain differences in present and desired involvement that were not significant at the .05 level. Such tasks were: "Select and use proper teaching methods and techniques,"  $t = 1.94$ ; "Handle program disruption,"  $t = 0.40$ ; "Listen to and understand youth and volunteer 4-H leaders."

In the County Extension Directors' opinions, two tasks were found not to be statistically significant to contain differences in the present and desired involvement. Those tasks were as follows: "Handle program disruption,"  $t = 1.80$  and "Use audio visual equipment to improve instruction,"  $t = 1.53$ .

### Communications

The mean responses and categories of Extension Agents, 4-H and County Extension Directors' perceptions as to degree of present and desired involvement of Extension Agents, 4-H in communications are shown in Table VI. Communication programs analyzed here included: informing the staff and public of the images, accomplishments, and purposes of the program. All the tasks were evenly rated between the "some" (2.93-3.34) and "much" (3.53-3.68) categories in their present perceptions by Agents.

The 4-H Agents perceived the way their involvement should be in the communication program differently. The two tasks having ratings of "some" both present and desired were "Recognize accepted cultural standards of the general public in a given area," (3.31) and "Identify, analyze, and overcome undesirable community attitudes towards the 4-H program," (3.37). All other tasks had a desired rating of "much".

The County Extension Directors placed every task in the 4-H Agents'



TABLE VI

MEAN RESPONSES AND CATEGORIES OF EXTENSION AGENTS', 4-H AND COUNTY EXTENSION DIRECTORS'  
PERCEPTIONS AS TO DEGREE OF PRESENT AND DESIRED INVOLVEMENT OF EXTENSION  
AGENTS, 4-H IN COMMUNICATIONS

Category E - Communications - Informing the staff and public of the images, accomplishments, and purposes of the program.	EXTENSION AGENTS, 4-H					COUNTY EXTENSION DIRECTORS				
	PRESENT		DESIRED		t- Value	PRESENT		DESIRED		Value
	Mean Res- ponse	Cate- gory	Mean Res- ponse	Cate- gory		Mean Res- ponse	Cate- gory	Mean Res- ponse	Cate- gory	
Establish good communications among members of the Co. Ext. staff.	3.34	Some	3.84	Much	3.71*	3.26	Some	3.90	Much	4.28*
Explain 4-H program and Extension policies and procedures to volun- teer 4-H leaders and the public.	3.28	Some	3.84	Much	4.19*	3.13	Some	3.66	Much	3.00*
Inform the public of developments and accomplishments of the 4-H pro- gram and individual 4-H members.	3.68	Much	4.12	Much	3.99*	3.23	Some	3.80	Much	3.79*
Write brief, understandable letters.	3.56	Much	3.71	Much	1.15	3.26	Some	3.76	Much	2.62*
Recognize accepted cultural standards of the general public in an area.	3.21	Some	3.31	Some	1.13	3.26	Some	3.43	Some	1.40
Identify, analyze and overcome unde- sirable community attitudes toward the 4-H program.	2.93	Some	3.37	Some	2.94*	3.00	Some	3.63	Much	4.28*
Develop and carry out ideas for pro- motion of the 4-H program to parents and community.	3.28	Some	3.96	Much	5.27*	3.00	Some	3.80	Much	4.73*
Obtain parental interest, coopera- tion, involvement in 4-H activities.	3.53	Much	4.37	Much	5.39*	3.26	Some	3.93	Much	3.80*
Explain the objectives and philosophy of 4-H to others.	3.56	Much	4.00	Much	3.99*	2.96	Some	3.53	Much	2.98*
Inform youth regarding advantages and opportunities.	3.56	Much	4.34	Much	5.57*	3.03	Some	3.66	Much	3.46*

\*p < .05.

present involvement under the "some" (2.96-3.26) category. Their perceptions as to degree of what the 4-H Agents' involvement should be differed, however. All the tasks except one were rated "much" (3.53-3.93). The only task rated "some" (3.43) was "Recognize accepted cultural standards of the general public in a given area."

Two tasks showed no significant differences in present and desired involvement as seen by the agents at the .05 level as a result of comparative t-tests. These tasks were the following: "Write brief, understandable letters,"  $t = 1.15$  and "Recognize accepted cultural standards of the general public in a given area,"  $t = 1.13$ .

In the opinions of the County Extension Directors, the second of those two tasks also was not significant at .05 level. This task was "Recognize accepted cultural standards of the public in a given area,"  $t = 1.40$ .

### Evaluation

In Table VII, all the tasks were rated "some" (2.68-3.43) by the 4-H Agents and County Extension Directors both for the 4-H Agents' present involvement. However, their desired involvement perceptions were likewise the same. All the tasks except one were rated in the "much" (3.53-3.93) category. The only task rated "some" (3.36) by the County Extension Directors for desired involvement was "Assist volunteer 4-H leaders in the evaluation of their program for use in future planning."

The only task rated "some" (3.43) by the 4-H Agents for desired involvement was "Evaluate one's performance as an Extension 4-H Youth Agent."

There were seven tasks in this table. All the tasks were significantly different at the .05 level in the present and desired

TABLE VII

MEAN RESPONSES AND CATEGORIES OF EXTENSION AGENTS', 4-H AND COUNTY EXTENSION DIRECTORS'  
PERCEPTIONS AS TO DEGREE OF PRESENT AND DESIRED INVOLVEMENT OF EXTENSION  
AGENTS, 4-H IN EVALUATION

Category F - Evaluation - Collecting, analyzing and interpreting information to determine the strengths and weaknesses of a program.	EXTENSION AGENTS, 4-H					COUNTY EXTENSION DIRECTORS				
	PRESENT		DESIRED		t- Value	PRESENT		DESIRED		t- Value
	Mean Res- ponse	Cate- gory	Mean Res- ponse	Cate- gory		Mean Res- ponse	Cate- gory	Mean Res- ponse	Cate- gory	
Evaluate one's performance as an Extension 4-H Youth Agent.	3.03	Some	3.43	Some	3.03*	3.16	Some	3.73	Much	3.61*
Assist volunteer 4-H leaders in the evaluation of their program for use in future planning.	2.68	Some	3.62	Much	6.04*	2.74	Some	3.36	Some	3.38*
Identify and analyze problems between the program, the administration, volunteer 4-H leaders, and youth.	2.84	Some	3.56	Much	4.77*	2.96	Some	3.53	Much	3.79*
Evaluate the effectiveness of a county 4-H program and suggest ways to improve it.	3.37	Some	3.87	Much	4.54*	3.26	Some	3.93	Much	4.54*
Establish criteria upon which evaluation of program, activities, and methods will be based.	2.75	Some	3.56	Much	5.68*	2.76	Some	3.56	Much	5.16*
Make judgments relative to adjustments in programs, activities and methods based on sound evidence.	3.43	Some	3.78	Much	2.60*	3.20	Some	3.73	Much	4.63*
Involve clientele in the evaluation process.	3.31	Some	3.84	Much	3.74*	3.26	Some	3.80	Much	3.38*

\* P < .05.

involvement as a result of comparative t-tests by the two groups.

### Community Development

Table VIII illustrates the mean responses and categories of Extension Agents, 4-H and their County Extension Directors' perceptions as to the degree of present involvement of the 4-H Agents in community development. Community development programs described here included discussing community problems, needs and goals, involvement in community development programs like education, economic structure and so on. As demonstrated in the table, all the tasks except one were rated in "much" (3.53-4.09) ranking by the 4-H Agents in their present and desired task involvement. The task rated "some" (3.15) was in the present involvement column -- "Seek personal acquaintance and interaction with people representing the political, social and economic structure of the country."

The 4-H Agents' present involvement as perceived by the Directors included three tasks in "some" (3.00-3.40) category and one in the "much" 3.60 range. All the desired involvement fell in "much" (3.56-3.90) category.

While all the four tasks in the table revealed a significant difference at the .05 level between the present and desired involvement in the 4-H Agents' opinions, in the County Extension Directors' view, only two of the tasks were significantly different. The two significant tasks were: "Seek personal acquaintance and interaction with people representing the political, social and economic structure of the country" and "Inform the public of services available through Extension." The two nonsignificant tasks were: "Gives recognition freely to others for

TABLE VIII

MEAN RESPONSES AND CATEGORIES OF EXTENSION AGENTS', 4-H AND COUNTY EXTENSION DIRECTORS' PERCEPTIONS AS TO DEGREE OF PRESENT AND DESIRED INVOLVEMENT OF EXTENSION AGENTS, 4-H IN COMMUNITY DEVELOPMENT

	EXTENSION AGENTS, 4-H					COUNTY EXTENSION DIRECTORS				
	PRESENT		DESIRED		t- Value	PRESENT		DESIRED		t- Value
	Mean Res- ponse	Cate- gory	Mean Res- ponse	Cate- gory		Mean Res- ponse	Cate- gory	Mean Res- ponse	Cate- gory	
Category G - Community Development - Discussing community problems, needs and goals; involvement in community development programs like education, economic structure.										
Seek personal acquaintance and inter- action with people representing the political, social and economic structure of the county.	3.15	Some	3.75	Much	4.01*	3.00	Some	3.60	Much	3.16*
Inform the public of services avail- able through Extension.	3.53	Much	4.09	Much	3.78*	3.13	Some	3.86	Much	4.84*
Gives recognition freely to others for their contributions in the county.	3.75	Much	4.06	Much	2.98*	3.60	Much	3.90	Much	1.72
Cooperate with other educational agencies and institutions in carrying out a total program.	3.53	Much	4.00	Much	4.26*	3.40	Some	3.56	Much	1.40

\* P < .05.

their contributions in the county,"  $t = 1.72$  and "Cooperate with other educational agencies and institutions in carrying out a total program,"  $t = 1.40$ .

### Administration

In the area of administration, the activities included were: using a working knowledge of Cooperative Extension Service philosophy, objectives and procedures. The 4-H Agents rated three tasks in the "some" category for present and desired involvement. In the 4-H Agents' view, five of the eight tasks listed in the administration program could be rated "much" (3.56-3.84) under the present involvement, but in desired, there were four such tasks where they felt that tasks should be in "much" (3.90-4.25) category. One task rated "much" (3.84) in the present involvement but which had a lower rating of "some" (2.55) in desired involvement was -- "Prepare and/or present regular and special reports as specified in Extension organization."

The County Extension Directors, on the other hand, felt that the Agents were presently "much" (3.50-3.56) involved in only two tasks. These two tasks were as follows: "Organize and use committees," and "Keep public informed of the Extension programs, accomplishments and activities through mass media, public meetings, and other methods." In other words, the County Directors ranked six of the tasks in "Some" (2.66-3.20) category.

The County Extension Directors' rating of what the 4-H Agents' involvement should be were equally distributed between "some" (3.20-3.43) and "much" (3.53-4.23) categories. Under both involvement (present and desired), two tasks revealed consistency of categories but not of

TABLE IX

MEAN RESPONSES AND CATEGORIES OF EXTENSION AGENTS'S, 4-H AND COUNTY EXTENSION DIRECTORS' PERCEPTIONS AS TO DEGREE OF PRESENT AND DESIRED INVOLVEMENT OF EXTENSION AGENTS, 4-H IN ADMINISTRATION

	EXTENSION AGENTS, 4-H					COUNTY EXTENSION DIRECTORS				
	PRESENT		DESIRED		t-Value	PRESENT		DESIRED		t-Value
	Mean Response	Category	Mean Response	Category		Mean Response	Category	Mean Response	Category	
Category H - Administration - Using a working knowledge of Cooperative Extension Service philosophy, objectives and procedures.										
Serves on committees considering community centered issues and to serve as a resource person to community committees in his area of competency.	2.65	Some	3.15	Some	2.97*	2.96	Some	3.40	Some	2.90*
Develop and/or use county filing system.	2.75	Some	3.40	Some	3.96*	3.00	Some	3.60	Much	4.03*
Explain to others the organizational structure, laws, and policies that govern the Cooperative Extension Service in the state.	2.53	Some	2.90	Some	3.21*	2.66	Some	3.20	Some	3.24*
Organize and use committees.	3.81	Much	4.25	Much	3.69*	3.56	Much	4.23	Much	3.66*
Explain to others who can join 4-H.	3.84	Much	4.03	Much	2.25*	3.23	Some	3.53	Much	2.52*
Explain 4-H project record keeping to others.	3.84	Much	3.25	Some	2.97*	3.20	Some	3.30	Some	2.11*
Prepare and/or present regular and special reports as specified in the Extension organization.	3.84	Much	3.25	Some	2.55*	3.20	Some	3.30	Some	0.68
Keep public informed on Extension programs, accomplishments and activities through mass media, public meetings, and other methods.	3.71	Much	3.90	Much	1.43	3.50	Much	3.93	Much	3.49*

\* P < .05.

ratings. While the two tasks were in higher rate of "much", i.e., 3.93 and 4.23 respectively in present involvement, they fell in the lower rate of "much" (3.50 and 3.56) category in what the 4-H Agents "should be" involved as perceived by the County Extension Directors. These two tasks included: "Organize and use committees" and "Keep public informed on Extension programs, accomplishments and activities through mass media, public meetings and other methods."

Present versus desired for all the tasks were significant as perceived by the 4-H Agents except one: "Keep the public informed on Extension programs, accomplishments and activities through mass media, public meetings and other methods." Likewise, the County Extension Directors' rating demonstrated that only two tasks were not significant at the .05 level between the present and desired involvement. These tasks were "Prepare and/or present regular and special reports as specified in the Extension organization," and "Explain 4-H project record-keeping to others."

#### Professional Improvement

As indicated in Table X, the responses of the Agents revealed that all the tasks in both present and desired involvement were placed in the "some" (3.03-3.37) category.

The directors had the same opinions in the rating of the 4-H Agents present involvement. Their mean responses showed that all the tasks were in the "some" (3.16-3.33) category. However, the County Directors made a slight change while considering how much the agents should be involved. While two of their ratings fell in the "some" (3.40 and 3.41) category respectively, the remaining two were in the "much" (3.50-3.56) category.



TABLE X

MEAN RESPONSES AND CATEGORIES OF EXTENSION AGENTS', 4-H AND COUNTY EXTENSION DIRECTORS'  
PERCEPTIONS AS TO DEGREE OF PRESENT AND DESIRED INVOLVEMENT OF EXTENSION  
AGENTS, 4-H IN PROFESSIONAL IMPROVEMENT

	EXTENSION AGENTS, 4-H					COUNTY EXTENSION DIRECTORS				
	PRESENT		DESIRED		t- Value	PRESENT		DESIRED		t- Value
	Mean Res- ponse	Cate- gory	Mean Res- ponse	Cate- gory		Mean Res- ponse	Cate- gory	Mean Res- ponse	Cate- gory	
<u>Category I - Professional Improvement</u> Keep up to date in technical subject matter and adult teaching methods through such activities as:										
Conference with University staff and specialists.	3.12	Some	3.28	Some	1.04	3.33	Some	3.56	Much	2.03
Participating in agent training schools conducted by the University.	3.37	Some	3.37	Some	0.71	3.30	Some	3.50	Much	1.29
Attending professional meetings.	3.34	Some	3.03	Some	2.26*	3.16	Some	3.40	Some	2.03
Membership in professional organi- zations.	3.15	Some	3.16	Some	0.68	3.23	Some	3.41	Some	0.57

\* P < .05.

The opinions of the Agents revealed a nonsignificant difference at the .05 level between the present and desired involvement in all tasks. Similarly, the County Extension Directors' opinions had failed to reveal a significant difference at the .05 level between the present and desired involvement in any of the tasks.

### The 4-H Agents Versus the County Extension

#### Directors by Overall Perception

Table XI provides an overall comparison of the ratings of the 4-H Agents versus their County Extension Directors' perceptions in respect to the 4-H Agents' present and desired involvement. The table only provides the ratings as gathered from the previous tables in the chapter.

The overall comparison of both groups indicated that one of the tasks was rated "little" in the present involvement by both groups ("Teach volunteer 4-H leaders recruitment methods"). Both groups rated 8 tasks in the "much" category, and 51 tasks in "some". Others had different rating categories from the two groups.

The desired involvement showed that fifty-one tasks had a rating of "much", and fifteen "some". The task rated "little" in the present involvement was rated "much" in desired.

One pertinent point shown in this table is the significance of the differences in responses of the 4-H Agents and their County Extension directors. Overall, it was indicated that 11 or 13.58 percent of the 81 responses in the present involvement column were significantly different between the 4-H Agents and their County Extension Directors. Those tasks that were significant at .05 level are indicated with an (\*) in the table.

Similarly, the respondents indicated that 7 of the 81 responses or

TABLE XI

A COMPARISON OF EXTENSION AGENTS', 4-H VERSUS COUNTY EXTENSION DIRECTORS' PERCEPTIONS OF  
EXTENSION AGENTS, 4-H PRESENT TASK INVOLVEMENT AND DESIRED TASK INVOLVEMENT

	Present Task Involvement				Desired Task Involvement			
	4-H Agent Mean	County Director Mean	F- Value	Category	4-H Agent Mean	County Director Mean	F- Value	Category
<u>Category A - Program Planning - Designing educational experiences based on the needs, interests, and problems of youth.</u>								
1. Identify areas of 4-H youth program in which co-workers can cooperate.	3.00	3.10	0.267	Some	3.37	3.26	0.326	Some
2. Organize and use a 4-H program planning advisory committee.	3.50	3.50	0.000	Much	3.75	3.66	0.144	Much
3. Involve local volunteer 4-H leaders in planning the county 4-H program.	4.03	3.80	1.135	Much	4.37	4.03	2.438	Much
4. Plan various educational programs based on needs of youth.	3.71	3.43	1.460	Much/Some	4.28	3.83	4.372	Much
5. Develop a written plan of work to follow in carrying out a balanced 4-H program.	3.37	3.33	0.036	Some	3.46	3.46	0.000	Some
6. Determine the activities that relate specifically to the interest of older youth.	2.93	3.00	0.121	Some	3.87	3.53	2.524	Much
7. Determine the past and present 4-H situation.	2.59	2.86	2.545	Some	3.25	3.30	0.052	Some
8. Assemble and organize resources for the execution of the annual program.	3.25	3.13	0.377	Some	3.68	3.43	1.356	Much/Some
<u>Category B - Program Execution - Use of resources to provide learning experiences.</u>								
9. Present educational information.	3.31	3.40	0.208	Some	3.65	3.66	0.002	Much

TABLE XI (Con't)

	Present Task Involvement				Desired Task Involvement			
	4-H Agent Mean	County Director Mean	F- Value	Category	4-H Agent Mean	County Director Mean	F- Value	Category
10. Plan and carry out short term 4-H activities.	3.43	3.26	0.592	Some	3.68	3.36	2.285	Much/Some
11. Help provide an on-going 4-H club program.	3.75	3.56	0.754	Much	4.03	3.90	0.366	Much
12. Supply volunteer 4-H leaders with support.	3.71	3.46	1.642	Much/Some	4.28	4.10	0.741	Much
13. Follow a written plan of work.	3.06	3.03	0.018	Some	3.43	3.20	1.034	Some
14. Establish and maintain an office reference library.	2.40	2.80	2.548	Ltl/Some	3.09	3.23	0.282	Some
Category C - Staffing - Recruiting, training, and supervising professional, paraprofessional, and volunteer staff.								
15. Select proper teaching methods in training 4-H leaders.	3.06	2.83	1.218	Some	3.84	3.46	2.213	Much/Some
16. Train volunteer 4-H leaders to work with parents.	2.62	2.76	0.479	Some	3.62	3.50	0.284	Much
17. Involve volunteer 4-H leaders in preparing a leader training program.	2.81	3.06	1.833	Some	3.62	3.73	0.291	Much
18. Assist volunteer 4-H leaders in seeing the importance of their role.	3.21	2.96	1.535	Some	3.43	3.56	0.280	Some/Much
19. Identify and use unique skills of volunteer 4-H leaders.	3.03	3.06	0.028	Some	3.68	3.70	0.002	Much
20. Organize and conduct a volunteer 4-H leader training meeting.	3.12	3.00	0.387	Some	3.78	3.66	0.289	Much
21. Explain personal benefits volunteer 4-H leaders can expect from their leadership roles.	2.56	2.56	0.000	Some	3.12	3.20	0.103	Some
22. Help 4-H volunteer leaders determine the purposes and objectives of youth activities and events.	3.18	2.86	3.928*	Some	3.68	3.36	2.181	Much/Some

TABLE XI (Con't)

	Present Task Involvement				Desired Task Involvement			
	4-H Agent Mean	County Director Mean	F- Value	Category	4-H Agent Mean	County Director Mean	F- Value	Category
23. Train and direct volunteer 4-H leaders in organizing and accomplishing various leadership jobs.	3.06	3.00	0.107	Some	3.62	3.80	0.642	Much
24. Delegate responsibility for various jobs.	3.50	3.40	0.181	Much/Some	4.15	3.53	8.647	Much
25. Recognize and explain the difference between the volunteer 4-H leaders' responsibilities and 4-H agents' responsibilities.	2.59	2.90	2.054	Some	3.12	3.33	0.628	Some
26. Promote exchange of ideas among volunteer 4-H leaders.	3.25	2.80	4.019*	Some	3.75	3.60	0.533	Much
27. Use experienced volunteer 4-H leaders to train new leaders.	3.00	2.73	2.073	Some	3.75	3.60	0.533	Much
28. Establish and maintain good working relationships with volunteer 4-H leaders.	3.84	3.63	0.952	Much	3.96	4.06	0.168	Much
29. Conduct recognition activities for volunteer 4-H leaders.	2.93	3.03	0.150	Some	3.56	3.70	0.336	Much
30. Identify volunteer 4-H leaders' training needs.	3.09	2.73	3.298	Some	3.71	3.63	0.137	Much
31. Help volunteer 4-H leaders identify (recognize) their abilities and feel confident to act as 4-H leaders.	3.15	2.86	2.458	Some	3.84	3.76	0.139	Much
32. Plan experiences for volunteer 4-H leader development in specific project areas.	2.68	2.70	0.003	Some	3.37	3.46	0.223	Some
33. Help volunteer 4-H leaders recognize and solve problems relating to 4-H.	3.21	2.96	1.714	Some	3.65	3.60	0.111	Much
34. Explain the reasons for involving 4-H members in leadership roles.	3.31	2.76	6.552*	Some	3.78	3.40	2.301	Much/Some
35. Motivate volunteer 4-H leaders to participate in leader training.	2.90	2.36	5.947*	Some/Lt <sup>1</sup>	4.00	3.73	1.440	Much
36. Teach volunteer 4-H leaders how to plan and organize their work.	2.65	2.66	0.002	Some	3.59	3.53	0.068	Much

TABLE XI (Con't)

	Present Task Involvement				Desired Task Involvement			
	4-H Agent Mean	County Director Mean	F- Value	Category	4-H Agent Mean	County Director Mean	F- Value	Category
37. Identify and use various resource people who have specific skills needed in the 4-H program.	3.28	3.16	0.273	Some	4.09	3.70	2.938	Much
38. Teach volunteer 4-H leaders recruitment methods.	2.43	2.33	0.261	Little	3.75	3.23	4.479*	Much/Some
39. Promote good working relationships with others.	3.59	3.16	3.538	Much/Some	3.84	3.70	0.328	Much
40. Identify and recruit people to serve as volunteer 4-H leaders.	3.56	2.93	7.393*	Much/Some	4.18	3.83	2.376	Much
41. Supervise and support volunteer 4-H leaders.	3.65	3.33	2.111	Much/Some	4.06	3.73	1.684	Much
<u>Category D - Teaching - Guiding the learning experiences of youth.</u>								
42. Select and use the proper teaching methods and techniques.	3.34	3.16	0.991	Some	3.68	3.63	0.056	Much
43. Develop and use educational materials to meet the needs of youth.	3.53	3.13	3.730*	Much/Some	3.96	3.73	1.099	Much
44. Handle program disruptions.	2.96	2.86	0.165	Some	2.90	3.06	0.394	Some
45. Develop and carry out methods of giving recognition to 4-H members other than awards.	3.21	2.90	2.044	Some	3.75	3.46	1.507	Much/Some
46. Use audiovisual equipment to improve instruction.	3.50	3.50	0.000	Much	3.87	3.70	0.492	Much
47. Listen to and understand youth and volunteer 4-H leaders.	3.75	3.43	2.792	Much/Some	3.96	3.86	0.265	Much
48. Counsel youth and adults on problems.	3.37	3.10	1.839	Some	3.59	3.53	0.750	Much

TABLE XI (Con't)

	Present Task Involvement				Desired Task Involvement			
	4-H Agent Mean	County Director Mean	F- Value	Category	4-H Agent Mean	County Director Mean	F- Value	Category
<u>Category E - Communications</u> - Informing the staff and public of the images, accomplishments, and purposes of the program.								
49. Establish good communications among members of the County Extension staff.	3.34	3.26	0.128	Some	3.84	3.90	0.068	Much
50. Explain 4-H program and Extension policies and procedures to volunteer 4-H leaders and the public.	3.28	3.13	0.508	Some	3.84	3.66	0.679	Much
51. Inform the public of developments and accomplishments of the 4-H program and individual 4-H members.	3.68	3.23	5.287*	Much/Some	4.12	3.80	3.038	Much
52. Write brief, understandable letters.	3.56	3.26	1.634	Much/Some	3.71	3.76	0.044	Much
53. Recognize accepted cultural standards of the general public in a given area.	3.21	3.26	0.051	Some	3.31	3.43	0.321	Some
54. Identify, analyze, and overcome undesirable community attitudes toward the 4-H program.	2.93	3.00	0.082	Some	3.37	3.63	1.025	Some/Much
55. Develop and carry out ideas for promotion of the 4-H program to parents and community.	3.28	3.00	1.730	Some	3.96	3.80	0.700	Much
56. Obtain parental interest, cooperation, and involvement in 4-H activities.	3.53	3.26	1.632	Much/Some	4.37	3.93	5.431*	Much
57. Explain the objectives and philosophy of 4-H to others.	3.56	2.96	7.698*	Much/Some	4.00	3.53	4.262*	Much
58. Inform youth regarding advantages and opportunities.	3.56	3.03	5.116*	Much/Some	4.34	3.66	8.894*	Much

TABLE XI (Con't)

	Present Task Involvement				Desired Task Involvement			
	4-H Agent Mean	County Director Mean	F- Value	Category	4-H Agent Mean	County Director Mean	F- Value	Category
<u>Category F - Evaluation</u> - Collecting, analyzing, and interpreting information to determine the strengths and weaknesses of a program.								
59. Evaluate one's performance as an Extension 4-H Youth Agent.	3.03	3.16	0.333	Some	3.43	3.73	1.458	Some/Much
60. Assist volunteer 4-H leaders in the evaluation of their program for use in future planning.	2.68	2.76	0.152	Some	3.62	3.36	1.181	Much/Some
61. Identify and analyze problems between the program, the administration, volunteer 4-H leaders, and youth.	2.84	2.96	0.516	Some	3.56	3.53	0.016	Much
62. Evaluate the effectiveness of a county 4-H program and suggest ways to improve.	3.37	3.26	0.276	Some	3.87	3.93	0.080	Much
63. Establish criteria upon which evaluation of program, activities, and methods will be based.	2.75	2.76	0.006	Some	3.56	3.56	0.000	Much
64. Make judgments relative to adjustment in programs, activities and methods based on sound evidence.	3.43	3.20	1.511	Some	3.78	3.73	0.063	Much
65. Involve clientele in the evaluation process.	3.31	3.26	0.053	Some	3.84	3.80	0.043	Much
<u>Category G - Community Development</u>								
66. Seek personal acquaintance and interaction with people representing the political, social and economic structure of the co.	3.15	3.00	0.490	Some	3.75	3.60	0.408	Much
67. Inform the public of services available through Extension.	3.53	3.13	3.237	Much/Some	4.09	3.86	1.084	Much



TABLE XI (Con't)

	Present Task Involvement				Desired Task Involvement			
	4-H Agent Mean	County Director Mean	F- Value	Category	4-H Agent Mean	County Director Mean	F- Value	Category
68. Gives recognition freely to others for their contributions in the county.	3.75	3.60	0.462	Much	4.05	3.90	0.576	Much
69. Cooperate with other educational agencies and institutions in carrying out a total program.	3.53	3.40	0.290	Much/Some	4.00	3.56	4.217*	Much
<u>Category H - Administration - Using a working knowledge of Cooperate Extension Service philosophy, objectives and procedures.</u>								
70. Serves on committees considering community centered issues and to serve as a resource person to community committees in his area of competency.	2.65	2.96	1.538	Some	3.15	3.40	1.400	Some
71. Develop and/or use county filing system.	2.75	3.00	0.907	Some	3.40	3.60	0.554	Some/Much
72. Explain to others the organizational structure, laws, and policies that govern the Cooperate Extension Service in the State.	2.53	2.66	0.491	Some	2.90	3.20	1.497	Some
73. Organize and use committees.	3.81	3.56	1.163	Much	4.25	4.23	0.008	Much
74. Explain to others, who can join 4-H.	3.84	3.23	9.210*	Much/Some	4.03	3.53	4.755	Much
75. Explain 4-H project recordkeeping to others.	3.56	3.16	2.507	Much/Some	3.90	3.43	3.841*	Some/Much
76. Prepare and/or present regular and special reports as specified in the Extension organization.	3.84	3.20	6.997*	Much/Some	3.25	3.30	0.052	Some
77. Keep public informed on Extension programs, accomplishments and activities through mass media, public meetings, and other methods.	3.71	3.50	1.235	Much	3.90	3.93	0.025	Much

TABLE XI (Con't)

	Present Task Involvement				Desired Task Involvement			
	4-H Agent Mean	County Director Mean	F- Value	Category	4-H Agent Mean	County Director Mean	F- Value	Category
<u>Category I - Professional Improvement -</u> Keep up-to-date in technical subject matter and adult teaching methods through such activities as:								
78. Conference with University staff and specialists.	3.12	3.33	1.056	Some	3.28	3.56	2.000	Some/Much
79. Participating in agent training schools conducted by the University.	3.37	3.30	0.109	Some	3.37	3.50	0.337	Some/Much
80. Attending professional meetings.	3.34	3.16	0.566	Some	3.03	3.40	2.518	Some
81. Membership in professional organizations.	3.15	3.23	0.095	Some	3.16	3.41	1.003	Some

\* P < .05.

11.11 percent in the desired column were significantly different at the .05 level.

### Extension Agents, 4-H and County Extension

#### Directors Perceptions Combined

One of the hypotheses of the study was to test if there were differences upon comparing the mean responses of the combined Agents and Directors' ratings on present and desired involvement (Table XII).

When the mean responses for both groups were combined for present involvement, more tasks fell in the "some" (2.73-3.35) category than in other categories. There were only 18 tasks rated "much" (3.50-3.91) by the combined respondents in the present involvement. One task rated "little" (2.38) was "Teach volunteer 4-H leaders recruitment methods." The rest of the tasks under present involvement were placed in the "some" category.

Contrarily, for the desired involvement, 17 tasks displayed "some" while the rest were in "much" category. The one task rated "little" in the present involvement was rated "much" (3.50) for desired involvement.

The respondents' combined responses showed that only 7 of the 81 tasks displayed nonsignificance at the .05 level as a result of comparing the present and desired involvement with the t-tests.

Eight tasks in Table XII were identified as having highest priority by the combined groups since they were rated 4.00 or above in desired mean involvement. These tasks were identified with a "1" in the table. Twenty-three of the tasks were identified as having the next priority by the combined groups since they were rated 3.75 to 3.99 in desired mean involvement. These tasks were identified with a "2" in the table.

TABLE XII

A COMPARISON OF EXTENSION AGENTS, 4-H PRESENT VERSUS DESIRED TASK INVOLVEMENT WITH  
EXTENSION AGENTS', 4-H AND COUNTY EXTENSION DIRECTORS' PERCEPTIONS COMBINED

	Extension Agents, 4-H and County Extension Directors		Extension Agents, 4-H and County Extension Directors		t-Value
	Present	Category	Desired	Category	
<u>Category A - Program Planning - Designing educational experiences based on the needs, interests, and problems of youth.</u>					
1. Identify areas of 4-H youth program in which co-workers can cooperate.	3.04	Some	3.32	Some	3.28*
2. Organize and use a 4-H program planning advisory committee.	3.50	Much	3.70 <sup>3</sup>	Much	2.42*
3. Involve local volunteer 4-H leaders in planning the county 4-H program.	3.91	Much	4.20 <sup>1</sup>	Much	2.86*
4. Plan various educational programs based on needs of youth.	3.58	Much	4.06 <sup>1</sup>	Much	4.40*
5. Develop a written plan of work to follow in carrying out a balanced 4-H program.	3.35	Some	3.46	Some	1.08
6. Determine the activities that relate specifically to the interest of older youth.	2.96	Some	3.70 <sup>3</sup>	Much	6.45*
7. Determine the past and present 4-H situation.	2.72	Some	3.27	Some	5.66*
8. Assemble and organize resources for the execution of the annual program.	3.19	Some	3.56 <sup>3</sup>	Much	3.58*
<u>Category B - Program Execution - Use of resources to provide learning experiences.</u>					
9. Present educational information.	3.35	Some	3.66 <sup>3</sup>	Much	3.27*

TABLE XII (Con't)

	Extension Agents, 4-H and County Extension Directors		Extension Agents, 4-H and County Extension Directors		t-Value
	Present	Category	Desired	Category	
10. Plan and carry out short term 4-H activities.	3.35	Some	3.53 <sup>3</sup>	Much	2.09*
11. Help provide an on-going 4-H club program.	3.66	Much	3.96 <sup>2</sup>	Much	3.27*
12. Supply volunteer 4-H leaders with support.	3.59	Much	4.19 <sup>1</sup>	Much	5.87*
13. Follow a written plan of work.	3.04	Some	3.32	Some	3.56*
14. Establish and maintain an office reference library.	2.59	Some	3.16	Some	4.94*
<u>Category C - Staffing - Recruiting, training, and supervising professional, paraprofessional, and volunteer staff.</u>					
15. Select proper teaching methods in training 4-H leaders.	2.95	Some	3.66 <sup>3</sup>	Much	6.12*
16. Train volunteer 4-H leaders to work with parents.	2.69	Some	3.56 <sup>3</sup>	Much	7.81*
17. Involve volunteer 4-H leaders in preparing a leader training program.	2.93	Some	3.67 <sup>3</sup>	Much	8.07*
18. Assist volunteer 4-H leaders in seeing the importance of their role.	3.09	Some	3.70 <sup>3</sup>	Much	3.78*
19. Identify and use unique skills of volunteer 4-H leaders.	3.04	Some	3.69 <sup>3</sup>	Much	6.25*
20. Organize and conduct a volunteer 4-H leader training meeting.	3.06	Some	3.72 <sup>3</sup>	Much	5.54*
21. Explain personal benefits volunteer 4-H leaders can expect from their leadership roles.	2.56	Some	3.16	Some	5.72*
22. Help 4-H volunteer leaders determine the purposes and objectives of youth activities and events.	3.03	Some	3.53 <sup>3</sup>	Much	5.48*

TABLE XII (Con't)

	Extension Agents, 4-H and County Extension Directors		Extension Agents, 4-H and County Extension Directors		t-Value
	Present	Category	Desired	Category	
23. Train and direct volunteer 4-H leaders in organizing and accomplishing various leadership jobs.	3.03	Some	3.70 <sup>3</sup>	Much	6.04*
24. Delegate responsibility for various jobs.	3.45	Some	3.85 <sup>2</sup>	Much	3.22*
25. Recognize and explain the difference between the volunteer 4-H leaders' responsibilities and 4-H agents' responsibilities.	2.74	Some	3.22	Some	3.98*
26. Promote exchange of ideas among volunteer 4-H leaders.	3.03	Some	3.67 <sup>3</sup>	Much	5.38*
27. Use experienced volunteer 4-H leaders to train new leaders.	2.87	Some	3.67 <sup>3</sup>	Much	6.72*
28. Establish and maintain good working relationships with volunteer 4-H leaders.	3.74	Much	4.01 <sup>1</sup>	Much	2.37*
29. Conduct recognition activities for volunteer 4-H leaders.	2.98	Some	3.62 <sup>3</sup>	Much	5.96*
30. Identify volunteer 4-H leaders' training needs.	2.91	Some	3.67 <sup>3</sup>	Much	7.24*
31. Help volunteer 4-H leaders identify (recognize) their abilities and feel confident to act as 4-H leaders.	3.01	Some	3.80 <sup>2</sup>	Much	7.14*
32. Plan experiences for volunteer 4-H leader development in specific project areas.	2.69	Some	3.41	Some	7.20*
33. Help volunteer 4-H leaders recognize and solve problems relating to 4-H.	3.09	Some	3.62 <sup>3</sup>	Much	5.20*
34. Explain the reasons for involving 4-H members in leadership roles.	3.04	Some	3.59 <sup>3</sup>	Much	6.22*
35. Motivate volunteer 4-H leaders to participate in leader training.	2.69	Some	3.87 <sup>2</sup>	Much	10.55*

TABLE XII (Con't)

	Extension Agents, 4-H and County Extension Directors		Extension Agents, 4-H and County Extension Directors		t-Value
	Present	Category	Desired	Category	
36. Teach volunteer 4-H leaders how to plan and organize their work.	2.66	Some	3.56 <sup>3</sup>	Much	7.08*
37. Identify and use various resource people who have specific skills needed in the 4-H program.	3.22	Some	3.90 <sup>2</sup>	Much	5.58*
38. Teach volunteer 4-H leaders recruitment methods.	2.38	Little	3.50 <sup>3</sup>	Much	5.28*
39. Promote good working relationships with others.	3.38	Some	3.77 <sup>2</sup>	Much	3.40*
40. Identify and recruit people to serve as volunteer 4-H leaders.	3.23	Some	4.01 <sup>1</sup>	Much	6.04*
41. Supervise and support volunteer 4-H leaders.	3.50	Much	3.90 <sup>2</sup>	Much	3.61*
<u>Category D - Teaching - Guiding the learning experiences of youth.</u>					
42. Select and use the proper teaching methods and techniques.	3.25	Some	3.66 <sup>3</sup>	Much	4.07*
43. Develop and use educational materials to meet the needs of youth.	3.33	Some	3.85 <sup>2</sup>	Much	4.81*
44. Handle program disruptions.	2.91	Some	2.98	Some	0.67
45. Develop and carry out methods of giving recognition to 4-H members other than awards.	3.06	Some	3.61 <sup>3</sup>	Much	4.45*
46. Use audiovisual equipment to improve instruction.	3.50	Much	3.79 <sup>2</sup>	Much	3.11*
47. Listen to and understand youth and volunteer 4-H leaders.	3.59	Much	3.91 <sup>2</sup>	Much	3.92*
48. Counsel youth and adults on problems.	3.24	Some	3.56 <sup>3</sup>	Much	4.27*

TABLE XII (Con't)

	Extension Agents, 4-H and County Extension Directors		Extension Agents, 4-H and County Extension Directors		t-Value
	Present	Category	Desired	Category	
<u>Category E - Communications</u> - Informing the staff and public of the images, accomplishments, and purposes of the program.					
49. Establish good communications among members of the County Extension staff.	3.30	Some	3.87 <sup>2</sup>	Much	5.68*
50. Explain 4-H program and Extension policies and procedures to volunteer 4-H leaders and the public.	3.20	Some	3.75 <sup>2</sup>	Much	5.00*
51. Inform the public of developments and accomplishments of the 4-H program and individual 4-H members.	3.46	Some	3.96 <sup>2</sup>	Much	5.47*
52. Write brief, understandable letters.	3.41	Some	3.74 <sup>3</sup>	Much	2.76*
53. Recognize accepted cultural standards of the general public in a given area.	3.24	Some	3.37	Some	1.82
54. Identify, analyze, and overcome undesirable community attitudes toward the 4-H program.	2.96	Some	3.50 <sup>3</sup>	Much	5.08*
55. Develop and carry out ideas for promotion of the 4-H program to parents and community.	3.14	Some	3.88 <sup>2</sup>	Much	7.04*
56. Obtain parental interest, cooperation, and involvement in 4-H activities.	3.40	Some	4.16 <sup>1</sup>	Much	6.50*
57. Explain the objectives and philosophy of 4-H to others.	3.27	Some	3.77 <sup>2</sup>	Much	4.66*
58. Inform youth regarding advantages and opportunities.	3.30	Some	4.01 <sup>1</sup>	Much	6.24*



TABLE XII (Con't)

	Extension Agents, 4-H and County Extension Directors		Extension Agents, 4-H and County Extension Directors		t-Value
	Present	Category	Desired	Category	
<u>Category F - Evaluation - Collecting, analyzing, and interpreting information to determine the strengths and weaknesses of a program.</u>					
59. Evaluate one's performance as an Extension 4-H Youth Agent.	3.09	Some	3.58 <sup>3</sup>	Much	4.73*
60. Assist volunteer 4-H leaders in the evaluation of their program for use in future planning.	2.72	Some	3.50 <sup>3</sup>	Much	6.54*
61. Identify and analyze problems between the program, the administration, volunteer 4-H leaders, and youth.	2.90	Some	3.54 <sup>3</sup>	Much	6.10*
62. Evaluate the effectiveness of a county 4-H program and suggest ways to improve it.	3.32	Some	3.90 <sup>2</sup>	Much	6.40*
63. Establish criteria upon which evaluation of program, activities, and methods will be based.	2.75	Some	3.56 <sup>3</sup>	Much	7.67*
64. Make judgments relative to adjustments in programs, activities and methods based on sound evidence.	3.32	Some	3.75 <sup>2</sup>	Much	4.94*
65. Involve clientele in the evaluation process.	3.29	Some	3.82 <sup>2</sup>	Much	5.08*
<u>Category G - Community Development</u>					
66. Seek personal acquaintance and interaction with people representing the political, social and economic structure of the county.	3.08	Some	3.67 <sup>3</sup>	Much	5.04*

TABLE XII (Con't)

	Extension Agents, 4-H and County Extension Directors		Extension Agents, 4-H and County Extension Directors		t-Value
	Present	Category	Desired	Category	
67. Inform the public of services available through Extension.	3.33	Some	3.98 <sup>2</sup>	Much	6.10*
68. Gives recognition freely to others for their contributions in the county.	3.67	Much	3.98 <sup>2</sup>	Much	3.08*
69. Cooperate with other educational agencies and institutions in carrying out a total program.	3.46	Some	3.79 <sup>2</sup>	Much	3.92*
<u>Category H - Administration - Using a working knowledge of Cooperative Extension Service philosophy, objectives and procedures.</u>					
70. Serves on committees considering community centered issues and to serve as a resource person to community committees in his area of competency.	2.80	Some	3.27 <sub>1</sub>	Some	4.17*
71. Develop and/or use county filing system.	2.87	Some	3.50 <sup>3</sup>	Much	5.67*
72. Explain to others the organizational structure, laws, and policies that govern the Cooperative Extension Service in the State.	2.59	Some	3.04 <sub>1</sub>	Some	4.54*
73. Organize and use committees.	3.69	Much	4.24 <sub>2</sub>	Much	5.11*
74. Explain to others, who can join 4-H.	3.54	Much	3.79 <sup>2</sup>	Much	3.37*
75. Explain 4-H project recordkeeping to others.	3.37	Much	3.67 <sup>3</sup>	Much	3.61*
76. Prepare and/or present regular and special reports as specified in the Extension organization.	3.53	Some	3.27	Some	1.77

TABLE XII (Con't)

	Extension Agents, 4-H and County Extension Directors		Extension Agents, 4-H and County Extension Directors		t-Value
	Present	Category	Desired	Category	
77. Keep public informed on Extension programs, accomplishments and activities through mass media, public meetings, and other methods.	3.61	Much	3.91 <sup>2</sup>	Much	3.37*
<u>Category I - Professional Improvement</u> - Keep up-to-date in technical subject matter and adult teaching methods through such activities as:					
78. Conference with University staff and specialists.	3.22	Some	3.41	Some	2.04*
79. Participating in agent training schools conducted by the University.	3.33	Some	3.43	Some	0.94
80. Attending professional meetings.	3.25	Some	3.20	Some	3.95*
81. Membership in professional organizations.	3.19	Some	3.28	Some	0.17

<sup>1</sup> Denotes tasks with the highest desired priority for involvement for the 4-H Agent (4.00 or greater mean rating).

<sup>2</sup> Denotes tasks with the higher desired priority for involvement for the 4-H Agent (3.75 - 3.99 mean rating).

<sup>3</sup> Denotes tasks with the high desired priority for involvement for the 4-H Agent (3.50 - 3.74 mean rating).

\* P < .05.

Thirty-three of the tasks were identified as having a high priority by the combined groups since they were rated 3.50 to 3.74 in desired mean involvement. These tasks were identified with a "3" in the table.

The remaining 17 tasks all have a moderate priority since all but one were rated between 3.00 and 3.50. Even that one task has a rate of 2.98.

### Selected Comments

At the end of the instruments, the respondents were asked to list additional tasks or comments they considered important for the operation of a successful 4-H program. Below are the respondents' comments

1. Determine needs of 4-H program.
2. Determine expectations of 4-H'ers and parents.
3. District, State and National 4-H programs.
4. 4-H officer's training.
5. Teen and junior leadership training.
6. Day camps and county camp program.
7. 4-H safety program.
8. 4-H talk and demonstration.
9. 4-H project areas.
10. 4-H record keeping.
11. Agriculture and show projects.
12. Personal visits with 4-H clubs, leaders and parents.

13. Maintaining the on-going 4-H program.
14. Time spent assisting with other extension programs within a county.
15. Keeping people in the county happy.
16. Developing an outstanding project program for 4-H'ers.

Comment: "A good list of tasks that we should be accomplishing. Too bad we don't have the time to do all these things because we have to spend too much time on things that theoretically we shouldn't."

CHAPTER V  
SUMMARY OF FINDINGS, CONCLUSIONS,  
AND RECOMMENDATIONS

This chapter is intended to present a summary review of the study problem and its setting, the design and conduct of the study, and the major findings. Also presented are conclusions and recommendations which are based upon analysis and summarization of data collected and upon observation and impressions resulting from the design and conduct of the study.

The Purpose of the Study

The intent of this study was to determine and rate the present and desired task involvement of the Extension Agents, 4-H according to time spent on these tasks as perceived by themselves and by their County Extension Directors. It is hoped that these findings will help develop or improve an Extension training program.

Objectives of the Study

Specifically, three major objectives of this study were:

1. To secure perceptions of Extension Agents, 4-H and their County Extension Directors of the 4-H Agents' present and desired involvement in selected tasks according to the amount of time spent on those tasks.
2. To compare the perceptions of Extension Agents, 4-H and their

County Extension Directors concerning present and desired task involvement.

3. To collect selected background data from the Extension Agents, 4-H and their County Extension Directors and describe the more common characteristics, e.g., position, age, tenure.

### Design and Conduct of the Study

Following a review of research and pertinent literature to the problems, the major tasks involved in the design and conduct of the study were: (1) determining the population of the study, (2) developing an instrument for data collection, (3) developing a procedure for data collection, and (4) determining methods of data analysis.

The study population consisted of 36 Extension Agents, 4-H and their County Extension Directors. That is, in all, there were 72 respondents. Of this total, there were 62 or (86.1 percent) usable opinionnaires analyzed from which findings of the study were drawn.

### Findings of the Study

#### Background Information

It was found from the respondents that, about two-thirds (66.6%) of the 4-H Agents, compared to all (100%) of the County Directors, were married. Twenty-five (80.6%) of the respondents in the 4-H Agents' group have just come into the Extension Service and their present location within the last 5 years. This was in contrast to the County Directors' group where 15 (50%) of them had been working in their present location or been in the Extension Service for 21 years or more.

Educationally, most of the 4-H Agents came from backgrounds in Animal Science with Bachelors degrees, while the County Directors came from backgrounds split between Animal Science, Agronomy and Agricultural Education; most had Masters degrees.

Seventy-two questionnaires were sent out -- 36 to the Extension Agents, 4-H and 36 to their County Extension Directors. There were 65 (90.27%) returned, of which but 62 (86.1%) were usable.

### Program Planning

Extension Agents, 4-H and their County Extension Directors felt the 4-H Agents' tasks in this area were presently and should be about equally divided between "some" and "much" involvement. "Desired" mean scores for all tasks for both groups were slightly higher than "present" mean scores; indicating they desired slightly more involvement. The agents and their directors agreed "Organize and use a 4-H planning and advisory Committee" and "Develop a written plan of work to follow in carrying out a balanced 4-H program" had no significant difference between present and desired involvement. All others had significant differences, indicating a need for increased involvement by the 4-H Agents. The two tasks in which the 4-H Agents should be most involved from this area as indicated by highest desired mean score were: "Involve local 4-H leaders in planning the county program" and "Plan various educational programs based on the needs of youths."

### Program Execution

Extension Agents felt that they were presently involved in two tasks "much" in the area of Program Execution. One task was rated "little" --



"Establish and maintain an office reference library" in present involvement and had a "some" rating in desired involvement. The 4-H Agents desired "much" involvement in four and "some" in two tasks. The County Directors on the other hand, rated all the tasks except one under present involvement "some". The one exception had a rating of "much" -- "Help provide an on-going 4-H Club program." They had an even rating between "some" and "much" in desired. While the 4-H Agents agreed that all the tasks showed a significant difference between present and desired involvement, the County Directors on the other hand, had a split of opinions. Three of the tasks were significant, while the other three were nonsignificant at the .05 level. The two tasks in which the 4-H Agents should be most involved in Program Execution were: "Help provide an on-going 4-H Club program" and "Supply volunteer 4-H leaders with support."

### Staffing

Both groups of respondents felt that the 4-H Agents' involvement were in the category of "some" for most of the tasks in the present column. However, the 4-H Agents and County Directors had one task rated "little" -- "Teach volunteer 4-H leaders how to plan and organize their work." The County Directors had one other rated "little" in the present involvement column -- "Motivate volunteer 4-H leaders to participate in leader training."

There were slight differences in the ratings of desired involvement by the two groups. In most cases, the 4-H Agents felt that they should be more involved in these tasks. Four (against eight rated by the County Directors) of the 4-H Agents' tasks had a rating of "some". This means that while the 4-H Agents desired "much" involvement for 24 tasks, the

County Directors desired nineteen. The County Directors showed just one task not significantly different between present and desired involvement as compared to two tasks by the agents. Overall, more involvement was indicated. The two tasks from this area in which the combined groups desired the most involvement of the 4-H Agents were: "Establish and maintain good working relationships for volunteer 4-H leaders" and "Identify and recruit people to serve as volunteer 4-H leaders."

### Teaching

There were some differences in the ratings of the respondents for this program. The agents had a split response of "some" and "much" in the present involvement but rated all the tasks except one in "much" category in desired. The one exception having "some" rating in desired was "Handle program disruption."

On the other hand, the County Extension Directors placed all the present involvement tasks except one in "some" rating. The only one placed in "much" category was "Use audiovisual equipment to improve instruction." It was also found that two tasks had a rating of "some" for the desired category while others were in "much" category.

Extension Agents, 4-H and the County Extension Directors indicated two nonsignificant task differences between present and desired involvement. The two indicated by the 4-H Agents were: "Select and use the proper teaching methods and techniques" and "Handle program disruptions." Similarly, those two indicated by the County Extension Directors were: "Handle program disruptions" and "Use audiovisual equipment to improve instruction." None of the tasks from this area were rated in the highest priority group by the combined groups but these three tasks were in the

next highest priority. (1) Develop and use educational materials to meet the need of youth, (2) Use audiovisual equipment to improve instruction, and (3) Listen to and understand youth and volunteer 4-H leaders.

### Communications

It was found that the Extension Agents, 4-H were not as consistent as the County Directors in the ratings of present involvement in communications. The 4-H Agents' responses in this case were evenly split between "some" and "much" involvement. On the other hand, all the tasks had a rating of "some" in present involvement by the County Directors. The 4-H Agents had just two tasks in the "some" category under desired and the County Directors only one. The rest of the tasks had a rating of "much".

Both groups agreed that "Recognize accepted cultural standards of the general public in a given area" was the only task not significantly different between present and desired involvement. The two tasks from this area in which the combined groups desired the most involvement for the 4-H Agents were: "Obtain parental interest, cooperation and involvement in 4-H activities" and "Inform youth regarding advantages and opportunities."

### Evaluation

Extension Agents, 4-H and the County Extension Directors had unanimous opinions as could be found in this table. For instance, both groups agreed that the tasks the 4-H Agents are presently involved in were just in "some" category. In the tasks the 4-H Agents "should be" involved, both groups agreed that the 4-H Agents needed to increase their involve-

ment to "much". However, the two groups showed a slight difference when they placed one task each in the "some" category under "desired". The one rated "some" by the 4-H Agents was "Evaluate one's performance as an Extension 4-H Youth Agent" while that of the County Extension Directors was "Assist volunteer 4-H leaders in the evaluation of their program for use in future planning."

All the tasks in this table showed a statistically significant difference between the present and desired involvement. The three tasks from this area in which both groups desired a higher involvement for the 4-H Agents were: "Evaluate the effectiveness of a county 4-H program and suggest ways to improve it," "Make judgments relative to adjustments in programs activities and methods based on sound evidence," and "Involve clientele in the evaluation process." None of the tasks in this category were rated in the highest priority tasks by the combined groups.

#### Community development

Extension Agents, 4-H felt that they were involved in three of the four tasks in the present column, and also felt they should be "much" involved in all the tasks. The one task where they felt their involvement now was "some" and ought to be "much" was "Seek personal acquaintance and interaction with people representing the political, social and economic structure of the county."

The County Directors felt that the 4-H Agents were presently "some" involved in all of the tasks except one ("Gives recognition freely to others for their contributions in the county."), which was rated "much". County Extension Directors indicated that all the tasks in desired involvement were in the "much" category. While 4-H Agents indicated all

the tasks to be significantly different, County Directors indicated that two tasks were significant and two had no significant difference between present and desired involvement. Again none of the tasks from this category had highest priority ratings but the three tasks in which both desired higher involvement for the 4-H Agents were: "Inform the public of services available through Extension," "Gives recognition freely to others for their contributions in the county," and "Cooperate with other educational agencies in institutions in carrying out a total program."

#### Administration

Extension Agents, 4-H indicated that three of the eight tasks under the administration program showed "some" in the present involvement and four had "some" in desired. 4-H Agents found all the tasks except one to be statistically significant, indicating a difference between present and desired involvement. The one that was not significant between present and desired was "Keep public informed on Extension programs, accomplishments and activities through mass media, public meetings and other methods."

County Extension Directors on the other hand, showed a mixed expression. Two tasks, "Organize and use committees" and "Keep public informed on Extension programs, accomplishments and activities through mass media, public meetings, and other methods" were in the "much" category under present involvement. Their desired rating showed that tasks in this area were equally divided between "some" and "much" involvement. Two tasks were shown not to be significantly different between present and desired involvement. One task was found in this area in which both groups desired the most involvement for the 4-H Agents: "Organize and

use committees."

### Professional Improvement

Extension Agents, 4-H rated all the tasks in both present and desired involvement for professional improvement "some". The County Extension Directors rated all the tasks in the present "some", but felt that Agents' tasks in desired should be about equally divided between "some" and "much" involvement. However, "desired" mean scores for both groups were found to be only slightly higher than "present" mean scores.

Both groups indicated nonsignificant differences in ratings for all the tasks as a result of comparing differences between present and desired involvement.

#### Overall Comparison of Extension Agents, 4-H Versus County Extension Directors On Present and Desired Involvement

Where the 4-H Agents' and County Directors' perceptions were compared, it was shown that there was great agreement between their perceptions. On present involvement, only eleven of the 81 task perceptions were significantly different. Their perceptions on the desired involvement were closer. Only seven of the 81 were significantly different.

#### Findings of Extension Agents, 4-H and County Extension Directors Responses Combined

Most of the tasks in the 4-H Agents and County Extension Directors combined perceptions were rated "some" for present involvement and "much" for desired. Of the 81 tasks, only 13 had "much" ratings for the present

involvement. The rest had "some" ratings, except one with a "little" rating -- "Teach volunteer 4-H leaders recruitment methods."

"Desired" ratings were split between "much" and "some" involvement with the "much" category dominating. However, having more tasks rated "much" than "some" indicated that 4-H Agents and County Directors perceived the roles of the 4-H Agents should be slightly increased. Another indication for increased involvement for the 4-H Agents was that all but 7 of the 81 tasks were rated significantly different between present and desired involvement by the combined groups.

Concerning the importance of the selected tasks, there were eight tasks in which the Extension Agents, 4-H and the County Extension Directors felt the 4-H Agents should have highest involvement; twenty-three in which they should have higher involvement; and thirty-three cases in which they should have a high degree of involvement.

### Conclusions

1. The Extension Agents, 4-H are presently involved in all of the tasks listed in the questionnaire to a moderate extent as evidenced by ratings of "much" on 26 of the tasks, "some" on 53 of the tasks, and "little" on only two tasks: "Establish and maintain an office reference library," and "Teach volunteer 4-H leaders recruitment methods". This would support the idea that 4-H Agents are presently doing an effective job on these tasks.

2. The list of tasks developed was regarded as a valid, representative set because all of these tasks were rated "some" or above either in present or desired involvement by the 4-H Agents and the County Directors both, except 4 in present involvement that were rated "little".

Even these four were rated higher in desired involvement: two in the "much" category and two in the "some" category.

3. The findings indicated there should be increased involvement in the selected tasks by the Extension Agents, 4-H. This was indicated by the responses of each group and both groups combined. Another evidence was the mean rating of desired involvement being higher than the present involvement in all cases but two from combined responses. The two which had a slight decrease in mean rating were: "Prepare and/or present regular and special reports as specified in Extension organizations" and "Attending professional meetings." Also, the 4-H Agents had three other tasks slightly lower in mean rating for the desired involvement. They were: "Participating in agent training schools conducted by the University," "Attending professional meetings" and "Membership in professional organizations."

4. Extension Agents, 4-H felt they should be involved at a slightly higher level than the County Extension Directors felt they should be. This was indicated by 4-H Agents' mean ratings being consistently rated higher than the County Directors. However, when the two groups' ratings were compared, only 11 in present involvement and 7 in desired involvement were significantly different. This was an evidence that for all practical purposes, the 4-H Agents and their County Directors perceived the 4-H Agents' present and desired involvement in these tasks identically.

5. The overall proportion of increase in task involvement from present to desired by the two groups in all program areas was very similar, indicating that they felt that there should be increased involvement in all the areas of responsibilities except "Professional Improvement."



Further evidence was significant differences between present and desired involvement for most tasks in those areas except "Professional Improvement." No significant increase in involvement was indicated for professional improvement.

6. A few of the selected tasks were indicated as having highest priority because of their mean rating of 4.00 or above on desired involvement by 4-H Agents and County Directors' combined perceptions. These eight highest rated tasks were fairly evenly distributed among the areas of Program Planning, Program Execution, Staffing, Communications and Administration. This indicates that the highest priority tasks for the Extension Agents, 4-H are representative of several areas for which they are responsible.

This was further reinforced by the next higher rated group of tasks (3.75-3.99) in which 23 tasks were fairly evenly spread among Program Planning, Staffing, Teaching, Communications, Evaluation, Community Development and Administration. An additional 33 tasks which were rated high (3.50-3.74) on desired involvement by the combined groups also were fairly evenly distributed among all areas. The remaining tasks were all rated moderately high (2.98-3.49) by the combined groups which indicated that all tasks which were listed were considered important. This priority ranking of the tasks according to the combined perceptions gives relative importance comparison among the tasks.

#### Recommendations

1. In as much as this list of tasks proved to be important as validated, it should be considered as a means of improving the jobs of Extension Agents, 4-H. This should also be considered as a basis for

setting up a training program for the Extension Agents, 4-H.

2. Based on conclusions drawn from this study, the 4-H Agents should tend to improve their involvement in these selected tasks, taking into consideration time available and priority of tasks as indicated by this study and the local situation.

3. Extension Agents, 4-H should be commended for a willingness to increase their involvement to a greater extent than that desired by the County Extension Directors. This undoubtedly indicates a positive attitude on the parts of both groups which can only result in a better 4-H program.

4. Since it was concluded that all areas except Professional Improvement should have increased involvement, the Professional Improvement area should be looked at more closely to see if there is adequate involvement in this area at the present time. If this is a fact, the program should be continued as it is, but if not, the reason or reasons for these ratings should be studied.

#### Further Studies

1. The author recommended that further studies of this type be continued, however, these might be with another Extension workers or in another locale to validate the findings of this study.

2. A research on Pre-Service and In-Service Training needs of 4-H Agents should be conducted following this research.

3. Lastly, curriculum research based on the findings of pre-service and in-service training needs would be necessary.

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APPENDIX A

THE LIST OF NAMES OF EXTENSION AGENTS, 4-H AND  
COUNTY EXTENSION DIRECTORS WORKING IN  
OKLAHOMA TO WHOM QUESTIONNAIRES  
WERE MAILED

THE LIST OF NAMES OF EXTENSION AGENTS, 4-H AND  
 COUNTY EXTENSION DIRECTORS WORKING IN  
 OKLAHOMA TO WHOM QUESTIONNAIRES  
 WERE MAILED

<u>Names</u>	<u>Addresses</u>
1. Dennis R. Bailey	Box 520, Courthouse
2. Warren S. Jones	Wewoka, OK 74884
1. Kent C. Barnes	Courthouse Annex
2. Bobby Sandford	Ardmore, OK 73401
1. Walter B. Bigger	930 N. Portland
2. L. B. McClure	Oklahoma City, OK 73107
1. Darrell Bilke	Box 130, Courthouse
2. L. D. Allison	Claremore, OK 74017
1. James Coe	Courthouse
2. John E. Moten	Lawton, Ok 73501
1. Danny Cornelius	Courthouse Basement
2. Vernon C. McKinley	Hobart, OK 73651
1. Donald E. Coulter	601 E. Robinson
2. Sam Johnson, Jr.	Norman, OK 73069
1. George Provence	Courthouse
2. Loren Cronin	Chandler, OK 74834
1. James H. Barnes	125 W. Main
2. Gary Crosthwait	Cordell, OK 73632
1. Melvin D. McVey	Courthouse
2. Gary Ferrell	Stillwater, OK 74074
1. Michael J. Feuerborn	Box 1229
2. L. D. Warkentin	2405 Industrial Blvd. Enid, OK 73701
1. Ronald Gallaway	Box 748 Ag. Bldg.
2. George W. Maynard	Bristow, OK 74010

<u>Names</u>	<u>Addresses</u>
1. Gordon Hall 2. Leo K. Cavnar	626 D. Avenue Lawton, OK 73501
1. Thomas W. Hodges 2. Leo K. Cavnar	Box 271, Courthouse Pauls Valley, OK 73075
1. James W. Holzler 2. O'Neal F. Teague	Courthouse Basement Vinita, OK 74301
1. Dean C. Jackson 2. Don Proctor	Courthouse Basement Altus, OK 73521
1. Roy R. Lessly 2. Basil Myers	930 N. Portland Oklahoma City, OK 73107
1. Charles Lester 2. Basil Myers	1440 S. Cherokee Muskogee, OK 74401
1. Freddie A. Maddox 2. Jack D. Simmons	Courthouse Wagoner, OK 74467
1. James D. Nelson 2. Lonnie Sellers	Box 607, Courthouse Anadarko, OK 73005
1. Rodney W. Nichols 2. J. D. Lockwood	Room 113, Courthouse Duncan, OK 73533
1. Ronald D. Nimmo 2. Charles W. Phelps, Jr.	425 Truman Place Purcell, OK 73080
1. Ronald J. O'Hanlon 2. Richard Sestak	Box 519 Fairgrounds El Reno, OK 73036
1. John H. Pfeiffer, Jr. 2. Avery Eeds	P. O. Box 34 Kingfisher, OK 73750
1. Forest Reedy 2. Alton R. Patrick	Custer County Courthouse Arapaho, OK 73620
1. George Salwaechter 2. Eldon L. Nelson	Box 946, 108 Temple Houston Dr. Woodward, OK 73801
1. Gary N. Schafer 2. Milton J. Biard	P. O. Box 1499 Idabel, OK 74745
1. Wayne C. Shearhart 2. David Campbell	P. O. 149 Ag. Bldg. Tahlequah, OK 74464
1. Charlie L. Schultz 2. Robert A. Lamar	Courthouse Basement Chickasha, OK 73018

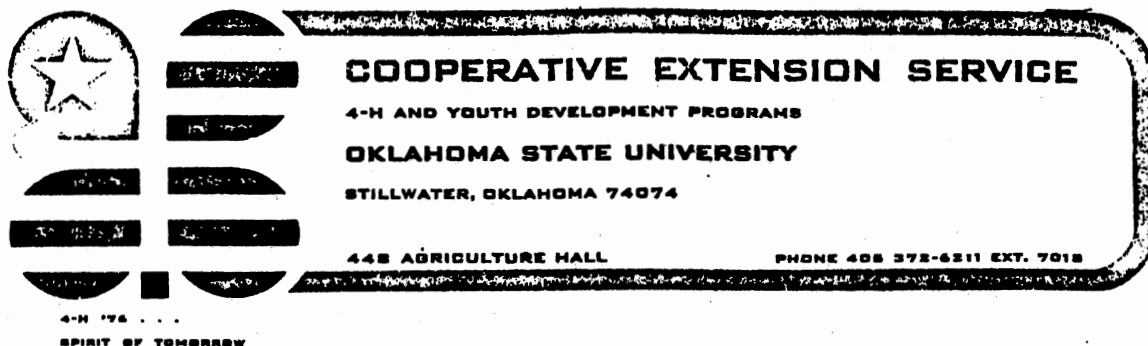


<u>Names</u>	<u>Addresses</u>
1. Tom Stiles	Ag. Bldg., 4116 East 15th
2. Duane K. McLemore	Tulsa, OK 74112
1. Monroe A. Sumpter	Box 87, Whiting Hall
2. Harold A. Murnan	Pawhuska, OK 74056
1. James B. Thomas	Box 430, Courthouse
2. Von Long	Newkirk, OK 74647
1. Bruce Von Tungeln	Ag. Bldg., 4116 East 15th
2. Duane K. McLemore	Tulsa, OK 74112
1. Steven M. Williams	Box 320
2. Wilbur Tripp	Guymon, OK 73942
1. Robert Woods	1700 N. Broadway, Fairgrounds
2. John D. Netherton	Ada, OK 74820
1. Ronald S. Young	Box 10, Agric. Center
2. Robert Kennedy	Dewey, OK 74029

- 
1. Denotes Extension Agents, 4-H.
  2. Denotes County Extension Directors.

APPENDIX B

COVER LETTERS, INSTRUMENTS, AND FOLLOW-UP  
LETTER



April 13, 1976

M E M O

TO: State 4-H Staff

FROM: Merl E. Miller *MEM*

RE: Graduate Study Questionnaire

The past several weeks I have been helping an international student Johnson Adegboye who is an advisee of Jim Key in the Ag Ed department. Johnson, Dr. Key and Dr. Netherton have asked that we take a look at this questionnaire and give our comments and assistance.

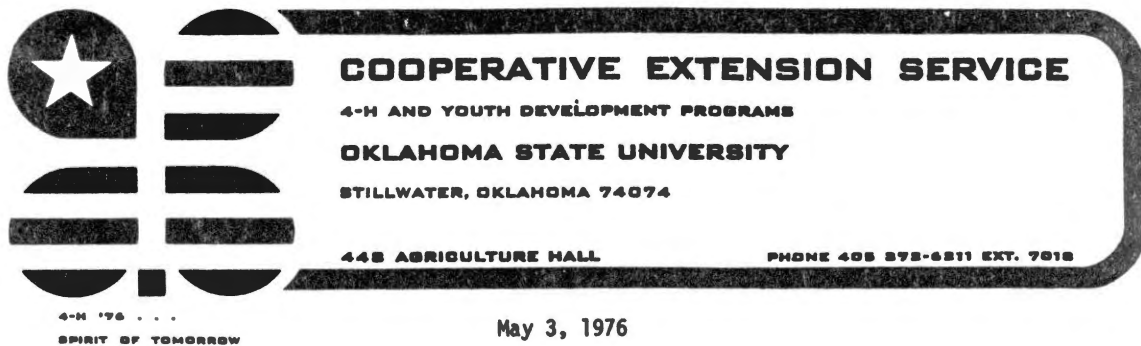
I have asked Johnson to have copies available for our review by Thursday, April 15. He would then like for you to go through the questionnaire, complete the responses and indicate any comments. He will then visit each of us as individuals or collectively next week.

I know he will appreciate your help.



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





District 4-H Agents

Dear Co-workers:

Enclosed is a questionnaire designed by Johnson Adegboye, a graduate student, which will be helpful in identifying tasks the Extension Agent, 4-H is involved in and will be helpful in designing training programs.

We need your help in refining this questionnaire. Would you complete the questionnaire? Also, circle any statements you feel are unclear and place an x by any statements you feel should be left out. Write in any other comments or statements.

If you could complete and bring with you to the May 7 meeting with the 4-H Staff, it would be appreciated.

Sincerely,

*Merl E. Miller*

Merl Miller  
 Program Specialist  
 4-H and Youth Development

MEM:rh  
 Enclosures



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




**OKLAHOMA STATE UNIVERSITY • STILLWATER**

 Department of Agricultural Education  
 (405) 372-6211, Ext. 444

74074

13 May 1976

Dear Sir:

I NEED YOUR HELP! I am a graduate and international student (Nigerian) at Oklahoma State University presently conducting a study which I believe you will find interesting and useful to your profession. I am attempting to assemble and validate a complete list of tasks performed by the Extension Agent, 4-H. Hopefully, this information can be used to help develop pre-service and in-service training programs for the extension agents in Oklahoma, and/or elsewhere.

I would like to ask you to share with me, a little of your busy time, and your experience on the job by reviewing the enclosed list of tasks for the Extension Agent, 4-H. Only you can tell me how much time you spend on these tasks now, and how much time you feel you should be spending.

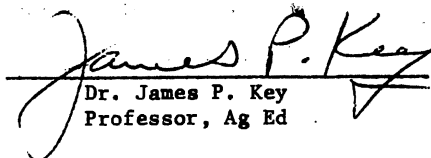
Please follow the directions for indicating amount of time spent and desired for the tasks on the list. I have enclosed a self-addressed stamped envelope for your convenience in completing and returning the inventory. Please return the questionnaire on or before May 21, 1976, if possible.

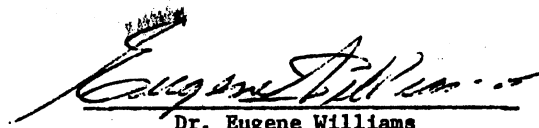
It is my pleasure to inform you that Dr. Williams and other staff members of the Oklahoma State University, 4-H Department support this study and feel it will provide useful information which may help improve the profession. Thanks very much for your prompt return of this inventory.

Sincerely,

  
 Johnson B. Adagboye  
 Graduate Student, AG ED

Approved by:

  
 Dr. James P. Key  
 Professor, Ag Ed

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

 bg  
 Enclosures




---

**OKLAHOMA STATE UNIVERSITY • STILLWATER**


---

 Department of Agricultural Education  
 (405) 372-6211, Ext. 444

74074

13 May 1976

Dear Sir:

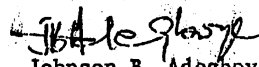
I NEED YOUR HELP! I am a graduate and international student (Nigerian) at Oklahoma State University presently conducting a study which I believe you will find interesting and useful to your profession. I am attempting to assemble and validate a complete list of tasks performed by the Extension Agent, 4-H. Hopefully, this information can be used to help develop pre-service and in-service training programs for the extension agents in Oklahoma, and/or elsewhere.

I would like to ask you to share with me, a little of your busy time, and your experience on the job by reviewing the enclosed list of tasks for the Extension Agent, 4-H. Only you can tell me how much time the 4-H Agent under you spends on these tasks now and how much time you feel he should be spending.

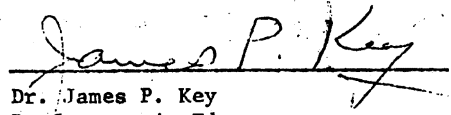
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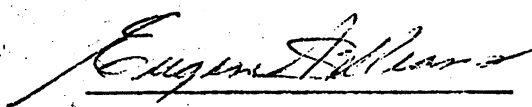
It is my pleasure to inform you that Dr. Williams and other staff members of the Oklahoma State University, 4-H Department support this study and feel it will provide useful information which may help improve the profession. Thanks very much for your prompt return of this inventory.

Sincerely,

  
 Johnson B. Adegboye  
 Graduate Student, Ag Ed

Approved By:

  
 Dr. James P. Key  
 Professor, Ag Ed

  
 Dr. Eugene Williams  
 Asst. Director of Extension  
 4-H and Special Projects

 bg  
 Enclosures

BACKGROUND INFORMATION

1. Please check your job title:
  - a. County Extension Agent, 4-H \_\_\_\_\_
  - b. County Extension Directors \_\_\_\_\_
2. Are you married? Yes \_\_\_\_\_ No \_\_\_\_\_
3. Name of the county where you are presently working \_\_\_\_\_
4. How many years have you worked in your present job? \_\_\_\_\_  
In Extension? \_\_\_\_\_
5. Check your major area of study in college
  - \_\_\_\_\_ Agricultural Economics
  - \_\_\_\_\_ Agricultural Education
  - \_\_\_\_\_ Forestry
  - \_\_\_\_\_ Agronomy
  - \_\_\_\_\_ Animal Science
  - \_\_\_\_\_ Biochemistry
  - \_\_\_\_\_ Entomology
  - \_\_\_\_\_ Agricultural Engineering
  - \_\_\_\_\_ Others (specify)
6. Highest degree attained?
  - \_\_\_\_\_ Bachelors
  - \_\_\_\_\_ Masters
  - \_\_\_\_\_ Doctorate

INSTRUCTIONS:

Please read each task listed in the center column and react to it concerning your involvement in that task. The left column of ratings is for you to indicate the amount of involvement (time spent and importance) you have in that task at the present time by circling the number.

The right hand column is for you to indicate the amount of involvement (time spent and importance you feel you should have in that task to do your job like you would really desire to do it.

Please circle two ratings for each task (present and desired). Add any tasks at the end which you feel you are highly involved with in your job but which were not included in the list and rate each additional item.

PRESENT TIME SPENT ON THE TASK					TASKS PERFORMED BY EXTENSION AGENTS, 4-H	TIME NEEDED TO ACHIEVE THE TASK AS DESIRED				
NONE	LITTLE	SOME	MUCH	VERY MUCH		NONE	LITTLE	SOME	MUCH	VERY MUCH
1	2	3	4	5		1	2	3	4	5
					<u>Category A - Program Planning - Designing educational experiences based on the needs, interests, and problems of youth.</u>					
1	2	3	4	5	1. Identify areas of 4-H youth program in which co-workers can cooperate.	1	2	3	4	5
1	2	3	4	5	2. Organize and use a 4-H program planning advisory committee.	1	2	3	4	5
1	2	3	4	5	3. Involve local volunteer 4-H leaders in planning the county 4-H program.	1	2	3	4	5
1	2	3	4	5	4. Plan various educational programs based on needs of youth.	1	2	3	4	5
1	2	3	4	5	5. Develop a written plan of work to follow in carrying out a balanced 4-H program.	1	2	3	4	5
1	2	3	4	5	6. Determine the activities that relate specifically to the interest of older youth.	1	2	3	4	5
1	2	3	4	5	7. Determine the past and present 4-H situation.	1	2	3	4	5
1	2	3	4	5	8. Assemble and organize resources for the execution of the annual program.	1	2	3	4	5
					<u>Category B - Program Execution - Use of resources to provide learning experiences.</u>					
1	2	3	4	5	9. Present educational information.	1	2	3	4	5
1	2	3	4	5	10. Plan and carry out short term 4-H activities.	1	2	3	4	5
1	2	3	4	5	11. Help provide an on-going 4-H club program.	1	2	3	4	5
1	2	3	4	5	12. Supply volunteer 4-H leaders with support.	1	2	3	4	5
1	2	3	4	5	13. Follow a written plan of work.	1	2	3	4	5
1	2	3	4	5	14. Establish and maintain an office reference library.	1	2	3	4	5



PRESENT TIME SPENT ON THE TASK					TASKS PERFORMED BY EXTENSION AGENTS, 4-H	TIME NEEDED TO ACHIEVE THE TASK AS DESIRED				
NONE 1	LITTLE 2	SOME 3	MUCH 4	VERY MUCH 5		NONE 1	LITTLE 2	SOME 3	MUCH 4	VERY MUCH 5
					<u>Category C - Staffing - Recruiting, training, and supervising professional, paraprofessional, and volunteer staff.</u>					
1	2	3	4	5	15. Select proper teaching methods in training 4-H leaders.	1	2	3	4	5
1	2	3	4	5	16. Train volunteer 4-H leaders to work with parents.	1	2	3	4	5
1	2	3	4	5	17. Involve volunteer 4-H leaders in preparing a leader training program.	1	2	3	4	5
1	2	3	4	5	18. Assist volunteer 4-H leaders in seeing the importance of their role.	1	2	3	4	5
1	2	3	4	5	19. Identify and use unique skills of volunteer 4-H leaders.	1	2	3	4	5
1	2	3	4	5	20. Organize and conduct a volunteer 4-H leader training meeting.	1	2	3	4	5
1	2	3	4	5	21. Explain personal benefits volunteer 4-H leaders can expect from their leadership roles.	1	2	3	4	5
1	2	3	4	5	22. Help 4-H volunteer leaders determine the purposes and objectives of youth activities and events.	1	2	3	4	5
1	2	3	4	5	23. Train and direct volunteer 4-H leaders in organizing and accomplishing various leadership jobs.	1	2	3	4	5
1	2	3	4	5	24. Delegate responsibility for various jobs.	1	2	3	4	5
1	2	3	4	5	25. Recognize and explain the difference between the volunteer 4-H leaders' responsibilities and 4-H agents' responsibilities.	1	2	3	4	5
1	2	3	4	5	26. Promote exchange of ideas among volunteer 4-H leaders.	1	2	3	4	5
1	2	3	4	5	27. Use experienced volunteer 4-H leaders to train new leaders.	1	2	3	4	5
1	2	3	4	5	28. Establish and maintain good working relationships with volunteer 4-H leaders.	1	2	3	4	5
1	2	3	4	5	29. Conduct recognition activities for volunteer 4-H leaders.	1	2	3	4	5
1	2	3	4	5	30. Identify volunteer 4-H leaders' training needs.	1	2	3	4	5
1	2	3	4	5	31. Help volunteer 4-H leaders identify (recognize) their abilities and feel confident to act as 4-H leaders.	1	2	3	4	5

PRESENT TIME SPENT ON THE TASK					TASKS PERFORMED BY EXTENSION AGENTS, 4-H	TIME NEEDED TO ACHIEVE THE TASK AS DESIRED				
NONE 1	LITTLE 2	SOME 3	MUCH 4	VERY MUCH 5		NONE 1	LITTLE 2	SOME 3	MUCH 4	VERY MUCH 5
1	2	3	4	5	32. Plan experiences for volunteer 4-H leader development in specific project areas.	1	2	3	4	5
1	2	3	4	5	33. Help volunteer 4-H leaders recognize and solve problems relating to 4-H.	1	2	3	4	5
1	2	3	4	5	34. Explain the reasons for involving 4-H members in leadership roles.	1	2	3	4	5
1	2	3	4	5	35. Motivate volunteer 4-H leaders to participate in leader training.	1	2	3	4	5
1	2	3	4	5	36. Teach volunteer 4-H leaders how to plan and organize their work.	1	2	3	4	5
1	2	3	4	5	37. Identify and use various resource people who have specific skills needed in the 4-H program.	1	2	3	4	5
1	2	3	4	5	38. Teach volunteer 4-H leaders recruitment methods.	1	2	3	4	5
1	2	3	4	5	39. Promote good working relationships with others.	1	2	3	4	5
1	2	3	4	5	40. Identify and recruit people to serve as volunteer 4-H leaders.	1	2	3	4	5
1	2	3	4	5	41. Supervise and support volunteer 4-H leaders.	1	2	3	4	5
<u>Category D - Teaching - Guiding the learning experiences of youth.</u>										
1	2	3	4	5	42. Select and use the proper teaching methods and techniques.	1	2	3	4	5
1	2	3	4	5	43. Develop and use educational materials to meet the needs of youth.	1	2	3	4	5
1	2	3	4	5	44. Handle program disruptions.	1	2	3	4	5
1	2	3	4	5	45. Develop and carry out methods of giving recognition to 4-H members other than awards.	1	2	3	4	5
1	2	3	4	5	46. Use audiovisual equipment to improve instruction.	1	2	3	4	5
1	2	3	4	5	47. Listen to and understand youth and volunteer 4-H leaders.	1	2	3	4	5
1	2	3	4	5	48. Counsel youth and adults on problems.	1	2	3	4	5

PRESENT TIME SPENT ON THE TASK					TASKS PERFORMED BY EXTENSION AGENTS, 4-H	TIME NEEDED TO ACHIEVE THE TASK AS DESIRED				
NONE	LITTLE	SOME	MUCH	VERY MUCH		NONE	LITTLE	SOME	MUCH	VERY MUCH
1	2	3	4	5		1	2	3	4	5
					Category E - Communications - Informing the staff and public of the images, accomplishments, and purposes of the program.					
1	2	3	4	5	49. Establish good communications among members of the County Extension staff.	1	2	3	4	5
1	2	3	4	5	50. Explain 4-H program and Extension policies and procedures to volunteer 4-H leaders and the public.	1	2	3	4	5
1	2	3	4	5	51. Inform the public of developments and accomplishments of the 4-H program and individual 4-H members.	1	2	3	4	5
1	2	3	4	5	52. Write brief, understandable letters.	1	2	3	4	5
1	2	3	4	5	53. Recognize accepted cultural standards of the general public in a given area.	1	2	3	4	5
1	2	3	4	5	54. Identify, analyze, and overcome undesirable community attitudes toward the 4-H program.	1	2	3	4	5
1	2	3	4	5	55. Develop and carry out ideas for promotion of the 4-H program to parents and community.	1	2	3	4	5
1	2	3	4	5	56. Obtain parental interest, cooperation, and involvement in 4-H activities.	1	2	3	4	5
1	2	3	4	5	57. Explain the objectives and philosophy of 4-H to others.	1	2	3	4	5
1	2	3	4	5	58. Inform youth regarding advantages and opportunities.	1	2	3	4	5
					Category F - Evaluation - Collecting, analyzing, and interpreting information to determine the strengths and weaknesses of a program.					
1	2	3	4	5	59. Evaluate one's performance as an Extension 4-H Youth Agent.	1	2	3	4	5
1	2	3	4	5	60. Assist volunteer 4-H leaders in the evaluation of their program for use in future planning.	1	2	3	4	5
1	2	3	4	5	61. Identify and analyze problems between the program, the administration, volunteer 4-H leaders, and youth.	1	2	3	4	5

PRESENT TIME SPENT ON THE TASK					TASKS PERFORMED BY EXTENSION AGENTS, 4-H	TIME NEEDED TO ACHIEVE THE TASK AS DESIRED				
NONE	LITTLE	SOME	MUCH	VERY MUCH		NONE	LITTLE	SOME	MUCH	VERY MUCH
1	2	3	4	5		1	2	3	4	5
1	2	3	4	5	62. Evaluate the effectiveness of a county 4-H program and suggest ways to improve it.	1	2	3	4	5
1	2	3	4	5	63. Establish criteria upon which evaluation of program, activities, and methods will be based.	1	2	3	4	5
1	2	3	4	5	64. Make judgments relative to adjustments in programs, activities and methods based on sound evidence.	1	2	3	4	5
1	2	3	4	5	65. Involve clientele in the evaluation process.	1	2	3	4	5
<u>Category G - Community Development</u>										
1	2	3	4	5	66. Seek personal acquaintance and interaction with people representing the political, social and economic structure of the county.	1	2	3	4	5
1	2	3	4	5	67. Inform the public of services available through Extension.	1	2	3	4	5
1	2	3	4	5	68. Gives recognition freely to others for their contributions in the county.	1	2	3	4	5
1	2	3	4	5	69. Cooperate with other educational agencies and institutions in carrying out a total program.	1	2	3	4	5
<u>Category H - Administration - Using a working knowledge of Cooperative Extension Service philosophy, objectives and procedures.</u>										
1	2	3	4	5	70. Serves on committees considering community centered issues and to serve as a resource person to community committees in his area of competency.	1	2	3	4	5
1	2	3	4	5	71. Develop and/or use county filing system.	1	2	3	4	5
1	2	3	4	5	72. Explain to others the organizational structure, laws, and policies that govern the Cooperative Extension Service in the state	1	2	3	4	5
1	2	3	4	5	73. Organize and use committees.	1	2	3	4	5
1	2	3	4	5	74. Explain to others, who can join 4-H	1	2	3	4	5
1	2	3	4	5	75. Explain 4-H project recordkeeping to others.	1	2	3	4	5

PRESENT TIME SPENT ON THE TASK					TASKS PERFORMED BY EXTENSION AGENTS, 4-H	TIME NEEDED TO ACHIEVE THE TASK AS DESIRED				
NONE	LITTLE	SOME	MUCH	VERY MUCH		NONE	LITTLE	SOME	MUCH	VERY MUCH
1	2	3	4	5		1	2	3	4	5
1	2	3	4	5	76. Prepare and/or present regular and special reports as specified in the Extension organization.	1	2	3	4	5
1	2	3	4	5	77. Keep public informed on Extension programs, accomplishments and activities through mass media, public meetings, and other methods.	1	2	3	4	5
					<u>Category I - Professional Improvement</u>					
					78. Keep up-to-date in technical subject matter and adult teaching methods through such activities as:					
1	2	3	4	5	(a) Conference with University staff and specialists.	1	2	3	4	5
1	2	3	4	5	(b) Participating in agent training schools conducted by the University	1	2	3	4	5
1	2	3	4	5	(c) Attending professional meetings	1	2	3	4	5
1	2	3	4	5	(d) Membership in professional organizations.	1	2	3	4	5
					<u>Category J - Others - List additional jobs you consider important for the operation of a successful 4-H program.</u>					
1	2	3	4	5	79. _____	1	2	3	4	5
1	2	3	4	5	_____	1	2	3	4	5
1	2	3	4	5	_____	1	2	3	4	5




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**OKLAHOMA STATE UNIVERSITY • STILLWATER**


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 Department of Agricultural Education  
 (405) 372-6211, Ext. 444

74074

Dear Sir:

Welcome back home after the State 4-H Annual Conference in Stillwater. Your completed Extension 4-H Agent Task Inventory sent to you about two weeks ago has not yet been received. YOUR RESPONSE IS VITAL. We need 100% response to adequately determine the 4-H agent's tasks. Only YOU can provide us with this information.

In the event that you may have misplaced your inventory, another copy has been included here for you to complete and return in the self-addressed, stamped envelope.

Please complete the inventory and return it TODAY. Procrastination is the thief of time. If you have already returned your inventory, please disregard. Thanks very much.

Sincerely yours,

Johnson B. Adegboye

Approved by:

Dr. James P. Key  
Professor, Ag. Educ.

Dr. Eugene Williams  
Asst. Director of  
Ext. 4-H and Special  
Projects

## VITA

Johnson B. Adegboye

Candidate for the Degree of

Doctor of Education

Thesis: THE PRESENT AND DESIRED INVOLVEMENT OF EXTENSION AGENTS, 4-H  
IN SELECTED TASKS OF EXTENSION PROGRAMS AS PERCEIVED BY  
THEMSELVES AND BY THEIR COUNTY DIRECTORS

Major Field: Agricultural Education

### Biographical:

Personal Data: Born in Iressi, Oshun Northeast Division of Oyo State, Nigeria, on October 29, 1940, to the late Chief Joseph Asunmo Adegboye and the late Mrs. Victoria Adunola Adegboye; married Emily Moji, Ajala, Iressi, August 26, 1966; two daughters.

Education: Graduated from Iressi Baptist Day School, December, 1953; received the Teachers Grade Three Certificate from Baptist College, Ede, in December, 1959; received the Grade Two Teachers' Certificate from Baptist College, Ede, 1964; received Bachelor of Science in Applied Biology from Virginia Union University, Richmond, Virginia, May, 1972; received the Master of Science degree in July, 1974, with a major in Agricultural Education; completed requirements for the Doctor of Education degree at Oklahoma State University, Stillwater, Oklahoma, December, 1977.

Professional Experience: Teacher, Agboye Baptist Day School, Oyo, Nigeria, 1960-1962; teacher, Baptist Secondary Modern School, Iseyin, Nigeria, 1965-1968; rural science master, Baptist Secondary Modern School, Iseyin, Nigeria, 1966-1968; Graduate Assistant, Oklahoma State University, Stillwater, Oklahoma, 1974-1975.

Awards: Raymond Young Foundation Scholarships Awardee, Oklahoma State University, Stillwater, Oklahoma (1974-1975); Who's Who in American Universities and Colleges in Virginia Union University, Richmond, Virginia, 1972; Alumni Association Scholarship, V.U.U., 1968-71; Assistant Foreign Student Advisor Certificate, V.U.U., 1972; Freshman Counselor's Certificate, V.U.U., 1972.

Membership: Phi Delta Kappa, Oklahoma State University Chapter, member since 1973; Alpha Tau Alpha, Beta Chapter, Oklahoma State University, since 1974; Member of American Association of Animal Science and Industry since 1973; Secretary, International Students Association, Oklahoma State University, 1975; Vice-President, African Students Association, Oklahoma State University, 1975; Secretary, Science Club (V.U.U.), 1970-71; Secretary, Okeogun Modern Schools Games Masters, 1965-1968; Member, Ede Baptist College Old Boys Association; Members, Iressi Improvement Union (permanent); A life member of Baptist denomination.