

**IDENTIFICATION AND EVALUATION OF CONCEPTS
FOR COMPETENCES OF HOME ECONOMIST IN
EXTENSION AS A PROGRAM ORGANIZER**

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CHAPTER I

DESCRIPTION OF THE STUDY

The Cooperative Extension Service is challenged to provide an effective and expanded educational program which will assist families with solving individual, family and community problems. A need for a broader and expanded educational program has been brought about by the rapid technological, social and economic developments in contemporary American society. The rapid changes in society have focused on the need to expand and adjust the educational program in the three major program areas of extension - agriculture, home economics and youth.

In order to provide an effective and expanded extension program in each of the three major program areas, competent staff is needed to identify, plan, implement and evaluate the educational program which is to be provided. Personnel with special competences is needed for the Cooperative Extension Service to function effectively in program development. Special competences in program development to improve educational programs are needed by personnel in all of the three major program phases of extension; but this study is concerned specifically with the personnel responsible for an extension home economics program.

Administrative leaders in extension are seeking to identify and define the specific roles for their personnel in order to determine the skills and abilities needed for competences. More specifically,

administrators are seeking to determine the skills and abilities needed to improve the total program development process so that a broader educational program will be provided.

A review of extension studies and research indicates that many different skills and abilities are needed by home economists in extension for effective program development. Some of these skills and abilities are those which make it possible for home economists in extension to function effectively as leaders, followers, organizers, teachers and supervisors. To this group, Turner¹ would add those unique skills and abilities needed for serving as a program organizer. She believes that competences as a program organizer are essential for the modern home economist in providing programs in extension to help clientele find answers to questions and problems in the complex society of today. However, another study by Ussery² of the educational training needs for all county extension agent positions found that most home economists in extension and other county extension personnel do not recognize the need, accept this need or know how to function as program organizers. The belief of Turner in the need for competences as a program organizer and the finding of Ussery that most home economists in extension do not recognize the need to function as program organizers supported the writer's belief that further research was needed about the competences of a program organizer.

¹Helen D. Turner, "Extension Companion on a New Path," *Journal of Home Economics*, LIV, (February, 1962), p. 96-99.

²Margaret Ann Ussery, "An Analysis of The Educational Needs of County Extension Agents in Tennessee," (Unpublished Ph.D. dissertation, University of Wisconsin, 1963), p. 158-171.

Administrators in extension have recognized their responsibility for providing continuing educational opportunities for personnel as a part of inservice education training programs. Extension research studies³ show that most presently employed extension personnel graduated from colleges ten to twenty years ago with a bachelor of science degree in agriculture or home economics. These personnel need re-training and updating of skills for the responsibilities in extension work of today. One of the major perplexities of extension administration is to identify or to determine what competences personnel need in order to provide a broader educational program. Competences as a program organizer can enhance and support the program development process for providing a broader educational program. Competences as a program organizer are only part of the many competences personnel need. Home economists in extension must also possess competences which involve many other skills and abilities in order to function in the many roles needed in carrying out the total program development job. However, this study was concerned mainly with one of the many roles in program development for the competences needed by home economics personnel to provide a broader and expanded extension program, namely, the competences as a program organizer.

Statement of the Problem and Objectives

The study was concerned with seeking to identify and to evaluate the specific competences needed by home economist in extension as a

³H. C. Saunders, et. al., The Cooperative Extension Service. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1966. Chapter 37.

program organizer and to identify and to state the concepts for these competences to use in planning for inservice education. The competences as a program organizer represent only one of the groups of competences needed by a home economist in extension to broaden an educational program through effective program development.

The objectives of the study were:

(1) To identify the competences for home economist in extension as a program organizer that were considered essential by selected leaders within extension.

(2) To develop an instrument to evaluate the competences of selected home economist in extension as a program organizer.

(3) To identify and to state the concepts needed for developing the competences of a home economist in extension as a program organizer that could be used for planning inservice education.

Significance of the Study

The competences which are needed by home economists in extension were chosen for study for the following reasons: (1) the entire field of competences needed by home economics personnel would be too large in scope, (2) research related to competences by home economist for extension program development is limited, (3) research related to competences as a program organizer is even more limited, (4) previous training of home economics personnel in extension has not emphasized the skills and abilities needed for competences as a program organizer and (5) the writer is particularly interested in the competences of a program organizer because of job responsibilities in extension home

economics program development.

The term program organizer as used in this study refers to the skills and abilities of arranging, coordinating, working with other educators, and using available resources in (1) identifying, (2) planning, (3) implementing and (4) evaluating the home economics program in extension. Competences as a program organizer are important for home economist because conditions of society today are challenging the extension service to broaden and expand educational programs. The extension service, to broaden and extend an educational program, will need the assistance of personnel from other agencies and resources; therefore it is essential that a home economist in extension have competences as a program organizer.

The writer believes that a study of the competences of a program organizer would be a significant contribution to home economics programs in extension because a broader extension educational program is needed, because there are few research studies related to these competences and because previous training of home economics personnel has not stressed these competences.

Definition of Terms

Definitions were formulated and adapted from the educational literature that was reviewed as background information for conducting the study. Specific attention was given to establishing definitions that had unique and accepted meaning for the Cooperative Extension Service. For the purpose of this study, the following terms are defined.

Clientele

Clientele is the term used to identify people who are served by the educational program of the Cooperative Extension Service. Clientele participate voluntarily in an educational program.

Competences

Competences are the skills and abilities a person is expected to develop in order to perform at an effective level in the understanding and carrying out of the essential principles, techniques and tasks of a particular profession.

Competences as a Program Organizer

Competences as a program organizer are one of the groups of skills and abilities needed by a home economist in extension. Competences as a program organizer are the skills and abilities of arranging, coordinating, working with other educators, and using available resources in (1) identifying, (2) planning, (3) implementing and (4) evaluating the home economics program in extension.

Concepts

Concepts for the competences as a program organizer are the key ideas that an inservice education program would seek to provide for home economist in extension in order that broad understanding of the concepts would result.

District Supervisors

District supervisors are the personnel responsible for program development in the designated districts of the State of Florida. District supervisors perform this responsibility through the recruitment, training and supervision of home economists in extension.

Extension

Extension refers to that phase of the land-grant institution which is known by various names as the Cooperative Extension Service, the Agricultural-Home Economics Extension Service, the Extension Service or the Extension Division. Extension provides an informal educational program to clientele.

Home Economics Extension Program

The home economics extension program is the informal educational program provided to clientele by home economists employed in extension.

Home Economists in Extension

Home economists in extension are home economics college graduates employed by the Cooperative Extension Service of the state land-grant institution. A home economist in extension is a field representative for a local geographic area. In some states this person is called a home demonstration agent. Florida personnel have an official appointment title as County Extension Home Economics Agent.

Inservice Education

Inservice education is the process provided by extension in a planned, coordinated and continuous manner to develop personnel. Objectives of inservice education are to develop concepts, skills and values that maximize personnel effectiveness toward the goals and functions of the organization. In extension, inservice education is referred to as inservice training.

Program Development

Program development is the process used by extension to conduct

an educational program in a given geographic area for a given group of clientele. The process involves identifying, planning, implementing and evaluating the extension program.

Limitations of the Study

The major limitations of the study were:

1. The competences to be studied were limited to the skills and abilities needed by a home economist in extension to function as an effective program organizer.
2. The identification of competences as a program organizer were limited to selected extension personnel at the state and federal level who were considered leaders in program development and inservice education and who met the criteria for selection.
3. The evaluation of the competences of home economist in extension as a program organizer was limited to home economists in extension at the county level with the title of County Extension Home Economics Agent and their district supervisors in the State of Florida.
4. The instruments used for obtaining data were developed by the researcher.

Procedures

To conduct the study of competences of home economist in extension as a program organizer the following procedure was used:

1. Literature in the areas of extension education, inservice education, and behavioral sciences was reviewed to gain information to assist: (1) in identifying some of the competences of home econo-

mist in extension as a program organizer, (2) in developing the instrument to evaluate the competences of home economist in extension as a program organizer, and (3) in identifying the concepts for the competences of home economist in extension as a program organizer for use in inservice education.

2. Criteria were formulated for selecting the extension personnel at the state and federal level to identify the competences needed by home economist in extension as a program organizer.

3. The extension personnel were selected at the state and federal level to identify the competences of home economist in extension as a program organizer on the basis of the criteria developed in procedure number two.

4. A rating instrument for identifying the importance of the competences of home economist in extension as a program organizer was constructed and a pretesting of the instrument was conducted with representative personnel of the Oklahoma Extension Service.

5. The rating instrument for identifying the competences of home economist in extension as a program organizer was revised for mailing to the selected leaders in extension. The rating instruments were mailed to personnel in ten states and to personnel in the federal office in Washington, D.C.

6. The data from the selected leaders in extension were tabulated and analyzed.

7. Findings from the rating instrument for identifying the competences of home economist in extension as a program organizer were used to develop an instrument to evaluate the competences of home

economist in extension as a program organizer.

8. The evaluation instrument of the competences of home economist in extension as a program organizer was constructed and a pre-testing of the instrument was conducted with representative home economists in extension and their district supervisors in the Oklahoma Extension Service.

9. The evaluation instrument of the competences of home economist in extension as a program organizer was revised and mailed to the home economists in extension and their district supervisors in the state of Florida.

10. The data from the Florida County Extension Home Economics Agents and from their district supervisors were tabulated and analyzed.

11. Findings from the review of literature, the rating instrument and the evaluation instrument were used to identify weaknesses in competences. From these weaknesses concepts for the competences of home economist in extension as a program organizer were identified and stated to be used in planning inservice education.

12. Conclusions were made based on results of the study and recommendations and implications for future research formulated.

13. A written report of the study was prepared.

The description and significance for the study, objectives, procedures and other information relevant to the development of the problem have been outlined in this chapter. In Chapter II, a study of the related literature and research that served as the theoretical framework for the problem are presented. The findings of the study and the

interpretations of these findings are presented in Chapters III, IV and V. Chapter VI includes the summary of the study, conclusions and implications concerning future related research.

CHAPTER II

SUPPORTING EDUCATIONAL BELIEFS

The purpose of this chapter is to present a review of the related literature and research that was considered pertinent to the study. The literature was reviewed to provide support for the educational beliefs of the writer. The beliefs concerning extension philosophy and programs, continuing education, and inservice education formed the theoretical framework for the study of the competences of a program organizer as one of the group of skills and abilities needed by a home economist in extension to provide broader educational programs.

In the review of the various sources three related lines of inquiry were pursued (1) extension philosophy and program trends, (2) continuing education and broader programs and (3) inservice educational trends. First a brief historical review will be given of the circumstances and influences which shaped educational programs from the beginning of the Cooperative Extension Service. Second an analytical study will be made of factors and educational movements which are helping to shape the future of extension programs. And finally the trends and status of inservice education in extension in the United States and Florida will be examined.

Extension Philosophy and Program Trends

Traditionally, the purpose of the Cooperative Extension Service as established by the Smith-Lever Act of 1914 and subsequent legislation was to aid in the diffusion and assimilation of knowledge and information in agriculture, home economics and related areas to the people of the United States and to encourage the application and use of this knowledge.¹ At the time of the early beginnings of Cooperative Extension work in 1914, interpretation of this act resulted in educational programs to help rural people to improve farm and home practices. In the home economics program major content emphases were placed on production and preservation of a home food supply and home management practices to take the drudgery out of farm life and house-keeping thus making the tasks easier.

Characteristically, these early program efforts were concentrated on teaching simple agricultural and homemaking practices through informal methods. For example, method demonstrations on how to can tomatoes were presented to rural women and girls. The success of the early work, the needs for improved and faster food production and the need for home efficiency in connection with World War I and the depression years gave impetus to programs that worked to develop leadership and group action abilities of farm people as well as traditional skills in farming and homemaking.

Improved economic standards after World War II added consumer

¹ "Amendment Smith-Lever Act of May 8, 1914," Public Law 83-83 Congress, 157:S:16:79.

education, family economics and family life education to the traditional extension home economics program areas of food and nutrition, clothing construction and textiles and home improvement that emphasized home production and efficiency in homemaking practices. These program trends in general reflect the national and also program content for Florida in a brief form.²

Through approximately the first half of the twentieth century the educational program of the Cooperative Extension Service, nationwide and in individual state programs as in Florida, grew without specific educational program guidelines on a planned basis from extension administrators. The first major national effort to give guidance and direction to educational programs was a policy statement in 1948³ by the Extension Committee on Organization and Policy. This statement of policy mainly spelled out overall subject matter areas of responsibility in home economics and agriculture and outlined working relationships between various levels of government and agencies in relation to Cooperative Extension work. More specific program areas of work were outlined during the next ten years. In 1958, Federal and State Cooperative Extension Service leaders developed and published A Statement of the Scope and Responsibility of the Cooperative Extension

² Agnes E. Harris, "The Origin of Home Demonstration Work in Florida." Tallahassee: State Home Demonstration Office, 1940. (Mimeographed).

³ "The 1948 Joint Policy Statement of Objectives," The Extension Committee on Organization and Policy and The Land-Grant College Association.

Service.⁴ This publication listed the nine major areas of program responsibility of the Cooperative Extension Service as:

1. Efficiency in agricultural production.
2. Efficiency in marketing, distribution and utilization.
3. Conservation, development and use of natural resources.
4. Management on the farm and in the home.
5. Family living.
6. Youth development.
7. Leadership development.
8. Community improvement and resource development.
9. Public affairs.

This federal scope report was a concentrated effort to give direction to programs and most states followed the national pattern and developed state scope reports. Florida developed such a state report with the same major program areas. One exception was that program area number five was listed as home economics rather than being limited to family living.

Since the development of an overall program direction in the federal and state scope reports, leaders in extension and in the home economics profession have attempted to interpret the meanings of programs listed as responsibilities in the scope reports for program content, organization, clientele and educational methods. Watts⁵ expands

⁴Paul A. Miller, et. al., A Statement of Scope and Responsibility of The Cooperative Extension Service, Washington: Federal Extension Service, 1959.

⁵C. A. Vines, Lowel H. Watts and W. Robert Parks, "Extension's Future, Broadening Challenges," Journal of Cooperative Extension, 1 (Winter, 1963), p. 240-241.

on the educational philosophy of extension "to help people help themselves" by stressing that the Cooperative Extension Service is organized to provide feedback from the local area problems and needs into the institution. According to Olson⁶ the trends of educational objectives in current extension programs is to bring the total resources of the land-grant institution to bear on the problems of people.

Legans⁷ states that the supreme and central function of the Cooperative Extension Service is to promote the development of people economically, socially and culturally by means of education.

Leaders of the home economics profession assisted with the development of the philosophy and program trends in home economics in extension because the educational objectives of home economics programs in extension are based on beliefs of the home economics profession.

In Home Economics New Directions⁸ an overall philosophy of home economics is stated as:

Though home economics is not the only professional field dealing with one or more of the aspects of family living, it is the only field dealing with all of them, with their inter-relationships and with the total pattern which they form. It is the only field concerned with helping families shape both the parts and the whole of the pattern of daily living.

⁶ Kenneth S. Olson, "Education Objectives in View of Current Extension Program Trends," Proceedings Extension Curriculum Study Seminar, University of Colorado, August, 1964.

⁷ J. Paul Legans, Developing Professional Leadership in Extension Education, New York: Cornell University, CP-5M, 1963, p. 5.

⁸ Dorothy Scott, et. al., Home Economics New Directions, A Statement of Philosophy and Objectives, Washington: American Home Economics Association, 1960.

The responsibilities of the home economics extension educational program were defined by a national committee of home economists representing the various land-grant institutions throughout the nation.

The educational program was to be focused on the development of families and was stated as:

Phases of the home economics extension program are designed to help families acquire the knowledge, the experience, and the understanding that will enable them to adjust to the ever-changing social and economic conditions of the world. The focus is on the development of the individual and his potentials, and the opportunity to strengthen family living through meeting the problems faced by families as they work to improve the quality of their life at home and in the community.⁹

The gradual shifting of emphasis in programs from skill and subject matter content to problem solving for the development of people has resulted in the restatement of educational objectives for extension home economics programs. The objectives of home economics extension programs are to contribute to:

1. The optimum development of children, youth and adults as individuals and as members of a family and community.
2. The management of human and material resources to achieve goals the family considers important.
3. The assistance to family members in attaining a high level of competence in the needed homemaking skills and techniques.
4. The promotion and maintenance of good health, including the establishment and wise use of health facilities and services.
5. The further development of an informed leadership equipped to appraise and solve its own problems in a democratic

⁹Lela O'Toole, et. al., Home Economics in Land Grant Colleges and Universities, A Statement of Objectives and Future Directions, Washington: American Association of Land Grant Colleges and State Universities, 1960, p. 8.

society through effective individual and group participation in a solution of the various problems affecting the welfare of the family and community.

6. The orientation of programs toward interests and needs of all families - rural and urban. Thus programs are to be adjusted to the stages and development of the family, such as the young homemaker, the working wife, the mother and the elderly person.
7. The identification of research problems and the encouragement of an expanded research program in home economics areas.¹⁰

In 1962 leaders of the home economics extension programs of the Southern Region expressed beliefs about desirable trends for home economics program content. These trends were: (1) programs will need to emphasize better coordination with all educational agencies; (2) programs will need to provide a wider range of program content; and (3) program content needs to be adapted to specific audiences.¹¹

The program trends of the extension scope reports and the statements of home economics directions and objectives can be traced to changes in society and patterns of living of people that cause clientele to need broader informal educational programs. The present day problems of extension clientele result from a process of societal evolution that affects the family and family living. According to recent literature, leading authorities list some of the societal forces that contribute to family problems as: (1) the shift of the home and family from a production to a consumption unit; (2) the

¹⁰Ibid.

¹¹Eunice Heywood, "Accelerating Desirable Trends," Report of Workshop for Leaders of Home Economics Extension Program Southern Region, Atlanta, Georgia, October, 1962, p. 23.

urbanization and mobilization of living units; (3) the employment of women and changing roles of family members; (4) the continued growth and changes in populations; (5) the rise in educational levels and the demands for many kinds of educational programs from pre-school through higher education and to continuing education; and (6) the technological developments that cause economical, social, and political changes. These societal forces and their interaction with resulting problems have caused a concern of society for the kind of educational program needed for families to help themselves. This concern is implied in the national domestic problems of unemployment and poverty and the federal legislation of the Economic Opportunity Act of 1964, the Higher Education Act of 1965 and the Medicare and Social Security legislation of 1965 and 1966.

Continuing Education and Broader Extension Programs

The need for broader extension programs must be viewed in the perspective of all educational programs in the United States, especially in relation to trends in continuing education being developed in recent federal legislation. Continuing education, extension services and adult education are terms being used by educators, government officials, industry and business leaders and the general public to imply a kind of education that citizens need to continue throughout life to assist them to functionally operate in the environment of the moment as they live throughout life. This continuing educational movement is brought about by efforts to carry out some of the major national goals currently relating to health, juvenile delinquency,

senior citizens, disadvantaged people and human rights. These goals involve the solving of complex interwoven problems with many socio-economic, employment and educational implications.

The philosophy which undergirds the United States system of education reflects the ideals of a democratic society. This philosophy implies that public education should serve as a major instrument for promoting social and economic well-being among all citizens of the United States. It is this democratic concept of the role of public education which is responsible for the central issue in education today. This issue is how to provide the best continuing educational opportunities for all citizens, commensurate with their abilities and the needs of the nation.

The following pressures exert a profound effect on the course of the American way of life and on continuing education challenges and programs.

1. The international crisis and the technological revolution in their natural interaction bring unheralded demands for new knowledge, skills, insights, and understanding on the part of our citizens.
2. The continuing accumulation of knowledge at a breath taking pace now places us in a position where we must educate people to what nobody knew yesterday, and prepare people for what no one knows yet, but what some people must know tomorrow.
3. The growth in total population and life expectancy account for constant increases in the number of adults who represent a waiting market for extension services.
4. A continuing upswing in the standard of living and in the amount of leisure available to more and more Americans gives those citizens both the money and the time to engage in higher learning experiences.
5. The major movement of our population from farm to metropolitan areas is accompanied by needs for new kinds of

educational programs concerned less with agricultural production and more with all aspects of urban life.

6. The sustained impact of World War II in orienting adults toward seeking continuing educational experiences is now coupled with a rise in the number of public and private adult education ventures.
7. Economic, social, political and spiritual shifts in the American way of life demand readjustment on the part of countless individuals.¹²

An outcome of the overall continuing education scene indicated above has been a vast amount of literature pertaining to American educational systems. Recommendations for change and reform have come from scientists, scholars, statesmen and from professionals in educational fields at all levels. Weeks¹³ in review of this extensive literature for public affairs issues of education drew four conclusions. These are:

1. Public education in the United States is related to national survival.
2. In the wake of changing technology and scientific advancement, a new concept of the life pattern of modern man is emerging. Automation and efficiency in production provides new alternatives for use of leisure and personal resources.
3. The pressing problem in education is public action in defining goals and procedures and in financing education.
4. A major problem in the solution of today's issues in public education is the functioning of the democratic process. For in a democracy control of public education is in the hands of the people. The effectiveness of a democracy depends on the competency of the individual and the group to cope with the problems of this world.

¹²Division of General Extension. Today's Critical Needs and University Extension. Washington: American Association of Land Grant Colleges and State Universities, 1961.

¹³Shirley Smith Weeks. Issues in Public Education with Specific References to Worcester County, Massachusetts. Ph.D. Thesis at the University of Wisconsin, 1964.

In the last five years, many states have explored ways to better coordinate the Cooperative Extension Service and General Extension Services toward a continuing educational extension ideal. This extension ideal is that the aim of the university is to provide a complete and well rounded extension service from all disciplines of the university. This extension service is to be related organically to all appropriate segments of the institution and is to be charged with extending the resources of the total university to people in all walks of life and in all parts of a state.¹⁴ In Florida to date no formal attempt by state government has been made to coordinate the Cooperative Extension Service and the various general extension services of the state university system. Whatever decisions are made throughout the United States and in Florida about coordinated programs toward a continuing educational extension ideal will affect Cooperative Extension programs and the needed competences of personnel employed. But regardless of the direction of formal coordinated programs in view of the continuing education ideal, authorities and researchers in the field of Cooperative Extension work have expressed beliefs that the Cooperative Extension Service personnel must improve their skills and abilities to bring into intergrated play the full range of the resources of the land-grant college resident instruction, research and statewide Cooperative Extension in all subject matter program

¹⁴ American Association of Land-Grant Colleges and State Universities. "Today's Critical Needs and University Extension. Statement of the Position of General Education." Proceedings of the American Association of Land-Grant Colleges and Universities. Washington: Volume 1, 1961, pp. 160-161.

areas.¹⁵ Beliefs in a broad extension educational base from many fields of subject matter to assist in the solving of the problems of people result in questions of what and how to provide such a program. Watkins,¹⁶ the Extension Director of Florida, expresses the view that a broader program will require coordination and team effort on the part of extension workers and other professional educators to a much greater extent than has been existing in extension.

York¹⁷ states that the effective extension worker who has a broader and expanded extension program will be a specialist in organization, group dynamics, communication skills, and educational methodology. Such a person would serve as liaison between the people and their problems and the educational resources of the university which might be brought to bear on these problems. The late Dr. Glenn Frank as President of the University of Wisconsin said:

The future of America is in the hands of two men --- the investigator and the interpreter ---. We have an ample supply of investigators, but there is a shortage of readable and responsible interpreters, men who can effectively play mediator

¹⁵Center for Agricultural and Economic Adjustment, New Areas of Land-Grant Extension Education, Ames: Iowa State University of Science and Technology, 1962.

¹⁶M. O. Watkins, "Needs and Problems in Program Development as Viewed by an Extension Director," Research Planning Conference and Program Development, Madison, Wisconsin, December 7, 1961.

¹⁷E. T. York, Jr., "Cooperative Extension and the Emerging Pattern of Extension Service," Workshop for Administrators of University Adult Education, University of Chicago, July 1, 1965.

between specialist and layman.¹⁸

Leaders in the field of home economics have also expressed beliefs about needed abilities for doing a broader extension program. Turner¹⁹ believes that the home economist in extension is less prepared to help families when the problems involve establishing or using more fully desirable community facilities. Albanese²⁰ has predicted the following major shifts in home economics extension in "Home Economics - 1980?" if extension home economics is to effectively provide programs to solve problems of clientele.

1. Extension of necessity must work with a greatly broadened group of people. The clientele will include any group or organization -- whether they be on the farm or in the city. Population and mobility trends will continue to create demands for more services of a constantly broadening and diverse nature from extension.
2. Staff members must have or acquire through inservice training an understanding of the basic principles of the social sciences so as to be able to understand and work more effectively with people. The extension program of the future must utilize a team approach, cooperating with community, state and national agencies and organizations also working with families. The role of an extension home economist may well be that of an inservice trainer of personnel for other agencies, as well as a member of a team working directly with families. The inservice training may be from any of the areas of home economics.

¹⁸R. K. Bliss, et. al., The Spirit and Philosophy of Extension Work, Washington: Graduate School, United States Department of Agriculture and the Epsilon Sigma Phi, 1952, p. 335.

¹⁹Helen D. Turner, "Extension Companion on a New Path," Journal of Home Economics, LIV (February, 1962), p. 96-99.

²⁰Naomi Albanese. "Home Economics - 1980?" Speech, Home Economics Division, Proceedings American Association of Land-Grant Colleges and State Universities, Kansas City, Missouri, November 16, 1961.

3. The extension worker of the future will need to be as well prepared in the decision-making process for her work with families as the extension worker of the past was trained in homemaking skills. This training will not only be available in the social sciences, but home economics itself will also need to provide the student experiences in working directly with families.
4. Facts, information, how-to-do, and telling families "how" will be much less stressed in the future. More attention will be given to concepts and principles, which will assist families and communities in the solution of problems.
5. The career extension women of the future, working in the county and/or district, a group of counties, may possibly select one of two roles. One role may be an "organizer", the other a subject-matter "teacher." Each will have a vital role to play in the program. The "organizer" will be trained to develop with many resources in the state, county, or district, a broad program of informal education. The focus may well be on programs which will take on some of the characteristics of the formal school, as depth of study on one subject or problem which will involve for the participants or students, home work, study, perhaps a text, discussion, exchange of ideas, and perhaps a survey to get the answers.
6. The research findings which have implications for the adult education of the future, such as the way adults learn, what they want, and the uniqueness of the adult as a student, will greatly influence the extension program in the years ahead.
7. The focus of the entire program of extension will be less on assistance to families as to buying practices, using and judging material things, and more on an analysis of family values, objectives, goals, home and family management, and the human relations of the family.

Work with special audiences in home economics extension emphasizes the importance of planning and cooperation with other educational groups to broaden programs. Zimmerman²¹ in Missouri expresses this need in working with older citizens.

²¹Katharyn Zimmerman, "Family Economics for Older Citizens," Journal of Home Economics, LIV (November, 1962), p. 780-781.

To work effectively in family economics with senior adults, we must know and understand the work and plans of other groups and organizations concerned with aging. It is time consuming but well worth while. To work effectively with organized groups, we need to let them know about our educational programs in family economics before their programs are planned for the year.

Inservice Education

If extension educational programs are to broaden and become more effective, the educational needs of personnel will change. From itinerant teacher to organizer, to educator, to highly trained technicians, social action catalyst or change agent, the extension worker has shifted roles over fifty years to meet the demands of the times. The educational standards required in the day of pioneer extension workers were thought to be amply met by a four-year course in a state agricultural college or its equivalent. A half century later giving method demonstrations, training leaders, preparing exhibits, and other informal methods were the keystones to accepted patterns of Cooperative Extension teaching and the archetype of the successful extension worker in home economics became the college woman with home-making skills and showmanship.

Inservice training for personnel started as soon as the Cooperative Extension Service was founded in 1914. This early training featured practical experience. The impetus of expanding programs during World War I resulted in a Land-Grant College Association Committee being formed to work on plans for special courses in extension education for credit. In 1929 the University of Wisconsin began to offer graduate courses in extension methods. By 1937 nine

institutions were offering special three week courses designed specifically to the needs of extension workers to keep abreast of the times in subject matter and in teaching procedures. In 1946, the Extension Committee on Organization and Policy appointed a National Committee on Training for Extension Workers. This group promoted and supported regional schools which lead to an especially designed field of study called extension education. By 1950 the new professionalism in extension education resulted in an additional specialization in the academic staff of the land-grant institution, a professor of extension education and also a staff role as the state leader of extension training. By 1960 states were reporting considerable training activity. Over thirty states had one or more well-qualified staff members assigned major responsibility for leadership in training. Thirty-seven institutions provided extension personnel with leave privileges for graduate study.²² Florida is one of these states but only provided leave without pay. Many of the other states provided leave with some pay adjustments.

A 1962 survey of extension training²³ by the Federal Staff Development and Training Personnel revealed that about one third of the professional workers in the United States had a master's degree and over five percent had a doctor's degree. In relation to this in the Florida group of agents five of the agents or almost ten percent

²²Mary Louise Collings, Chapter 37, "Personnel Training and Development" in The Cooperative Extension Service. Englewood Cliffs, New Jersey: Prentice-Hall, Inc. 1966.

²³Federal Extension Service. Extension Training of Personnel in 1962. Washington. (Mimeographed Report).

had a master's degree and no agents had a doctor's degree.

A National Task Force on Cooperative Extension Inservice Training in a three year study (1957-1960) revealed a number of weaknesses in existing training programs. The task force came to the conclusion that the most obvious needs to improve extension inservice education appeared to be:

1. A written training policy clarifying extension administration's intentions regarding training.
2. An organizational relationship to effect coordination of training.
3. Continuous effort to redefine training purposes in light of the agency's program goals.
4. A better procedure for determining training needs.
5. Organization of training content to maximize its effectiveness.
6. Greater effort to provide learning experience appropriate to the outcomes or objectives.
7. Fuller use of the institutions total resources.
8. A more adequate system for evaluating training.²⁴

Inservice education in Florida has not emphasized specific training for as long a period of time as the inservice education emphasis at the national level. The first permanent staff position for training and inservice education in Florida was established on the State Extension Home Economics Staff in 1954.

²⁴National Task Force on Cooperative Extension Inservice Training. An Inservice Training Program for Cooperative Extension Personnel. Federal Extension Service, 1961.

TABLE I

INSERVICE EDUCATION IN FLORIDA ²⁵											
Training Areas	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964
Program Development and Adjustment	X	X	X	X	X	X	X	X	X	X	X
Leadership Development	X				X				X		
Clothing and Textiles	X			X	X		X				X
Home Improvement								X			X
Family Life Education							X			X	
Food and Nutrition	X		X	X	X	X	X	X	X	X	X
Health and Safety	X										X
Management		X				X					
Youth Programs		X					X				

Table I, Inservice Education in Florida, gives the kinds of inservice programs to which the person in the home economics training position gave overall leadership and guidance on a statewide basis from 1954 through 1964. Training efforts are difficult to measure in Florida because some training may be for one day, for a series of days or for a week. The training listed in Table I is mainly for one day training meetings except the training in subject matter areas for 1964 which were one week training conferences. In Florida inservice education

²⁵Data was Summarized from Annual Reports and Training Committee Reports of the Home Economics Programs of the Florida Agricultural Extension Service from 1954 through 1964.

or training is defined and reported as any planned program by state personnel for the purpose of providing County Extension Home Economics Agents further knowledge, skill and understanding in the given area of content to assist them in being better prepared to carry out their job responsibilities.

No planned graduate credit courses or summer on campus conferences for personnel who work in home economics programs exist in the state of Florida. Some graduate credit extension oriented courses are held in the summer for mainly agricultural programs and may be attended by home economics personnel. Since 1965 inservice education in Florida has been undergoing some changes because of personnel changes and reorganization of responsibilities within the Florida Extension Service. Indications are that the inservice education program for Florida will have to be reorganized and more strongly supported by administrative leaders and financial resources if personnel are to be able to adjust and broaden programs.

The philosophy and beliefs of extension and continuing education toward broader educational programs point out the importance of inservice education as a basis for preparing personnel to be more effective extension workers. The purpose of inservice education is for professional growth which will result in a stronger program of the extension service. Programs of inservice education exist for the dual purpose of helping the members of an organizational staff become more competent to deal with their professional roles and of improving the

quality of the educational program of the organization.²⁶

Legans²⁷ and McCormick²⁸ present views of extension competences that emphasize the importance of organizer skills and abilities in providing broader extension programs. Collings²⁹ the Federal Extension Leader for Training, points out that personnel need the kind of training which encourages them to see the inter-relationships of various fields and thus be able to coordinate their work with others toward solutions of the common technical problems of people.

Legans³⁰ expressed the needs of inservice education for extension workers in terms of concepts. These concepts are listed as abilities at the high and complex levels of integrated professional behavior that reflect in a well balanced form: (1) knowledge of technology, (2) skill in dealing with people, and (3) proficiency with the educational processes in ways that get the job done. Tyler³¹ states

²⁶National Society for the Study of Education, Inservice Education, Chicago: The University of Chicago Press, 1957, p. 311.

²⁷J. Paul Legans, Developing Professional Leadership in Extension Education, New York: Cornell University, CP-5M, 1963, p. 3.

²⁸Conference on Concepts in Extension Education, Washington: Federal Extension Service, December, 1963.

²⁹Mary Louise Collings, "The Need for Graduate Training for Extension Workers," Proceedings the Association of State Universities and Land-Grant Colleges, Washington: November, 1963.

³⁰J. Paul Legans, Developing Professional Leadership in Extension Education, New York: Cornell University, CP-5M, 1963.

³¹Ralph W. Tyler, "Concepts, Skills, and Values of Curriculum Development," Washington: Federal Extension Service, E R & T-133 (9-64), December, 1963, (Mimeographed).

that a member of a profession is dealing with an occupation in which specifics cannot be laid down because new problems arise and new knowledge becomes available to deal with these problems. In a profession, Tyler advocates that concepts, skills and values can be developed in personnel which they can carry away with them. These concepts, skills and values become a new mode of behavior which enables personnel to perform their professional responsibilities satisfactorily.

Tyler has been a consultant and worked with State Extension Training Personnel in National Extension Training Conferences for many years. In 1963 the National Conference was on Concepts in Extension Education. The underlying theme of the presentation and work with discussion groups by Tyler at this conference was that the needed concepts for extension education had to be broader than present curriculum terms of extension philosophy, extension methods, subject matter program areas - which are the traditional extension fields of study. Overall concepts tend to be interdisciplinary and have meanings broader than present curriculum terms. In developing concepts Tyler stresses four fundamental questions for consideration that have been adapted for extension from principles basic to curriculum development. These are:

1. What educational purposes should the Extension Service seek to attain?
2. What educational experiences can the Extension Service provide that are likely to attain these purposes?
3. How can these educational experiences be effectively organized by extension personnel?
4. How can Extension personnel determine whether these

purposes are being attained.³²

After concepts have been developed Tyler³³ emphasizes that the objectives of and the kind of inservice education for all extension personnel need to be based on concepts developed for the identified competences that are desired for personnel and the degree to which personnel now possesses these capabilities. Following the 1963 conference when concepts for extension inservice education were studied intensively a committee was assigned to develop the concepts essential for extension education and the competences needed by personnel in all areas of program development. The progress of this committee was discussed by the writer with the Federal Staff Development Personnel in Washington, D.C. in November, 1965. The committee is making some progress and is attempting to develop concepts and competences for personnel to use in planning undergraduate extension education programs. After this is accomplished, this committee or another committee will consider concepts and competences for inservice education programs. It is the belief of the writer that the concepts and competences for inservice education are vitally needed. Research in nearly all occupational and professional fields, stress the importance of on the job practical experience and continued education to supplement formal academic preparation.

³²Ralph W. Tyler. Basic Principles of Curriculum and Instruction. Syllabus for Education 305, Chicago: University of Chicago Press, 1950.

³³Ralph W. Tyler, "Concepts, Skills, and Values and Curriculum Development," Washington: Federal Extension Service, E R & T-133 (9-64), December, 1963, (Mimeographed), p. 6.

Competence is a term used by Craig³⁴ to express the abilities needed by professionals:

Competence is not made up of a bundle of isolated skills, facts and appreciations tied together with a sheepskin like a set of golf clubs in a bag, anyone of which may be pulled out and used on demand. Instead, facts, skills and appreciations, all together make up a responsible selective judgment, the various facets of which are fused, and complementary. No phase of selective judgment can be used without involving the whole of selective judgment - it is a capacity for wise response and action.

Other descriptive terms to explain the kind of inservice education needed by extension education are concepts and generalizations. Osborn³⁵ in basic definitions defines concept as an idea of what a thing should be. It is the mental picture one has of an idea, an object or a procedure. She defines generalization as statements supported by facts, beliefs, and/or experiences which can be applied in a number of situations.

Early extension philosophy establish the purpose of extension training or education in the areas of agriculture, home economics and closely related areas. A broader extension program toward an extension ideal of continuing education for people throughout life to solve their problems from any subject matter field results in a need for continuous inservice education for personnel. This results in the application of the philosophy of education of Tyler³⁶ that

³⁴Thomas W. Craig, "A Concept of General Education," School and Society, LXXII (1950), p. 357.

³⁵Barbara Osborn, "Concepts and Generalizations," New York: J. C. Penney Company, Inc., 1965, p. 4.

³⁶Eugene R. Smith and Ralph W. Tyler, et. al., Appraising and Recording Student Progress, New York: 1942, p. 11.

education is a process which seeks to change the behavioral patterns of human beings. To change program content the personnel who direct the content must change in behavior. Alexander³⁷ advocates this philosophy for educators by stating that if teachers are to educate learners in the skills of continuing learning, they themselves must practice the skills of continued learning.

Summary

General findings from reviewing the literature indicate that no investigators have studied the competences of a program organizer for home economist in extension. Yet in the literature the three areas reviewed revealed support for the belief of the writer that the competences as a program organizer is one of the groups of competences needed by a home economist in extension to broaden extension programs.

Extension philosophy and program trends from 1914 to the present stress the importance of an educational program to help people help themselves. The major shift in emphasis in program trends has been from a skill, practice and show in agriculture and home economics and community leadership to a problem solving approach using all available disciplines and educational methods especially in relation to complex interwoven problems such as poverty, unemployment and illiteracy. Federal and state extension leaders and home economics leaders have attempted through various scope reports and statements of direction

³⁷William M. Alexander, "Changing Curriculum Content," Report of the Conference on Curriculum Content, Chicago: October, 1963.

to update and redirect the content of educational programs to help people solve their problems in the society of today and tomorrow that is ever changing with resulting effects on the individual, family, home and community.

The program guidelines and directions from extension philosophy and program trends focus on the place of a broader extension educational program in relation to all educational programs in the United States. This is especially due to current trends in federal and state legislation toward continuing education. The term, continuing education, may be defined as adult education, extension services or off campus studies, but the intended meaning is a kind of education for all citizens to assist people to live in their environment most effectively throughout life. Many questions remain unanswered in relation to the organizing, financing and administering of the various educational agencies especially cooperative extension and general extension that seek to provide informal educational programs to clientele. But whatever decisions are made on these issues, leaders in the field of Cooperative Extension believe that extension personnel must improve their abilities to use all available resources to help people to solve individual, family and community problems. Many of these leaders recognize that to provide the program clientele need will mean changes in training of personnel and fields of specialization, educational methods and work with other educational groups, agencies and resources.

A need for a broader extension educational program and the continuing educational goals in society emphasizes that inservice

education is one means of attempting to expand and have more effective educational programs. For, to change a program, the personnel who conduct the program must have an opportunity to develop the competences needed to provide an expanded program. Training or inservice education in extension through the years has attempted to provide personnel training needed for practical skills of doing informal educational teaching in agriculture and home economics and closely related areas. With the forming of national training committees leaders in extension research and staff development are seeking to develop an overall framework for preservice and inservice education based on the broad concepts and competences needed by personnel to effectively provide a broader and expanded program for clientele.

The reviewing of extension philosophy, past and future educational programs and inservice education and the educational beliefs of the writer is a part of a greater dialogue. It is an expression of national concern, particularly in the past ten years, for greatly expanded programs of continuing education in all fields of learning. Obviously a great need exists for substantially enlarged programs of extension or continuing education to enable all people to keep abreast of the knowledge to be productive members of society.

Beliefs of the Writer

The reviewing and summarizing of related literature supported and helped the writer express statements of her educational beliefs about extension philosophy and programs, continuing education and broader educational programs, and inservice education. These educational

beliefs are also developed from the writer's training and experiences in the academic fields of home economics and adult education and employment with the Cooperative Extension Service for twelve years.

The basic philosophy that the purpose of the Extension Service is to help people to help themselves by providing an informal educational program in agriculture and home economics and closely related areas needs to be expanded. The expansion needed involves a philosophy that an extension educational program is to provide means whereby people can be more successful in helping themselves through a problem solving approach that uses available resources from all disciplines and fields of knowledge. This philosophy would not limit an extension home economics program to using resources from the disciplines of agriculture and home economics.

The writer believes that extension home economics program development in relation to this philosophy would result in a program to help clientele more successfully cope with and solve complex interwoven socio-economic problems such as poverty, unemployment and illiteracy. These problems of society are a result of societal forces such as urbanization and mobilization of family living, of growth and changes in population, and of technological developments that affect families. These societal forces and their interaction have resulted in problems that have caused a concern of society for the kind of educational program needed for individuals and families to help themselves. A program to help solve these problems of society would need the resources of the land-grant university resident instruction, research and statewide cooperative extension in all

available disciplines and educational methods.

The Cooperative Extension Service is only one of many agencies that are concerned with providing an educational program to assist with solving complex problems of society today. All of these agencies need to find better ways of working together and coordinating efforts toward an extension ideal of continuing education for all citizens to assist them to operate in the environment in which they live throughout life. It is a belief of the writer that one of the most significant contributions and potentials of the Cooperative Extension Service is to strive for leadership in providing skills and abilities in organizing and coordinating the many resources needed by clientele. The program provided by this leadership would be an educational program with extension personnel serving as liaison between the people and the educational resources which could provide assistance in the solution of problems. There is a great need to blend and coordinate educational agencies and organizations to provide the continuing educational services needed by all citizens.

To provide a broader and expanded educational program that includes resources from many agencies will require of extension home economics personnel different program organizer skills and abilities. Personnel will need to become a specialist in organization, group dynamics, communication skills and educational methodology. For the presently employed personnel and new personnel to develop skills and abilities for competences as a program organizer continuing inservice education will be imperative. It is the belief of the writer that for program expansion the skills and abilities of the personnel who

are to provide the expanded program must change through inservice education. The content of this inservice education would need to be based on the concepts underlying the competences for providing an expanded extension home economics educational program. In general the writer believes that the presently employed home economists in extension have not had the preservice and inservice education needed to develop competences as a program organizer.

The writer believes one group of the skills and abilities needed to broaden the educational program could be the competences as a program organizer and that statements of these competences could be formulated for extension program development. Further the writer believes that these competences could be identified by extension leaders, evaluated for a given group of home economists in extension and concepts identified and stated for the competences to be used in planning inservice education.

The beliefs of the writer concerning extension home economics, continuing education and inservice education could be summarized as follows:

1. Extension home economics programs need to be broadened and expanded to provide clientele with means for coping with and solving complex problems of living in present day society.
2. One of the groups of skills and abilities needed to broaden extension home economics programs is the competences as a program organizer.
3. The competences as a program organizer can be identified and evaluated for a home economist in extension.

4. The concepts of a program organizer that could be used in inservice education can be identified.

5. Home economists in extension have not had the preservice and inservice education needed to develop competences as a program organizer.

The beliefs of the writer interacting with the results of the review of literature concerning the extension service, continuing education and inservice education provided the basis for the design of this study and the construction of the instruments used for the collection of data.

CHAPTER III

IDENTIFICATION OF COMPETENCES OF HOME ECONOMIST IN EXTENSION AS A PROGRAM ORGANIZER

Development of Competences Statements

The specific competences of a home economist in extension as a program organizer are not readily observable traits. Therefore, in order to provide statements of the competences of a home economist in extension as a program organizer that selected extension leaders could rate for identification purposes, the competences statements had to be formulated. A reviewing of extension research and studies from 1957 through 1962¹ revealed that competences for abilities as a program organizer had not been stated as one of the groups of abilities needed by home economists in extension. The studies reported during this five year period in program development and inservice education could be grouped as studies of: (1) analysis of training needs based on present program content, (2) proposed program content in relation to the National Extension Scope report, (3) areas of formal academic training before employment, and (4) graduate work after employment in extension work.

¹ Reviews of Extension Research, 1957-1962, Washington: Extension Service Circulars 518, 521, 532, 534, 541 and 544.

Sughrue² in a study of the training needs of Kansas Home Economics Agents concluded that agents needed help in working with advisory committees and other agencies if programs were to reach larger groups of clientele and have more depth in program content. The only study located that gave an indication that competences as a program organizer was a group of specific capabilities needed for a home economist in Extension was by Ussery.³ Her analysis of the educational needs of county personnel in Tennessee followed a pattern also undertaken in studies in Ohio and Arkansas. The objective in all three state studies was to identify the perception personnel had of professional responsibilities to carry out the extension job. In these states, county extension workers were asked to rate their perception of their professional role in four areas stated for a home economist as:

1. A professional home economist available to provide information to adults and youth in the county.
2. A professional home economist providing service to the people of the county.
3. A professional educator developing educational programs with people to affect behavior changes in the people of the county.
4. A professional organizer or educational activities for the people of the county.

²Kathryn Sughrue, "Kansas Home Agents' Training Needs," (Unpublished Master's Report, Colorado State University, 1963).

³Margaret Ann Ussery, "An Analysis of the Educational Needs of County Extension Agents in Tennessee," (Unpublished Ph.D. Dissertation, University of Wisconsin, 1963). p. 158-171.

In summarizing all three studies Ussery⁴ found the perception of personnel of their professional responsibility to be lowest for the responsibility defined as being a professional organizer of educational activities for the people of a given county or geographic area. From these research findings, it appears that agents have some security in the professional roles of providing information, service and developing programs with people. The agents had less understanding of the role and skills of a program organizer to bring the total resources of the various agencies of the locality to the problems of people.

The program development process in extension involves the total job responsibilities of determining the program and carrying out the program for a given group of clientele. Home economists in extension initiate and conduct problem solving procedures with clientele to determine the situation, problems and objectives of the program; plan the content to assist in solving the identified problems; and implement and evaluate the program. Since the specific abilities and skills of managing, arranging, coordinating and expanding are vital to the competences of a home economist in extension as a program organizer, the statements for selected extension leaders to use in rating these competences were formulated in relation to the total job in extension program development. For these program organizer competences are supportive of a home economist effectiveness in the four functions of extension program development - identifying, planning,

⁴Ibid.

implementing and evaluating an extension educational program.

Development of the Instrument

To formulate the statements of competences for a home economist in extension as a program organizer for preparing a rating instrument to identify competences with selected federal and state extension leaders, the writer:

1. Reviewed literature on the educational function of extension in continuing education.
2. Reviewed extension research and materials in program development and inservice education.
3. Reviewed extension job descriptions and standards of performance schedules.

Additional considerations in refining the statements were the relation of the competences to:

1. The total Cooperative Extension Program in agriculture, home economics and related areas in a geographic region and the cooperative extension personnel responsible for work in the program.
2. The generally established policies for extension program development.
3. The fact that extension is one of the many sources of educational assistance to clientele for solving problems.

Pretesting the Instrument

The instrument for rating the identified competences of a home

economist in extension as a program organizer was prepared for pre-testing with representative personnel who were members of the Oklahoma Extension Service. Ten district supervisors, the assistant director for programs, the home economics program leader and the training specialist were asked to participate in the pretesting of the instrument. These thirteen Oklahoma extension personnel were sent by mail a letter, an explanation sheet and the instrument and were requested to fill out the instrument as if they were one of the selected personnel for the study and to make any comments and suggestions they felt would improve the instrument. From the eleven instruments returned, revisions were made in format and wording, and one additional competence statement was added to the rating instrument.

Selection of State and Federal Extension Personnel

Criteria for selecting the state and federal extension personnel to be used to rate the identified competences of a home economist in extension as a program organizer were developed by the researcher on the basis of personnel who were considered leaders in extension program development and inservice education in the United States. The criteria and the personnel selected were discussed and reviewed with the federal leader for extension research and training in Washington, D.C., Dr. Mary Louise Collings, Training and Staff Development Specialist.

Criteria used in reviewing states for selecting personnel were:

1. The state had a home economics person at the district supervisory level.

2. The state had a home economics person at the state program level.
3. The state had a training person at the state level.
4. The state had some continuity in state leadership with respect to the home economics program.
5. The state was suggested to be included in this study through recognition for leadership in home economics extension programs in the United States.
6. The state according to known information at the time of selection would not be having personnel changes in the positions designated to be used in this study.
7. The state had personnel serving in positions as director, home economics leader, supervisor and training leader who were actively involved in policy making and implementation regarding inservice education for home economists in extension.
8. The states selected represented the extension regions of the United States.

The ten states selected were: Florida, Indiana, Iowa, Missouri, New York, North Carolina, Oregon, South Dakota, Virginia and Wisconsin.

Criteria used in selecting Federal Extension Service personnel were:

1. The administrative position for programs would be included.
2. All home economics division program positions would be included.

3. All extension research and training positions would be included.

Fifty-three state personnel and eleven federal personnel were selected making a total of sixty-four personnel being selected to respond to the rating instrument.

Collection of Data

In order to clear the procedures for contacting the personnel to participate in the study, the Florida Extension Director wrote the state directors asking them to participate and to distribute instruments to their personnel concerned. He also made clearance with the federal director for the federal personnel to participate.

Each person participating received a letter, an explanation sheet about the purposes of the study and the rating instrument in which three kinds of information was requested. Section One was general information for describing the sample. These items included position held in extension at the present time, number of years in extension and number of years in present position. Section Two was the rating scale. On this scale each respondent was requested to rate his beliefs regarding each competence statement. The respondent was asked to rate in view of what he considered important as desirable competences for home economists. The rating scale for each competence was: most important, important, could be important, not important, no comment. In Section Three the respondent was requested to write in additional competences and make any suggestions and comments concerning the competences as related to the improvement of

extension programs. A copy of the letters and the instrument mailed to the selected extension personnel are in Appendix A.

Analysis of Data

The compilation of the data in the study was done by the researcher by hand tabulation and descriptive statistics were used in analyzing the findings. The accuracy of the hand tabulations was checked twice by the researcher and a competent secretary checked the figures once by hand tabulation and once by machine calculation. Compilations were made for each of the three sections of the rating instrument. The results were summarized and presented for the state respondents, the federal respondents and the combined group of state and federal respondents.

Section One - Description of Sample

The sample for this part of the study consisted of the sixty-four selected leaders in extension from ten states and the Federal Extension Service.

TABLE II

State	Number Sent	Useable Returns	
		Number	Percent
Florida	6	6	100
Indiana	5	4	80
Iowa	5	5	100
Missouri	6	5	83

TABLE II (Continued)

State	Number Sent	Useable Returns		
		Number	Percent	
New York	5	4	80	
North Carolina	5	5	100	
Oregon	5	5	100	
South Dakota	5	4	80	
Virginia	5	5	100	
Wisconsin	<u>6</u>	<u>6</u>	<u>100</u>	
TOTAL	State	53	49	92
	Federal	<u>11</u>	<u>9</u>	<u>82</u>
TOTAL				
	Federal and State	64	58	91

Sixty-four instruments were mailed and fifty-nine (92%) were returned. One instrument was returned from a vacant position leaving fifty-eight (91%) of the instruments useable for tabulation. Table II gives by state and federal personnel the number of personnel mailed rating instruments and the number of useable instruments that were returned. All states and types of positions were represented in the returns. In the selected group were fifty-three state personnel and eleven federal personnel. Table III represents the data for the type of extension positions of the respondents. All fifty-eight respondents had been employed in extension six or more years. Three (6%) had been employed from six to ten years. Nineteen respondents (32%) had been employed from eleven to twenty years and thirty-two respondents (56%)

had been employed twenty-one or more years. The extensive years of service of the respondents in that over fifty percent had twenty-one or more years of service indicates several relevant factors about these respondents. These are that more than half of the total group of respondents would probably have received undergraduate training from twenty to thirty years ago and that the respondents will be reaching retirement age within a five to ten year period of time.

TABLE III

TYPES OF EXTENSION POSITIONS REPRESENTED BY STATE (49) AND FEDERAL (9) RESPONDENTS				
POSITION	STATE RESPONDENTS		TOTAL SAMPLE	
	NUMBER	PERCENT	NUMBER	PERCENT
Director	10	20	10	17
Home Economics Leader	9	19	9	16
Supervisor	18	37	18	31
Training Specialist	12	24	12	21
TOTAL	49	100	49	84
POSITION	FEDERAL RESPONDENTS		TOTAL SAMPLE	
	NUMBER	PERCENT	NUMBER	PERCENT
Program Administration	1	11	1	2
Home Economics Programs	3	33	3	5
Research and Training Programs	5	56	5	8
TOTAL	9	100	9	16
TOTAL SAMPLE			58	100

Over one-third of the total group of respondents had been in their present extension position from one to five years; slightly over one-

fourth of the respondents had been in their present position from six to ten years; almost one-fourth had been in their present position from eleven to twenty years; and only two respondents had been in their present position twenty-one or more years. Over fifty percent of the respondents had been in their present position ten years or less. Yet it is interesting to point out that over fifty percent of the respondents have been in extension twenty-one years or more.

TABLE IV

NUMBER OF YEARS IN EXTENSION AND NUMBER OF YEARS IN PRESENT EXTENSION POSITION FOR (49) STATE AND (9) FEDERAL RESPONDENTS					
TOTAL NUMBER OF RESPONDENTS 58					
NUMBER OF YEARS		IN EXTENSION		IN PRESENT POSITION	
		#	%	#	%
1-5	State	0	0	17	35
	Federal	0	0	5	56
	Total	0	0	22	38
6-10	State	3	6	15	31
	Federal	0	0	1	11
	Total	3	5	16	28
11-15	State	7	14	10	20
	Federal	2	22	1	11
	Total	9	15	11	19
16-20	State	8	16	3	6
	Federal	2	22	0	0
	Total	10	17	3	5
21-25	State	13	27	0	0
	Federal	0	0	0	0
	Total	14	24	0	0
26-30+	State	14	29	1	2
	Federal	4	45	1	11
	Total	18	31	2	3
No Response	State	4	8	3	6
	Federal	1	11	1	11
	Total	5	8	4	7

Data in Table IV represents the findings for the total group of respondents for number of years in extension and number of years in present extension position according to types of position held at the present time. The frequency count by state and federal respondents showed little difference in these two items for the two groups. This is probably true because of the difference in the number of the two groups and because both state and federal positions are career positions in extension. A career position in extension means that a person usually stays in the same state or federal position once the position is accepted. The findings in the present position item indicated that quite a few of the sample had changed positions in extension because none of the sample had been in extension less than five years but twenty-two (38%) of the total group of respondents had been in their present position five years or less. This trend probably means that over one-third of the state and federal personnel who were in this sample have been employed in their present position from another position in extension within the past five year.

An analysis of the findings in Table V of the number of respondents in extension ten years or more and in their present position five years or less by type positions indicated that, of the group in extension ten years or more, approximately one-third had been in their present position five years or less. State positions of director, home economics leader and all federal positions had a higher percentage, almost fifty percent of each group, had been in their present position five years or less. These positions probably had a higher percentage of personnel in their present position five years or less because of promotion and retirement policies within extension and the need for personnel with

doctorate degrees to fill these positions. Indications from this sample are that the personnel in the positions of director, home economics leader and federal positions tend to be in their position five years or less; whereas, personnel in positions of supervisor and training leader tend to be in their position more than five years.

TABLE V

NUMBER OF RESPONDENTS IN EXTENSION TEN YEARS OR MORE AND IN PRESENT POSITION FIVE YEARS OR LESS BY TYPE POSITION FOR THE RESPONDENTS			
TYPE POSITION (State)	Total	In Extension Ten Years or More and in Present Position Five Years or Less	
	Number	Number	Percent
Directors	10	4	40
Home Economics Leaders	9	4	44
Supervisors	18	5	28
Training Specialists	12	4	33
Federal Positions	9	5	56
TOTAL	58	22	36

Section Two - Ratings of Competences

The ratings of the competences of a home economist in extension as a program organizer from Section Two of the rating instrument were summarized and the findings are presented in Table VI. Five types of responses were made by the respondents. Interpretations of the responses are that most important inferred that the respondents believed the competence most essential and that the extent to which the competence was present was directly related to the success of the program. Important to mean that the respondents believed the competence was

desirable and needed to improve the program. Could be important to mean that the respondents did not believe the competence had been fully accepted in program development but that it could contribute to the effectiveness of the program development. No comment indicated that the respondent believed that the competence might be considered or had not thought about the competence.

The majority of the state respondents (ranging from 100-62%), federal respondents (ranging from 100-76%) and the combined group of respondents (ranging from 100-62%) rated each of the statements as most important or important thus supporting the statements as being needed competences for home economist in extension as a program organizer. The next largest percentage of ratings were in the could be important category, yet none of these ratings were above thirty-three percent of the total responses for any one of the statements of competences. No statement received a rating for less than important by more than one fourth of the respondents.

The analysis of findings in Table VI reflected a very close relationship in the percentage of the state and federal groups making similar responses. In view of the number of respondents in each group, the differences was quite low. The greatest differences were the differences for Function D, Evaluating the Program. A larger percentage of the federal respondents consistently rated all the evaluation statements of competences as being most important; whereas, the state respondents tended to rate the statements as important. This could be accounted for by the fact that federal personnel specialize in the area of program evaluation more than do state personnel.

TABLE VI

SUMMARY OF RATINGS OF THE COMPETENCES OF HOME ECONOMIST IN EXTENSION
AS A PROGRAM ORGANIZER FOR STATE (49) AND FEDERAL (9) RESPONDENTS

<u>Statements of Competences</u>		<u>Ratings of Beliefs Regarding Each Competence</u>									
A. Function: <u>Identifying the program</u>		Most Important		Important		Could be Important		Not Important		No Comment	
		#	%	#	%	#	%	#	%	#	%
(1) Know and relate local, state, national situation	State	35	71	12	25	2	4	0	0	0	0
	Federal	7	80	2	20	0	0	0	0	0	0
	Total	42	73	14	24	2	3	0	0	0	0
(2) Involve and assist clientele in identifying problems and goals	State	38	78	9	18	2	4	0	0	0	0
	Federal	7	80	2	20	0	0	0	0	0	0
	Total	45	78	11	19	2	3	0	0	0	0
(3) Cooperate and coordinate with personnel	State	24	50	19	38	2	4	3	6	1	2
	Federal	5	56	3	33	1	11	0	0	0	0
	Total	29	50	22	38	3	5	3	5	2	2
(4) Consider relationship of program to other educational programs	State	15	31	25	51	9	18	0	0	0	0
	Federal	3	33	6	67	0	0	0	0	0	0
	Total	18	32	31	53	9	15	0	0	0	0
(5) Base identifying process on problem solving approach	State	27	55	22	45	0	0	0	0	0	0
	Federal	8	89	1	11	0	0	0	0	0	0
	Total	35	60	23	40	0	0	0	0	0	0
(6) Use materials and resources in program development	State	15	30	28	57	5	11	1	2	0	0
	Federal	1	12	4	44	4	44	0	0	0	0
	Total	16	28	32	55	9	15	1	2	0	0
(7) Understand, use group dynamics in working with clientele	State	21	43	22	45	6	12	0	0	0	0
	Federal	5	56	1	11	3	33	0	0	0	0
	Total	26	45	23	40	9	15	0	0	0	0
B. Function: <u>Planning the Program</u>											
(1) Interpret situations, problems, goals to more specific objectives	State	32	65	15	31	2	4	0	0	0	0
	Federal	8	89	1	11	0	0	0	0	0	0
	Total	40	69	16	28	2	3	0	0	0	0

TABLE VI - (Continued)

		Most Important		Important		Could be Important		Not Important		No Comment	
		#	%	#	%	#	%	#	%	#	%
(2) Seek resources, materials, people, methods to assist for solving problems	State	39	80	9	18	1	2	0	0	0	0
	Federal	8	89	1	11	0	0	0	0	0	0
	Total	47	81	10	17	1	2	0	0	0	0
(3) Be responsible content from extension	State	17	35	19	39	8	16	3	6	2	4
	Federal	2	22	4	45	1	11	0	0	2	22
	Total	19	33	23	40	9	15	3	5	4	7
(4) Seek to provide needed resources not provided by extension	State	11	23	29	59	4	8	4	8	1	2
	Federal	4	44	4	44	1	12	0	0	0	0
	Total	15	26	33	56	5	9	4	7	1	2
(5) Interpret clientele needs to resource personnel	State	27	56	18	36	4	8	0	0	0	0
	Federal	5	56	4	44	0	0	0	0	0	0
	Total	32	55	22	38	4	7	0	0	0	0
(6) Provide agencies information to help agencies work with clientele	State	12	25	29	59	8	16	0	0	0	0
	Federal	2	22	6	67	1	11	0	0	0	0
	Total	14	24	35	60	9	16	0	0	0	0
(7) Determine, coordinate program with extension personnel	State	18	37	18	37	8	16	4	8	1	2
	Federal	4	45	3	33	2	22	0	0	0	0
	Total	22	38	21	36	10	17	4	7	1	2
(8) Prepare a program plan of work (long range and annual)	State	24	50	22	44	3	6	0	0	0	0
	Federal	5	56	4	44	0	0	0	0	0	0
	Total	29	50	26	45	3	5	0	0	0	0
(9) Recognize relationship of clientele needs, content and learning theory	State	27	56	21	42	1	2	0	0	0	0
	Federal	6	67	3	33	0	0	0	0	0	0
	Total	33	57	24	41	1	2	0	0	0	0
C. Function: <u>Implementing the program</u>											
(1) Make detail arrangements, plans for segments of program	State	15	31	24	49	10	20	0	0	0	0
	Federal	3	33	4	45	2	22	0	0	0	0
	Total	18	31	28	48	12	21	0	0	0	0

TABLE VI (Continued)

		Most Important		Important		Could be Important		Not Important		No Comment	
		#	%	#	%	#	%	#	%	#	%
(2) Make adjustments in program as needed	State	23	47	22	45	4	8	0	0	0	0
	Federal	6	67	3	33	0	0	0	0	0	0
	Total	29	50	25	43	4	7	0	0	0	0
(3) Coordinate schedules with clientele, extension personnel concerned	State	12	25	30	61	7	14	0	0	0	0
	Federal	5	56	4	44	0	0	0	0	0	0
	Total	17	29	34	59	7	12	0	0	0	0
(4) Special coordination of arrangements with other educational agencies	State	16	33	26	53	7	14	0	0	0	0
	Federal	4	44	4	44	1	12	0	0	0	0
	Total	20	34	30	52	8	14	0	0	0	0
(5) Allocate resources with priority to the determined program	State	32	56	13	27	3	6	0	0	1	2
	Federal	6	67	1	11	1	11	0	0	1	11
	Total	38	66	14	24	4	7	0	0	2	3
D. Function: <u>Evaluating the program</u>											
(1) Establish, organize evaluative criteria in relation to objectives	State	32	65	17	35	0	0	0	0	0	0
	Federal	7	78	2	22	0	0	0	0	0	0
	Total	39	67	19	33	0	0	0	0	0	0
(2) Involve clientele, personnel in evaluating for program improvement	State	18	36	26	54	5	10	0	0	0	0
	Federal	6	67	2	22	1	11	0	0	0	0
	Total	24	41	28	48	6	11	0	0	0	0
(3) Share evaluation findings with other educational agencies	State	7	14	23	48	18	36	1	2	0	0
	Federal	2	22	4	45	1	11	2	22	0	0
	Total	9	15	27	47	19	33	3	5	0	0
(4) Arrange special evaluative assistance needed	State	10	20	28	57	11	23	0	0	0	0
	Federal	4	44	5	56	0	0	0	0	0	0
	Total	14	24	33	57	11	19	0	0	0	0
(5) Use evaluation to adjust, leave out, change, expand program	State	30	61	19	39	0	0	0	0	0	0
	Federal	5	56	4	44	0	0	0	0	0	0
	Total	35	60	23	40	0	0	0	0	0	0

TABLE VI (Continued)

		Most Important		Important		Could be Important		Not Important		No Comment	
		#	%	#	%	#	%	#	%	#	%
(6) Use evaluation to assist with making requested reports	State	10	21	31	63	7	14	1	2	0	0
	Federal	4	44	4	44	1	12	0	0	0	0
	Total	14	24	35	60	8	14	1	2	0	0

In Function A, Identifying the Program, eighty percent or more of the total group of respondents rated most important or important the statements (Number 1, 2, 3 and 5) that emphasized knowing the local situation, involving clientele in identifying problems and goals, cooperating and coordinating with other extension personnel and basing the identifying process on the problem solving process. In contrast the statements (Number 4, 6 and 7) rated as most important by almost one-fourth of the total group of respondents stressed relationships to other educational programs, use of materials and resources in program development and understanding and using group dynamics in working with clientele. One major difference in responses for state and federal respondents was statement five, "basing the identifying process on the problem solving process." Eight of the nine in the federal group rated it as most important; whereas, only half of the state group rated it most important. This difference probably exist because federal personnel all represent specific program development responsibilities. In contrast, the state respondents represent responsibilities for administration, supervision and training as well as program development areas of work.

For Function B, Planning the Program, seventy percent or more of the total group of respondents rated as most important and important statements (Number 1, 2, 5, 8 and 9). These statements concerned specific responsibilities of interpreting the situation, problems and goals into specific goals; seeking resources; interpreting extension objectives and goals; preparing a plan of work and recognizing the relationship of clientele needs to content and learning theory. The statements (Number 3, 4, 6 and 7) rated as most important by almost one-fourth of the total group of respondents featured being responsible

for the content from extension, seeking to provide needed resources not provided by extension, providing agencies information, and determining and coordinating the program with extension personnel. The main difference in these two groupings of statements is that the statements not rated by almost one-fourth of the total group of respondents as most important emphasize relationships, coordination and use of resources with other educators. The statements rated most important or important by seventy percent of the total group of respondents were primarily specific job responsibilities incorporated in doing an extension plan of work.

A contrast with the responses in Function B and Function A is that for eight of the nine statements in Function B a rather large number of respondents indicated the competences could be important. Evidently the respondents did not identify these competences as being fully accepted in program development.

The highest percentage of the total group of respondents, eighty-five percent or more, rated the statements in Function C, Implementing the Program as most important or important. One exception was that statement number one concerning making detail arrangements and plans was not rated as most important or important by one-fourth of the total group. The high percentage of most important and important ratings indicated that respondents felt the action part of doing the program was most vital probably because they are more secure in these areas of work. The three statements (Number 1, 3 and 4) that concerned detail arrangements and plans, coordinating schedules with clientele and extension personnel, and coordinating arrangements with other educational agencies were rated as most important by almost one-fourth of the

total group of the respondents. These statements stress similar kinds of abilities as the statements in Functions A and B that were rated as most important by almost one-fourth of the total group of respondents.

The lowest percentage of the total group of respondents, sixty-five percent or more, rated the Function D, Evaluating the Program, statements as most important and important. Four of the six statements (Number 2, 3, 4 and 6) were rated as most important by almost one-fourth of the total group of respondents. Yet a fairly large number indicated they could be important. The fact that all of the respondents rated only two statements (Number 1 and 5) most important and important indicates that the respondents are not completely sure of the place of the competences in program development.

The statements in Table VII that the total group of respondents do not believe most important tended to be areas that are especially vital to program organizer abilities. All of the statements were focused on program organizer competences but some were specifically aimed at emphasizing program organizer competences or could be listed as high priority for the competences. These were statements related to relationships, to work with other educational programs, use of resources, coordination with other professional workers, to making detail arrangements and plans, and to sharing of evaluation findings. These statements refer to specific skills of arranging, coordinating and expanding an educational program within extension program development. Key words or common threads in these competences statements were relationships to other programs; use of resources; involvement of clientele; work with other agencies and coordination with other professional workers.

TABLE VII

COMPETENCES RATED AS MOST IMPORTANT BY ALMOST
ONE-FOURTH OF THE 58 RESPONDENTS

		Most Important	Important	Could be Important	Not Important	No Comment
A. Function: <u>Identifying the program</u>						
(4) Consider relationship of pro- gram to other educational programs	Number Percent	18 32	31 53	9 15	0 0	0 0
(6) Use materials and resources in program development	Number Percent	16 28	32 55	9 15	1 2	0 0
(7) Understand, use group dynamics in working with clientele	Number Percent	26 45	23 40	9 15	0 0	0 0
B. Function: <u>Planning the program</u>						
(3) Be responsible content from extension	Number Percent	19 33	23 40	9 15	3 5	4 7
(4) Seek to provide needed re- sources not provided by extension	Number Percent	15 26	33 56	5 9	4 7	1 2
(6) Provide agencies information to help agencies work with clientele	Number Percent	14 24	35 60	9 16	0 0	0 0
(7) Determine coordinate program with extension personnel	Number Percent	22 38	21 36	10 17	4 7	1 2
C. Function: <u>Implementing the program</u>						
(1) Make detail arrangements, plans for segments of program	Number Percent	18 31	28 48	12 21	0 0	0 0
(3) Coordinate schedules with clientele, extension personnel concerned	Number Percent	17 29	34 59	7 12	0 0	0 0
(4) Special coordination of arrangements with other educational agencies	Number Percent	20 34	30 52	8 14	0 0	0 0

TABLE VII (Continued)

D. Function: <u>Evaluating the program</u>		Most Important	Important	Could be Important	Not Important	No Comment
(2) Involve clientele, personnel in evaluating for program im- provement	Number	24	28	6	0	0
	Percent	41	48	11	0	0
(3) Share evaluation findings with other educational agencies	Number	9	27	19	3	0
	Percent	15	47	33	5	0
(4) Arrange special evaluative assistance needed	Number	14	33	11	0	0
	Percent	24	57	19	0	0
(6) Use evaluation to assist with making requested reports	Number	14	35	8	1	0
	Percent	24	60	14	2	0

There were no definite patterns in the percentage of the total group of respondents who rated the statements as important or could be important. In general less than one-fourth of the group rated the statements as could be important. Hence, it appears that since approximately fifty percent of the total group of respondents rated the competences as important that lack of understanding and appreciation of the meaning of the competences statements that specifically emphasized program organizer abilities may be one of the reasons the respondents did not rate these competences statements as most important. The competences statements that fifty percent of the total group of respondents rated as most important were in areas more familiar to extension personnel as responsibilities that were definitely extension jobs and did not involve relationships, resources and coordination with other educational agencies or personnel. These competences statements were also areas in which the respondents employed twenty or more years would have received inservice training.

Tabulations were made of the ratings for each of the state positions. The limited number of respondents in each position may account for no definite pattern in the results. But, in general, there was a marked consistency in the ratings regardless of position. Supervisors tended to be more consistent in ratings; whereas, other positions had a wider range of beliefs from most important to not important. This is probably true because the job descriptions of supervisors have stated the responsibility for developing and balancing the four functions of extension program development - identifying, planning, implementing and evaluating an educational program. Whereas, job descriptions for personnel in other positions may tend to emphasize one of the functions

more than the others. For example, training personnel tend to emphasize evaluation because evaluation is a special assignment in most of the job descriptions for training positions.

A consistency tabulation was made of responses to the competences statements by states. For each of the statements there was a wide variation of responses by states and by positions within the states. Three states tended to show more agreement by personnel in all positions. These results might be accounted for by various types of administration for extension home economics programs work.

The ratings for the thirty-three respondents who had been in extension twenty years or more and the twenty respondents who had been in extension less than twenty years were compared in Table VIII. The ratings of these two groups were investigated to see if there were any marked differences in the rating responses of the two groups because of the number of years in extension. The findings show that approximately three-fourths of both groups consistently rated the competences as most important or important. There is a slight trend that the group in extension twenty years or more had more definite beliefs about the competence statements being most important. But from the analysis of the data, it appears that the number of years in extension does not make a marked difference in the beliefs of the respondents about the competences of a program organizer. One difference is evident in the degree of most important and important for item number three in Function A, Identifying the Program. Two thirds of the respondents in extension twenty years or more believed that item three, cooperating with all extension personnel was most important; whereas, only one third of the respondents in extension less than twenty years considered it most

TABLE VIII

RESPONDENTS (33) IN EXTENSION 20 YEARS OR MORE AND
RESPONDENTS (20) IN EXTENSION LESS THAN 20 YEARS

<u>Statements of Competences</u>		<u>Rating of Beliefs Regarding Each Competence</u>									
		Most Important		Important		Could be Important		Not Important		No Comment	
		#	%	#	%	#	%	#	%	#	%
A. Function: <u>Identifying the program</u>											
(1) Know and relate local, state, national situation	20 plus Less 20	24	73	8	24	1	3	0	0	0	0
(2) Involve and assist clientele in identifying problems and goals	20 plus Less 20	14	70	5	25	1	5	0	0	0	0
(3) Cooperate coordinate with personnel	20 plus Less 20	21	64	11	33	0	0	0	0	1	3
(4) Consider relationship of program to other educational programs	20 plus Less 20	9	27	16	49	8	24	0	0	0	0
(5) Base identifying process on problem solving approach	20 plus Less 20	4	20	14	70	2	10	0	0	0	0
(6) Use materials and resources in program development	20 plus Less 20	23	70	10	30	0	0	0	0	0	0
(7) Understand, use group dynamics in working with clientele	20 plus Less 20	10	50	10	50	0	0	0	0	0	0
		9	27	20	61	4	12	0	0	0	0
		3	15	12	60	4	20	1	5	0	0
		16	49	12	42	3	9	0	0	0	0
		8	40	7	35	5	25	0	0	0	0
B. Function: <u>Planning the program</u>											
(1) Interpret situations, problems goals to more specific objectives	20 plus Less 20	23	70	9	27	1	3	0	0	0	0
(2) Seek resources, materials, people, methods for solving problems	20 plus Less 20	13	65	6	30	1	5	0	0	0	0
(3) Be responsible content from extension	20 plus Less 20	29	88	3	9	1	3	0	0	0	0
		16	80	4	20	0	0	0	0	0	0
		12	36	12	36	5	16	0	0	4	12
		5	25	11	55	4	20	0	0	0	0

TABLE VIII (Continued)

		Most Important		Important		Could be Important		Not Important		No Comment	
		#	%	#	%	#	%	#	%	#	%
(4) Seek to provide needed re-	20 plus	10	30	20	61	2	6	0	0	1	3
sources not provided by extension	Less 20	3	15	13	65	4	20	0	0	0	0
(5) Interpret objectives, clientele	20 plus	17	52	11	33	5	15	0	0	0	0
needs to resource personnel	Less 20	10	50	10	50	0	0	0	0	0	0
(6) Provide agencies information	20 plus	7	21	23	70	3	9	0	0	0	0
to help agencies work with clientele	Less 20	1	5	14	70	5	25	0	0	0	0
(7) Determine, coordinate pro-	20 plus	15	46	12	36	5	15	0	0	1	3
gram with extension personnel	Less 20	6	30	7	35	6	30	1	5	0	0
(8) Prepare a program plan of work	20 plus	17	52	14	42	2	6	0	0	0	0
(long range and annual)	Less 20	6	30	13	65	1	5	0	0	0	0
(9) Recognize relationship of	20 plus	21	64	10	30	2	6	0	0	0	0
clientele needs, content and	Less 20	11	55	9	45	0	0	0	0	0	0
learning theory											
C. Function: <u>Implementing the program</u>											
(1) Make detail arrangements,	20 plus	10	31	17	52	5	15	1	3	0	0
plans for segments of program	Less 20	5	25	12	60	3	15	0	0	0	0
(2) Make adjustments in program	20 plus	15	45	16	49	2	6	0	0	0	0
as needed	Less 20	9	45	9	45	2	10	0	0	0	0
(3) Coordinate schedules with	20 plus	10	30	21	64	2	6	0	0	0	0
clientele, extension personnel	Less 20	6	30	9	45	5	25	0	0	0	0
concerned											
(4) Special coordination arrange-	20 plus	10	30	18	55	5	15	0	0	0	0
ments with other educational	Less 20	6	30	12	60	2	10	0	0	0	0
agencies											
(5) Allocate resources, with	20 plus	19	58	11	33	2	6	0	0	1	3
priority to the determined program	Less 20	14	70	3	15	2	10	0	0	1	5

TABLE VIII (Continued)

D. Function: <u>Evaluating the program</u>	Most Important		Important		Could be Important		Not Important		No Comment	
	#	%	#	%	#	%	#	%	#	%
(1) Establish, organize evaluative criteria in relation to objectives	24	73	9	27	0	0	0	0	0	0
20 plus Less 20	10	50	10	50	0	0	0	0	0	0
(2) Involve clientele, personnel in evaluating for program improvement	16	48.5	16	48.5	1	3	0	0	0	0
20 plus Less 20	6	30	13	65	1	5	0	0	0	0
(3) Share evaluation findings with other educational agencies	6	18	16	49	11	33	0	0	0	0
20 plus Less 20	1	5	12	60	5	25	0	0	0	0
(4) Arrange special evaluative assistance needed	8	24	17	52	8	24	0	0	0	0
20 plus Less 20	4	20	13	65	3	15	0	0	0	0
(5) Use evaluation to adjust, leave out, change, expand the program	21	64	12	36	0	0	0	0	0	0
20 plus Less 20	11	55	9	45	0	0	0	0	0	0
(6) Use evaluation to assist with requested reports	7	21	20	61	5	15	1	3	0	0
20 plus Less 20	5	25	12	60	3	15	0	0	0	0

important. This trend may indicate that the respondents in extension twenty years or more have had more experience and success in working with other extension workers.

Section Three - Additional Competences and Suggestions

All respondents, both state and federal, made responses in Section Three, additional competences and suggestions. Criteria formulated for considering the additional competences and suggestions were based on the number of responses concerning the same competences or suggestion, the type position that emphasized the competence or suggestion, the trend of a state group in responses on programming and the judgment of the researcher that the competence or suggestion was not already covered in given statements. The criteria were:

1. The competence or suggestion was made consistently by more than ten percent of the group or by at least six respondents. This criterion was used because this percentage of responses would tend to emphasize an area that might not be included in present competences. At least six responses would tend to eliminate areas that were special interests of the various respondents.
2. The competence or suggestion was emphasized by supervisors or was not emphasized by them. Supervisors have described in their job descriptions overall responsibility for extension program development. Hence, the emphasis or lack of emphasis by supervisors on a competence or suggestion were weighed more heavily than other type positions in deciding if additional suggestions would be included.

3. In decisions that were conflicting or debatable, state responses were considered over federal responses. State responses were considered more seriously than federal responses since there were more state respondents than federal respondents and because state respondents work more closely with the local program development process than do federal respondents.
4. The trend of a state group was considered more important than individual responses in that state. Often one or more of the respondents from a state might have a special competence to support. Hence, the state trend was considered more important for a broad view of the responses.
5. Responses from states that emphasize local programming decisions were considered more than responses from states that emphasize state oriented program decisions. All of the statements of competences used related to local programming decisions.
6. The additional competence or suggestion was in the judgment of the researcher based on the analysis of data already adequately covered in the given statements of competences. In the opinion of the researcher many of the suggestions or additions were not statements of difference but explanations and restatements of competences already stated.

The majority of the additional competences suggested were related to clarification of the competence of a program organizer in carrying out the competences. These were:

- Competence in establishing situation
- Competence in keeping groups informed
- Competence in balancing or managing the four functions
- Competence in being creative for needs
- Competence in understanding resources

Competence in teaching
Competence in basic understanding of program development
Competence in areas of responsibility

These competences were not added to the listing of statements because ten percent of the respondents did not suggest them.

The responses in the suggestions mainly emphasized and supported the beliefs of the respondents that the competences as a program organizer were needed for extension personnel. Ten percent of the respondents felt that the terms all and content needed clarifying in the statements. These terms were further clarified in preparing the statements of competences for use in the evaluation instrument. Only two respondents questioned the meaning of program organizer competences.

The suggestions made consistently by more than ten percent of the group or by at least six responses were summarized as follows:

1. All of the competences are most important and failure in any of these abilities could seriously hamper the overall extension program process.
2. An overall coordinating and balancing of the program functions are needed through good management.
3. The ability to involve people and work with and through people in a leaderships role is implied in all of these competences.

Summary

The statements of competences of a home economist in extension as a program organizer were formulated by the researcher from a review of literature in extension and developed in relation to the responsibility of extension program development to identify, plan, implement and evaluate an educational program. Specific abilities stressed in the

statements were skills of relationships with other agencies and educators, use of resources, cooperation and coordination of work, arrangement and management of work responsibilities. The statements of competences for the preparation of the rating instrument were constructed from a review and study by the writer of the educational function of extension in continuing education, of program development and inservice educational materials of extension and of job descriptions and standards of performance schedules for all extension employees.

Representative Cooperative Extension Service personnel in the state of Oklahoma assisted with pretesting the rating instrument. These personnel were considered representative of the state and federal leaders in extension selected to respond to the rating instrument. Criteria developed and reviewed by the federal training and staff development specialist were used in selecting the leaders in extension. Factors in the criteria for state and federal leaders were place of home economics personnel in supervision, in programs and training and in administration. Sixty-four instruments were mailed to the selected state and federal leaders and ninety-one percent of the returned instruments were useable for tabulation. The sample of selected leaders included forty-nine personnel from ten states and nine personnel from the federal office. Over half of the total group of leaders in extension had been employed in extension twenty or more years and two thirds of the total group of leaders had been in their present position ten years or less.

Twenty-seven competences statements were rated by the leaders in extension. The majority of the respondents rated all of the statements as most important or important thus supporting the statements as being essential competences for a home economist in extension as a program

organizer. Other ratings, in all cases less than one third, were in the categories of could be important, not important and no comment. All statements of competences were aimed at program organizer abilities but some statements stressed these abilities more than others. Key words in these statements were relationships, resources, involvement, cooperation, coordination, arrangements and sharing of responsibilities. There were fourteen of these statements that were not rated as most important by fifty percent of the federal and state respondents.

The responses given by the state and federal personnel were similar regardless of position of the leaders. The responses of supervisors were more nearly uniform. Additional competences and suggestions from the respondents helped to clarify and support the statements of competences. Consideration of additional suggestions and competences was based on a criteria formulated by the researcher. This criteria showed that no major changes were needed in the statements of competences.

The data from the rating instruments supported the statements of competences of a home economist in extension as a program organizer as being most important or important. The statements of competences rated as most important by almost one-fourth of the total group of respondents were in competence areas that this investigator considered essential for program organizer competences. Hence these results seem to suggest the need for inservice education to further develop these competences. Findings from the additional competences and suggestions in (Section Three) show that most of the respondents agreed with the selection of the competences of a home economist in extension as a program organizer.

CHAPTER IV

EVALUATION OF COMPETENCES OF HOME ECONOMIST

IN EXTENSION AS A PROGRAM ORGANIZER

Development of The Evaluation Instrument

The statements of competences of a home economist in extension as a program organizer that were identified by the selected leaders in extension through a rating instrument as being most important or important were used in the development of the evaluation instrument. The purpose of the evaluation instrument was to provide a means whereby home economists in extension, and their respective district supervisors, could appraise the degree to which they believed agents possessed the competences of a program organizer. The main difference in the evaluation instrument and the rating instrument was that the respondents were asked to evaluate the degree to which they believed home economists in extension now had the abilities and skills of a program organizer as stated in the competences of a program organizer statements.

To assist in developing the evaluation scale the researcher reviewed existing extension home economics agent job descriptions and performance reviews as a basis for preparing the scale for evaluating the performance for each competence statement. A review was made of performance evaluative materials used by Texas, Virginia, Indiana, Ohio, Oklahoma and Florida. All of these states had similar scales in that

job performances are evaluated on areas of accomplishment in planning and programming, in evidence of educational work, relationships and public relations, office management and professional improvement. These performances often are the end result of many skills and abilities which are included in the competences as a program organizer.

All of the extension performance evaluation instruments reviewed used some type of graphic scale from absent or not acceptable to very outstanding performance, with a numerical score for each section of the graph or scale. As a result of the review and study of existing extension performance evaluation instruments, the researcher developed the following instructions and rating scale for respondents to evaluate the competences of home economists in extension as a program organizer. In the evaluation section, the respondent was asked, "Please check your beliefs regarding each competence in view of what you consider to be your present performance and your needs for inservice education to improve your performance in providing an educational program for extension clientele."

Place a check by the number:

1. If you believe that your performance is absent or not acceptable.
2. If you believe that your performance is below a desired standard.
3. If you believe that your performance is acceptable but could be improved.
4. If you believe your performance is average and acceptable but not outstanding.
5. If you believe your performance is above average.

6. If you believe your performance is outstanding.

7. If you believe your performance is very outstanding.

One and two represented a low level of performance, three and four an average level of performance and five to seven a high level of performance.

Pretesting the Instrument

The instrument for evaluating the competences of a home economist in extension as a program organizer was prepared for pretesting with representative county home economists in extension in the state of Oklahoma. The Director of Extension in Oklahoma, the State Home Demonstration Agent and the two district supervisors of one extension district reviewed the instrument and selected the twelve representative county home economists in extension to receive the instrument for pretesting. The State Home Demonstration Agent mailed a letter to these agents notifying them they would be receiving the instrument and letter of instruction directly from the researcher. This letter is in Appendix B.

Twelve Oklahoma county home economists in extension were sent by mail a letter, an explanation sheet and a copy of the instrument. The twelve instruments were returned. The responses were tabulated and the findings indicated that the instrument was understandable by agents and would provide one means of appraising the beliefs of the agents regarding their performance for each competence statement. No major changes in format or wording were suggested by the respondents.

Selection of Florida Personnel and Procedure

The researcher in correspondence with the Florida Extension

Director received permission for all County Extension Home Economics Agents to participate in the evaluation study. The two district supervisors of each of these agents were also asked to participate in the study. The evaluation instrument, letter of explanation and letter from the Extension Director to all county participants were reviewed with the six district supervisors before being mailed to county personnel.

The evaluation instrument that was mailed to the Florida county personnel requested three kinds of information. Section One included general information concerning the preservice training of the participant and the work of the participant in extension. Section Two was the evaluation for the competences of a home economist in extension as a program organizer. This section contained the statements of competence and the evaluation scale regarding each competence. Section Three requested that the participant write in any suggestions and comments concerning the competences as related to the improvement of extension programs.

Collection of Data

Letters and the instrument in Appendix B were mailed to the county extension home economics personnel. Three weeks later a letter was mailed to participants who had not returned the instrument. Fifty-two instruments were mailed and fifty-two (100 percent) were returned. All of the instruments received were useable for tabulation. Four county extension home economics positions were vacant at the time the study was made and evaluation instruments were not mailed to these counties.

At the same time County Extension Home Economics Agents in Florida

were asked to respond to the instrument, their two respective district extension supervisors were asked to make a combined evaluation for each agent in section two, the evaluation of competences. This meant that the two supervisors of each agent have one evaluation score for the performance of an agent on each of the statements of competences. A meeting was held with the six supervisors at which time the study to date was reviewed and explained and the supervisors received copies of the instruments for their respective districts.

Analysis of Data

The tabulations of data in this part of the study was done by the researcher by hand tabulation and the use of descriptive statistics to analyze the findings. The accuracy of the hand tabulations was checked twice by the researcher and a competent secretary checked the figures once by hand tabulation and once by machine calculation. Compilations were made for each of the three sections of the evaluation instrument. The results for section two, the evaluation scale, were summarized and presented for the agents, supervisors and as a composite of the agents and supervisors average scores.

Section One - General Information

The data in Table IX of the number of years in extension and number of years in present position revealed that ninety percent of the respondents had been employed in extension twenty years or less with forty-one percent of this group being in extension ten years or less. Of the respondents, only one had been in her present position more than twenty years and seventy-five percent had been in their present position ten

years or less. County Extension Home Economics Agents in Florida had not changed positions from Assistant County Extension Home Economics Agent or to County Extension Home Economics Agent in another county but had remained in the same County Extension Home Economics Agent position since employment. The higher percentage seventy-five percent of the respondents being in present position ten years or less would be mainly due to promotion from assistant to agent in the same county. The findings in these data also indicated that the agents had not left their extension employment for other employment or to return to school for further graduate education.

TABLE IX

NUMBER OF YEARS IN EXTENSION AND NUMBER OF YEARS IN PRESENT POSITION BY (52) COUNTY RESPONDENTS						
Number of Years		1-10	11-20	21-30	No	Total
					Response	
In Extension	Number	21	25	6	0	52
	Percent	41	49	10	0	100
In Present Position	Number	39	12	1	0	52
	Percent	75	23	2	0	100

TABLE X

NUMBER OF EXTENSION WORKERS IN A COUNTY FOR 52 COUNTIES									
Number of Counties	Number of Workers Per County								
	Two	Three	Four	Five	Six	Seven	Eight	Nine	Ten+
Number of Counties	12	14	5	5	5	4	4	1	2
Percent	23	27	10	10	10	7	7	2	4

Information on the number of extension workers in a county was

summarized in Table X. Sixty percent of the counties had four or less county extension personnel employed in the county. Forty percent of the counties had five or more county extension personnel employed in the county. The range of the county personnel was from two to fourteen per county. The counties with the largest staffs were in urban areas with cities such as Miami, Tampa, Jacksonville and Orlando. The number of extension workers per county could influence the need and emphasis of program organizer competences within a county extension staff and of the staff in working with the personnel of other agencies and resources.

TABLE XI

PERCENT OF COUNTIES URBAN, RURAL NONFARM AND FARM BY EXTENSION DISTRICTS FOR 52 COUNTIES										
	Percent of County								Total	
	16 to 25		26 to 50		51 to 75		75 to 100			
	#	%	#	%	#	%	#	%	#	%
<u>URBAN</u>										
District I	12	23	4	7	3	6	0	0	19	37
District II	2	4	3	6	5	10	6	12	16	30
District III	1	2	4	7	8	14	4	7	17	33
Total	15	29	11	22	16	30	10	19	52	100
<u>RURAL</u>										
<u>NONFARM</u>										
District I	7	13	9	17	3	6	0	0	19	37
District II	7	13	7	13	2	4	0	0	16	30
District III	10	20	6	12	1	2	0	0	17	33
Total	24	46	22	42	6	12	0	0	52	100
<u>FARM</u>										
District I	7	13	6	12	6	12	0	0	19	37
District II	12	23	4	7	0	0	0	0	16	30
District III	14	28	2	4	0	0	1	2	17	33
Total	33	64	12	23	6	12	1	2	52	100

The state of Florida is divided into three geographic areas for program supervisions. These areas are known as extension districts.

The analysis of data for Table XI revealed that Extension Districts II and III were almost completely urban and rural nonfarm. Extension District I showed more farm percentage but less than twenty-five percent of that district. This district contained counties in North Florida. Many of the counties in Districts II, the west coast of Florida, and District III, the east coast of Florida indicated less than three percent of the county as farm area. Urban and rural nonfarm areas usually have a concentration of population with problems of people that can more successfully be coped with and solved by an extension program that involves and uses the resources of many other agencies. Therefore, the concentration of population in two of the Florida Extension Districts tends to emphasize the need for the competences of a program organizer for county personnel.

Forty-one percent of Florida Extension Home Economics Agents graduated from a land-grant institution. The fact that less than half of the agents graduated from a state land-grant institution indicates that half of the total group of agents would probably not have had an opportunity to take specific extension methods courses in their undergraduate programs. According to federal research and training undergraduate curriculum studies very few institutions other than land-grant institutions have courses in extension methods. A review of the preservice training records of the Florida agents in this study revealed that the agents who had not attended a land-grant institution had not taken specific courses in extension methods.

The analysis of data in Table XII shows that almost three-fourths of the respondents graduated from a higher educational institution in a state other than Florida. This finding tends to indicate that the

personnel receiving an undergraduate education in a state other than Florida probably had to have considerable orientation to the Florida situation relating to extension work when employed by the state. These out of state personnel would likely not be familiar with Florida climate, resources, ethnic groups, business, politics, industry and public services.

TABLE XII

EDUCATIONAL BACKGROUND INFORMATION OF (52) COUNTY EXTENSION HOME ECONOMICS AGENTS IN FLORIDA		
	Number	Percent
TYPE OF INSTITUTION ATTENDED		
State Land-Grant	21	41
State or Private Liberal Arts	22	42
Teachers College	5	10
Other	4	7
Total	<u>52</u>	<u>100</u>
STATE IN WHICH INSTITUTION WAS LOCATED		
Florida	15	29
Other Southern States	28	54
Other	9	17
Total	<u>52</u>	<u>100</u>
YEAR BACHELOR'S DEGREE RECEIVED		
Up to 1945	32	61
1946-55	12	23
1955-1965	8	16
Total	<u>52</u>	<u>100</u>
UNDERGRADUATE MAJOR		
Home Economics Education	35	67
Home Management and Family Economics	5	10
Food and Nutrition	5	10
Clothing and Textiles	4	7
Child Development and Family Relations	3	6
Total	<u>52</u>	<u>100</u>

Over half of the respondents received a bachelor's degree prior to 1945 when extension home economics programs were emphasizing home

production and home improvement. Less than one-fourth of the group of respondents received a bachelor's degree during the ten year period from 1956 to 1965.

Two-thirds of the group of respondents graduated with an undergraduate major in the area of home economics education. Majors of the other one-third of the group were home management and family economics, food and nutrition, clothing and textiles, and child development and family relations. These areas of undergraduate study indicated that the Florida agents had received training mainly in general home economics areas and in educational methods. But the majority of the agents lack extensive training in home management, family economics, consumer education and family life education, guidance and counseling. These are the fields being emphasized in present day poverty programs designed to help families cope with and solve complex home, family, educational and socio-economic problems. Today's emphasis on these broader areas of problem solving have indicated a need for undergraduate or graduate training of extension workers in areas of sociology, psychology, communications, group dynamics or interdisciplinary programs in general and liberal education rather than in specialization within home economics.

In summary it can be said that the general information data about the Florida personnel has a direct relationship to the competences as a program organizer because:

1. Florida County Extension Home Economics Agents work with other extension personnel in a county to provide an extension educational program.
2. Florida County Extension Home Economics Agents work in predominately urban and rural nonfarm counties.

3. The majority of the Florida County Extension Home Economics Agents received formal education in states other than Florida.
4. Over half of the Florida County Extension Home Economics Agents received training in general home economics education rather than in specialized fields.
5. Florida County Extension Home Economics Agents received formal educational training before there was much of any emphasis on program organizer capabilities.

Section Two - Evaluation of Competences

Data for the evaluation of the competences of a home economist in extension as a program organizer for the fifty-two Florida County Extension Agents is summarized as responses by agents, responses by the six district supervisors for the respective fifty-two agent positions and as the tabulated average score of each agent and her respective supervisors. The average score for each agent position was obtained by combining the individual evaluation score reported by the agent and the one evaluation score reported by supervisors and dividing by two.

The average evaluation score for each agent position for each statement of competence was obtained in an effort to correct the halo effect and the tendency to underrate competences by the agents and extension supervisors. For example, an agent could have consistently evaluated herself low on a particular group of competences statements and her respective supervisors could have consistently evaluated her high on this same group of competences. In this case an average of the low score of a two performance and the high score of a six performance might be a more reliable indication of the actual performance of the

agent on the particular statements of competences. In this instance the performance score on the particular statement would be an average of four.

In most instances in this study there was not a wide variation in the evaluation scores of the agents and the supervisors. But for a few cases, the researcher believed that the average score was the better indicator of the level of ability of the agents on the statements of competences. This belief is based on the researcher's review of the extension performance evaluation materials from six states.¹ The Florida materials in particular use the average score of an agent and supervisor, on an evaluation item as a better indicator of the actual performance of an agent. Since this part of the study was conducted with Florida personnel it is believed that this average score should probably be used for the interpretation of this part of the findings.

The analysis of data in Table XIII for all functions of home economists in extension in identifying, planning, implementing and evaluating the program showed a slight tendency for supervisors to rate agents higher than agents rated themselves. Approximately one-half of the agents rated themselves as average or slightly above in their performance on all of the competence statements. Supervisors tended to rate above average. Agents and their supervisors evaluated the performance of the agent position higher in the statements of competences in Function B, Planning the Program, and Function C, Implementing the Program. These agents and supervisors evaluated the performance of the

¹Joe N. Busby. "Extension Job Descriptions, Standards of Performance and Performance Review Schedules or State Extension Services." Gainesville, Florida: 1962. (Typed Copy from Training Materials for Florida Personnel).

TABLE XIII

SUMMARY OF EVALUATIONS OF THE COMPETENCES OF HOME ECONOMIST
IN EXTENSION AS A PROGRAM ORGANIZER BY COUNTY PERSONNEL
AND SUPERVISORS IN FLORIDA FOR 52 COUNTIES

Statements of Competences	Evaluation By	Evaluation Regarding Each Competence													
		LOW				AVERAGE				HIGH					
		1		2		3		4		5		6		7	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
A. Function: <u>Identifying the program</u>															
(1) Know and relate local, state, national situation	*County	0	0	1	2	11	21	18	34	19	37	1	2	2	4
	Supervisor	0	0	1	2	10	19	11	21	16	31	14	27	0	0
	Average	0	0	0	0	5	10	15	29	20	38	12	23	0	0
(2) Involve and assist clientele in identifying problems and goals	County	1	2	2	4	13	25	23	44	10	19	2	4	1	2
	Supervisor	0	0	3	6	13	25	13	25	14	27	8	15	1	2
	Average	0	0	0	0	12	23	18	35	15	29	7	13	0	0
(3) Cooperate coordinate with personnel	County	0	0	0	0	2	4	13	25	27	52	8	15	2	4
	Supervisor	0	0	1	2	7	14	9	17	22	42	10	19	3	6
	Average	0	0	0	0	0	0	13	25	24	46	13	25	2	4
(4) Consider relationship of program to other educational programs	County	0	0	0	0	2	4	19	37	21	40	7	13	3	6
	Supervisor	0	0	1	2	5	10	16	31	17	32	10	19	3	6
	Average	0	0	0	0	1	2	16	31	17	32	18	35	0	0
(5) Base identifying process on problem solving approach	County	0	0	2	4	17	33	18	34	13	25	2	4	0	0
	Supervisor	0	0	2	4	14	27	17	32	12	23	6	12	1	2
	Average	0	0	0	0	11	21	20	38	17	33	4	8	0	0
(6) Use materials and resources in program development	County	0	0	0	0	6	11	18	34	19	37	5	10	4	8
	Supervisor	0	0	1	2	9	17	10	19	18	35	12	23	2	4
	Average	0	0	0	0	3	6	11	21	26	50	10	19	2	4
(7) Understand, use group dynamics in working with clientele	County	0	0	3	6	16	31	21	40	8	15	2	4	2	4
	Supervisor	0	0	4	8	13	25	12	23	14	27	8	15	1	2
	Average	0	0	0	0	9	17	24	46	13	25	6	12	0	0

* County Extension Home Economics Agent

Supervisor of The County Extension Home Economics Agent

Average of the County Extension Home Economics Agent and respective Supervisor Score for Each Agent

TABLE XIII (Continued)

B. Function: <u>Planning the program</u>	LOW				AVERAGE				HIGH						
	1		2		3		4		5		6		7		
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
(1) Interpret situations, problems, goals to more specific objectives	County	0	0	2	4	11	21	23	44	13	25	3	6	0	0
	Supervisor	0	0	1	2	10	19	28	54	7	13	6	12	0	0
	Average	0	0	0	0	3	6	27	52	21	40	1	2	0	0
(2) Seek resources, materials, people, methods for solving problems	County	1	2	0	0	2	4	17	32	26	50	5	10	1	2
	Supervisor	0	0	1	2	9	17	15	29	13	25	12	23	2	4
	Average	0	0	1	2	1	2	14	27	24	46	12	23	0	0
(3) Be responsible content from extension	County	1	2	0	0	3	6	17	33	22	42	7	13	2	4
	Supervisor	0	0	0	0	7	13	19	37	13	25	12	23	1	2
	Average	0	0	0	0	1	2	14	27	22	42	15	29	0	0
(4) Seek to provide needed resources not provided by extension	County	0	0	0	0	2	4	15	29	26	50	7	13	2	4
	Supervisor	0	0	1	2	11	21	10	19	9	17	20	39	1	2
	Average	0	0	0	0	3	6	9	17	22	42	16	31	2	4
(5) Interpret objectives clientele needs to resource personnel	County	0	0	0	0	7	13	17	33	23	44	3	6	2	4
	Supervisor	0	0	2	4	8	15	23	45	11	21	8	15	0	0
	Average	0	0	0	0	2	4	19	36	25	48	6	12	0	0
(6) Provide agencies information to help agencies work with clientele	County	0	0	1	2	6	11	13	25	22	43	6	11	4	8
	Supervisor	0	0	1	2	8	15	10	19	11	21	19	37	3	6
	Average	0	0	0	0	3	6	8	15	23	44	16	31	2	4
(7) Determine coordinate program with extension personnel	County	0	0	0	0	5	10	23	44	19	36	4	8	1	2
	Supervisor	0	0	0	0	10	19	16	31	15	29	9	17	2	4
	Average	0	0	0	0	1	2	20	38	19	37	12	23	0	0
(8) Prepare a program plan of work (long range and annual)	County	0	0	2	4	10	19	19	36	15	29	5	10	1	2
	Supervisor	0	0	2	4	11	21	19	37	11	21	8	15	1	2
	Average	0	0	0	0	5	10	19	37	21	40	7	13	0	0
(9) Recognize relationship of clientele needs, content and learning theory	County	0	0	0	0	8	15	27	52	12	23	4	8	1	2
	Supervisor	0	0	1	2	8	15	22	43	13	25	8	15	0	0
	Average	0	0	0	0	4	8	23	44	17	33	8	15	0	0

TABLE XIII (Continued)

		LOW				AVERAGE				HIGH					
		1		2		3		4		5		6		7	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
G. Function: <u>Implementing the program</u>															
(1) Make detail arrangements, plans for segments of program	County	0	0	0	0	7	13	13	25	23	44	6	12	3	6
	Supervisor	0	0	1	2	8	15	13	25	22	42	7	14	1	2
	Average	0	0	0	0	2	4	14	27	26	50	10	19	0	0
(2) Make adjustments in program as needed	County	0	0	0	0	1	2	18	35	22	42	8	15	3	6
	Supervisor	0	0	1	2	7	13	21	40	17	33	6	12	0	0
	Average	0	0	0	0	0	0	16	31	28	54	7	13	1	2
(3) Coordinate schedules with clientele, extension personnel concerned	County	0	0	1	2	3	6	16	31	23	44	6	11	3	6
	Supervisor	0	0	0	0	9	17	14	27	24	46	5	10	0	0
	Average	0	0	0	0	1	2	13	25	31	60	7	13	0	0
(4) Special coordination of arrangements with other educational agencies	County	0	0	0	0	4	8	20	38	24	46	2	4	2	4
	Supervisor	0	0	0	0	8	15	14	27	14	27	15	29	1	2
	Average	0	0	0	0	1	2	13	25	30	58	7	13	1	2
(5) Allocate resources with priority to the determined program	County	1	2	1	2	8	16	20	38	14	27	7	13	1	2
	Supervisor	0	0	1	2	12	23	20	38	13	25	6	12	0	0
	Average	0	0	0	0	4	8	21	40	22	42	5	10	0	0
D. Function: <u>Evaluating the program</u>															
(1) Establish, organize evaluative criteria in relation to objectives	County	0	0	2	4	20	38	20	38	8	16	2	4	0	0
	Supervisor	0	0	8	15	22	42	16	31	5	10	1	2	0	0
	Average	0	0	0	0	18	35	25	48	9	17	0	0	0	0
(2) Involve clientele personnel in evaluating for program improvement	County	0	0	3	6	13	25	22	42	9	17	3	6	2	4
	Supervisor	0	0	8	15	18	35	22	42	2	4	2	4	0	0
	Average	0	0	0	0	16	31	25	48	9	17	2	4	0	0
(3) Share evaluation findings with other educational agencies	County	0	0	3	6	15	29	16	30	13	25	3	6	2	4
	Supervisor	0	0	6	12	16	31	16	31	7	13	7	13	0	0
	Average	0	0	0	0	12	23	21	40	14	27	5	10	0	0
(4) Arrange special evaluative assistance needed	County	0	0	4	8	18	34	14	27	9	17	5	10	2	4
	Supervisor	0	0	8	15	23	44	17	33	3	6	1	2	0	0
	Average	0	0	1	2	14	27	27	52	9	17	1	2	0	0

TABLE XIII (Continued)

	LOW				AVERAGE				HIGH						
	1		2		3		4		5		6		7		
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
(5) Use evaluation to adjust, leave out, change, expand program	County	1	2	1	2	12	23	21	40	10	19	5	10	2	4
	Supervisor	0	0	9	17	18	35	18	35	7	13	0	0	0	0
	Average	0	0	0	0	14	27	26	50	10	19	2	4	0	0
(6) Use evaluation to assist with making requested reports	County	0	0	2	4	13	25	19	37	10	19	6	11	2	4
	Supervisor	0	0	8	15	18	34	18	34	6	13	2	4	0	0
	Average	0	0	0	0	12	23	26	50	12	23	2	4	0	0

agent lowest in Function A, Identifying the Program, and Function D, Evaluating the program. The largest number of responses by the agents and supervisors in the low level category for any statement was nine or seventeen percent of the respondents and most of these rating were in function D, Evaluating the Program.

Within each of the function there were some statements that were evaluated at an average level by almost one-third of the agents and supervisors. When you consider the individual agent and supervisor scores and also the average score for each agent position, the average level ratings indicate that the respondents believe performance is acceptable but could be improved and is acceptable but not outstanding.

Interpretation of data indicated that the respondents (average score used) believed they rated highest in the competences of Function C, Implementing the Program, which is the action-doing part of their extension responsibilities. All of these statements were evaluated at a level of five or above (high performance) by fifty percent or more of the respondents. The competences rated at an average level and a low level of performance by both groups of respondents (average score used) appear in Table XIV. These statements of competences were similar to the competences rated as most important by almost one-fourth of extension leaders in Table VII. In both cases, the statements emphasized the abilities of involving and working with clientele, relationships of clientele and other educators, arranging and sharing information and resources. These statements of competences were also in areas in which the personnel had little or no preservice or inservice education. Inservice education in Florida had emphasized the planning and implementing of the specific content of programs. The identifying and

TABLE XIV

STATEMENTS OF COMPETENCES EVALUATED AT AN AVERAGE LEVEL BY FIFTY
PERCENT OF THE RESPONDENTS (AGENTS AND SUPERVISORS)

<u>Statements of Competences</u>		<u>Average Score Used</u>						
		LOW		AVERAGE			HIGH	
		1	2	3	4	5	6	7
A. Function: <u>Identifying the program</u>								
(2) Involve and assist Clientele in identifying problems and goals	Number	0	0	12	18	15	7	0
	Percent	0	0	23	35	29	13	0
(5) Base identifying process on problem solving approach	Number	0	0	11	20	17	4	0
	Percent	0	0	21	38	33	8	0
(7) Understand, use group dynamics in working with clientele	Number	0	0	9	24	13	6	0
	Percent	0	0	17	46	25	12	0
B. Function: <u>Planning the program</u>								
(1) Interpret situations, problems, goals to more specific objectives	Number	0	0	3	27	21	1	0
	Percent	0	0	6	52	40	2	0
(9) Recognize relationship of clientele needs, content and learning theory	Number	0	0	4	23	17	8	0
	Percent	0	0	8	44	33	15	0
D. Function: <u>Evaluating the program</u>								
(1) Establish, organize evaluate criteria in relation to objectives	Number	0	0	18	25	9	0	0
	Percent	0	0	35	48	17	0	0
(2) Involve clientele personnel in evaluating for program improvement	Number	0	0	16	25	9	2	0
	Percent	0	0	31	48	17	4	0
(3) Share evaluation findings with other educational agencies	Number	0	0	12	21	14	5	0
	Percent	0	0	23	40	27	10	0
(4) Arrange special evaluation assistance needed	Number	0	1	14	27	9	1	0
	Percent	0	2	27	52	17	2	0

TABLE XIV (Continued)

		LOW		3	AVERAGE		HIGH	
		1	2		4	5	6	7
(5) Use evaluation to adjust, leave out, change, expand program	Number	0	0	14	26	10	2	0
	Percent	0	0	27	50	19	4	0
(6) Use evaluation to assist with making requested reports	Number	0	0	12	26	12	2	0
	Percent	0	0	23	50	23	4	0

evaluating of programs and the related program organizer competences with capabilities for organization, coordination, management, use of resources and working relationships with other educators had not been emphasized.

In summary the data obtained on the evaluation instrument have a relationship to the competences as a program organizer because:

1. The Florida agents and their respective supervisors tended to consistently evaluate the performance of the agents at an average or slightly above level on all of the competences.
2. The Florida agents and supervisors evaluated the performance of the agents highest for the competences in Function B, Planning the Program and Function C, Implementing the Program.
3. The Florida agents and supervisors evaluated the performance of agents low in Function A, Identifying the Program and the lowest evaluations were for Function D, Evaluating the Program.
4. The competences evaluated at an average level of performance by almost one-third of the Florida agents and supervisors were very similar to the competence that almost one fourth of the leaders in extension did not rate as most important.

Section Three - Suggestions

Approximately one-fourth of the Florida County Extension Home Economics Agents made responses in Section Three, Suggestions. This section asked that the respondent write in any suggestions and comments concerning the competences as related to the improvement of extension programs. These responses were summarized and grouped as follows:

1. Inservice education is needed to help develop these competences.

2. County Chairmen need to provide for better coordination of the total county program.
3. Competences are weak in the areas of reporting, evaluation and methods.
4. A planned program requires skills in management of time and energy in relation to emergencies.
5. Competences are needed in skills and methods of working with advisory groups.

Summary

A review of the data indicated that approximately forty percent of the Florida County Extension Home Economics Agents had been employed in extension ten years or less and fifty percent in extension eleven to twenty years. In their present positions seventy-five percent of the respondents had been employed from one to ten years. Each county in which the agents worked had a range of from two to fourteen personnel per county. Seventy-five percent of the counties in which agents worked could be considered a combination of an urban and rural nonfarm population.

Educational data showed that less than one-half of the Florida County Extension Home Economics Agents graduated from a state land-grant college; over fifty percent of the agents graduated from a higher educational institution outside of Florida; over fifty percent of the agents graduated prior to 1946 and over fifty percent were education majors in the field of home economics.

The findings from the analysis of the data from the evaluation instruments supported the belief of the researcher that the statements of

competences of a home economist in extension as a program organizer could be evaluated by a group of home economists in extension and their supervisors.

The statements of competences evaluated at the average performance level by almost one-third of the agents and supervisors were in areas involving working relationships with clientele, other extension workers and educators from other agencies. These statements of competences were all related directly to the program organizer skills and abilities of arranging, coordinating, organizing, sharing and working with other educators to use resources in improving an educational program. The competence in Function C, Implementing the Program were rated highest by both agents and supervisors. The lowest ratings for both groups of respondents were the statements of competences in Function D, Evaluating the Program.

CHAPTER V

CONCEPTS FOR COMPETENCES OF HOME ECONOMIST IN EXTENSION AS A PROGRAM ORGANIZER

Introduction

The identifying and stating of the concepts that were inherent in the competences of a home economist in extension as a program organizer that could be used for planning inservice education was the third objective of the study. The competences as a program organizer are one of the groups of skills and abilities needed by a home economist in extension. Program organizer competences are the skills and abilities of arranging, coordinating, working with other educators and using available resources in (1) identifying, (2) planning, (3) implementing and (4) evaluating the home economics program in extension. The concepts for the competences as a program organizer represent the kind of key ideas that an inservice educational program would seek to provide for home economists in extension.

The support for the writer's stating of the concepts in this chapter were revealed through (1) the review of literature, (2) the results of the rating of competences by the leaders in extension and (3) the evaluation of the competences of a program organizer for Florida agents. From the analysis and interpretation of findings in Chapters II, III and IV, the key ideas for four concepts were stated

for the competences of a home economist in extension as a program organizer. The writer believes that these concepts could be used in planning inservice education for the purpose of improving the competences of a home economist in extension as a program organizer. The competences as a program organizer should contribute to the providing of a broader and expanded home economics extension educational program of clientele.

The basic premise in identifying and stating concepts for the competences as a program organizer for inservice education is the definition by Tyler¹ that education is a process which seeks to change the behavioral patterns of human beings. The major concept basis to this educational premise is that for inservice education there is a conscious effort to help the professional person build concepts and understand concepts that are useful in guiding his own thinking about the process of education and learning. The four concepts with the findings that support the concepts are given in the following part of this chapter.

Concepts

(1) Continuing education to broaden an extension educational program is an essential concept for strengthening the competences of a home economist in extension as a program organizer. This concept encompasses the understanding and the participating of extension personnel and their clientele in planned educational experiences which will promote learning throughout life. Extension personnel need to develop for themselves knowledge, skills and attitudes in relation to this concept if they are to develop competences to broaden educational programs for

¹Eugene R. Smith, Ralph W. Tyler, et. al., Appraising and Researching Student Progress. New York. 1942, p. 11.

helping clientele in continuing education. Extension personnel cannot broaden an educational program with this dimension unless they develop this concept of the importance of continuing education for themselves and the clientele for whom they are responsible in extension program development. A continuing educational program for change and adjustment to problems in a given situation is a continuous process. Extension personnel need to develop a philosophy of the importance of continuing education for themselves as well as clientele if they are to perform adequately the specific competences of a program organizer for a home economist in extension.

Support of this concept for continued education are:

1. Extension philosophy and program trends have indicated that educational programs need to adjust, expand and shift in relation to the situation of society and the problems of clientele in this society. This means extension needs to provide an educational program that uses many university resources in disciplines and interdisciplines of fields of knowledge to help solve the socio-economic problems of clientele today. The need for efforts to provide a more comprehensive and broader educational program is expressed in the statements of extension scope reports, views by leaders and researchers in extension and in continuing education.
2. The study of inservice education for Cooperative Extension Service personnel revealed that some training had been provided through the years. But this training had emphasized specific curriculums in agriculture, home economics and extension methods. The findings of the study of inservice

education for Florida County Extension Home Economics Agents showed that the majority of agents received bachelor's degrees in fields of home economics education prior to 1946 and less than ten percent had received a master's degree since that time. The inservice education of these Florida agents had been in areas of specific extension home economics program responsibility, mainly home economics subject matter fields.

3. Findings from extension tenure data indicated that the majority of the extension personnel in this study at federal, state and county levels had been employed approximately twenty years and had been employed in their present position for approximately ten years. In general this tenure shows a trend that these personnel probably have not received additional training in the disciplines such as psychology, sociology, management and adult education that are considered most important for the development of a concept concerning continuing education.

(2) The idea of relationships and interrelationships within an extension program and among other educational programs is a concept that is vital to the development of the competences as a program organizer. This concept is essential to the use of community resources to conduct educational programs in a given geographic area. Relationships involve the purposes of agencies in understanding and using educational methods in working with people. In the past these educational methods have tended to emphasize a particular agencies purposes only. Relationships as in this concept emphasize the complexity of meshing individual agency, and group of agencies purposes without eliminating the uniqueness

of individual agency and group of agencies purposes. An aspect of this concept is communications within the extension service and among educational agencies. This communication aspect could be a concept in itself. But the intent of having a concept of relationships is to show the interrelatedness of all aspects of an educational program.

The major support of this relationship concept is provided from the analysis of the ratings of the competences as a program organizer by the selected leaders in extension and the evaluation of the competences for Florida agents and supervisors. These are:

1. The competences as a program organizer that almost one-fourth of the selected leaders in extension did not rate as most important were: specific aspects of relationships of the extension program to other educational programs; use of available resources; use of group dynamics methodology in working with people; use of resources not provided by extension personnel; the providing and sharing of information with other agencies; the coordinating of programs with other extension personnel; the making of detailed arrangements; and the involving of clientele and the sharing of evaluation findings.
2. Indications of weaknesses in competences as a program organizer for the statements about the relationships and coordination of educational efforts was further supported by the findings from the evaluation of the competences of a program organizer. The Florida County Extension Home Economics Agents and supervisors felt that Florida agents were most competent in functions of implementing a program and that agents were least competent in identifying, planning and evaluating a program. Apparently

the Florida personnel were so involved in the mechanics and actions skills of the program that they did not feel they possessed abilities in the less tangible areas of identifying, planning and evaluating which involve coordination and relationships with many resources. The implementation function can usually be done without working with people and/or agencies.

(3) The place of evaluation in program development is a concept that is specifically needed by home economists in Florida to strengthen and improve competences as program organizers. This is not a concept of evaluation in terms of facts, figures and statistics. It is a more abstract concept of evaluating as objectively as possible on a continuous basis results of the extension program in human motivation, decision making, problem solving and communications. Each of the four program development functions should receive almost equal emphasis for an effective educational program.

The evaluation concept is supported by the analysis of findings from the ratings of the selected leaders in extension and the evaluation of both groups of the Florida respondents. These are:

1. Almost one-fourth of the selected leaders in extension rated four of the six competences in Function D, Evaluating the Program, as most important.
2. Fifty percent of both groups of the Florida respondents did not evaluate at above an average level any of the six statements of competences in Function D, Evaluating the Program.

(4) A concept of the program development process and professional leadership role is indicated from the analysis of findings in this study. This concept encompasses a philosophy of the entire job of an extension

educator. Knowledge, skills and understandings included in this concept relate specifically to educator skills and abilities to organize, coordinate, manage, balance and take action in relation to the interrelatedness of the situation, resources, people and objectives of an educational program.

Support of this concept are:

1. Almost one-fourth of the leaders in extension rated approximately one-half of the statements of competences as most important.
2. Fourteen of the statements of competences (approximately one-half of the statements) were evaluated at an average level by the Florida County Extension Home Economics Agents and their respective supervisors.
3. The findings that over fifty percent of the Florida County Extension Home Economics Agents had probably not received undergraduate training in extension methods and had graduated before 1946 indicate Florida agents need training in program development and professional leadership.

Summary

The researcher from the analysis of findings in the review of literature, ratings of leaders in extension and evaluation of Florida personnel identified and stated four concepts as being needed for developing the competences of a home economist in extension as a program organizer. These concepts were: (1) continuing education to broaden an educational program, (2) relationships and interrelationships within an extension program and among other educational programs, (3) the place of evaluation in program development and (4) program

development process and professional leadership role.

In the analysis and development of this chapter, the researcher was aware that other extension educators might interpret and list the concepts differently. Rather than the four broad areas of concepts in continuing education, relationships, evaluation and program development terms such as concepts of management, communications, human relations, social sciences, professional education, guidance and counseling, adult education, decision making and scientific methods could be used. But the researcher believes that the findings in this study point out the need for broader concepts into which the above subconcepts that relate to various educational disciplines could be used in specific inservice education for home economists in extension. The need for continuing inservice education, rigorous and basic, to supplement, reinforce and relate academic work to the given situation is indicated in order to develop the concepts stated in this chapter.

CHAPTER VI

SUMMARY AND IMPLICATIONS

Summary

The need for a broader and more comprehensive extension educational program was brought about by social, economic and technological changes in society. The concerns of society for a broader educational program were expressed by leaders in extension, by educators and the public through local, state and federal governments in terms of continuing education. This continuing education approach emphasized the use and coordination of all available resources to help people solve problems. These problems were expressed as inadequate standards of living in our society because of poverty, unemployment and the lack of educational abilities for people to live effectively in their environment.

To improve and broaden educational programs, administrators in the Cooperative Extension Service recognized that many different skills and abilities are needed by home economists in extension for the successful carrying out of the total job of extension program development. These extension administrative leaders supported the need for inservice education as one means of helping personnel develop the needed competences to broaden educational programs. Extension training studies showed that most of the presently employed

extension personnel had graduated from college with a bachelor of science degree in agriculture or home economics from ten to twenty years ago. These findings showed that these personnel were prepared for rather narrow traditional type extension programs that provide mainly specific skills of farm and home production. The study of the academic training and inservice training of the Florida County Extension Home Economics Agents indicated that most of the Florida agents had not received the kind of training needed for the competences to broaden educational programs.

The review of literature indicated that, to meet the growing demands for a broader extension program, personnel had increasing need for the specific abilities as a program organizer and therefore needed to develop competences in this area. This study was concerned with one aspect of the overall area of the competences in extension program development needed by personnel to provide a broader extension program, namely competences as a program organizer. The competences as a program organizer are supportive of the responsibilities of a home economist in extension in program development. The specific skills and abilities of home economists in extension for using resources, arranging, coordinating, involving and working with others were defined as important aspects of the competences as a program organizer. Through the development of the specific skills and abilities of the competences as a program organizer the home economist in extension could be an effective liaison between clientele and their problems and the educational resources which might be brought to bear on these problems.

Competences as a program organizer was chosen from the total job of extension program development as the area to be studied because the entire field of competences for home economists was too large an area to cover in the study and because competences as a program organizer was an area of interest to the writer due to employment in extension programs in the state of Florida. The investigation of available resources revealed that research and studies in the area of program development were limited and more limited in relation to competences as a program organizer. The few studies about the competences as a program organizer for a home economist in extension supported the belief of the writer that the training of personnel in formal academic work and inservice education had not emphasized these competences.

The objectives of the study were:

1. To identify the competences for a home economist in extension as a program organizer that were considered essential by selected federal and state leaders within extension.
2. To develop an instrument to evaluate the competences of selected home economist in extension as a program organizer.
3. To identify and to state the concepts needed for developing the competences of a home economist in extension as a program organizer that could be used for planning inservice education.

A reviewing of the literature in the areas of extension education, inservice education and behavioral sciences revealed a background of supporting educational beliefs for the writer's belief that the competences as a program organizer was one of the important

groups of competences needed by home economist in extension. Extension philosophy and program trends showed that the major shift in emphasis in program trends has been from skills and practices in agriculture and home economics to a need for a problem solving approach that used all available educational disciplines to help cope with and solve such complex problems as poverty, unemployment and illiteracy. Various federal and state extension scope statements had attempted to spell out some broader agriculture and home economics responsibilities in extension. These efforts at a broader program emphasis were specifically strengthened by current trends in federal and state governments to provide continuing education as one means to help solve the socio-economic problems of poverty and unemployment.

Continuing education is a concentrated effort intended to mean a kind of education to assist people to live in their environment more effectively throughout life regardless of what educational discipline or resources would be needed in solving problems. Many questions are unanswered in the nation and in individual states as to how such a continuing education approach can be organized, conducted and financed. But whatever decisions are made on continuing education throughout the United States, leaders in the Cooperative Extension Service believe that extension personnel must improve their abilities to use all available resources to help clientele solve individual, family and community problems. These extension leaders recognized that to provide the educational program to solve various interrelated problems of clientele would necessitate changes in the training of extension

personnel in fields of specialization, educational methods and working relationships with other educational groups, agencies and resources. The review of the academic and inservice training of extension personnel in the nation and in Florida showed that most personnel were from fields of specialization in agriculture and home economics. A third of the extension field workers in the nation had completed academic work at the master's degree level and in Florida only ten percent of the field personnel included in this study had completed academic work at the master's degree level. A summary of information on inservice education for home economists in Florida from 1954 to 1964 revealed that these agents had not received inservice training in fields other than traditional extension home economics program areas and extension methods. Training was predominately in program implementation for the various home economics subject matter areas.

The reviewing of materials in the supporting educational beliefs chapter provided background information that was used to prepare the rating instrument and the evaluation instrument for the competences of a home economist in extension as a program organizer. The program development process in extension involves the total job responsibilities of determining the program and carrying out the program for a given group of clientele. The statements for the competences of a home economist in extension as a program organizer for the specific abilities and skills of managing, arranging, coordinating, expanding and involving were formulated in relation to the total job in extension program development. The job functions in the program development process for which statements of the competences as a

program organizer were developed were: (1) identifying the program, (2) planning the program, (3) implementing the program and (4) evaluating the program.

Statements within each of these functions were formulated for the competences as a program organizer. From these statements a rating instrument was prepared for selected state and federal leaders to rate their beliefs about the competences. The pretesting of the rating instrument was conducted with representative Oklahoma Extension Service personnel. Instruments were mailed to selected extension leaders in the ten states of Florida, Indiana, Iowa, Missouri, New York, North Carolina, Oregon, South Dakota, Virginia and Wisconsin and at the federal level in Washington, D.C. Sixty-four personnel were selected to respond to the rating instrument and fifty-eight of the instruments returned were useable for tabulation. The respondents rated their beliefs about the statements of competences as most important, important, could be important, not important and no comment.

The first objective of the study was to identify the competences for a home economist in extension as a program organizers that were considered essential by the selected state and federal leaders with extension. The analysis of the data from the rating instrument showed that the selected leaders believed the statements of competences of a home economist in extension as a program organizer were most important or important. The statements of competences rated as most important by almost one-fourth of the fifty-eight respondents were in skills and abilities relating to relationships, coordination, arrangements, sharing and use of resources that were especially vital for program

organizer competences. The additional competences and suggestions section further emphasized the beliefs of the respondents regarding the importance of and need for the competences of a home economist in extension as a program organizer.

The results of the rating instrument used in the first objective of the study lead to the conclusions:

1. That a review of literature revealed the need for the development of the statements for the competences of a home economist in extension as a program organizer.

2. That one way to formulate the statements of the competences of a home economist in extension as a program organizer could be in relation to the program development process in extension.

3. That the identified competences of a home economist in extension as a program organizer could be one of the kinds of abilities needed to broaden the educational program home economists in extension provide to clientele.

4. That the selected state and federal extension leaders could identify through the rating instrument that was developed their beliefs about the competences of a home economist in extension as a program organizer.

5. That the competences statements rated as most important by almost one-fourth of the respondents were in areas directly related to the program organizer abilities of arranging, organizing, coordinating, sharing and working with other educators in using available resources.

To develop the evaluation instrument the statements of

competences of a home economist in extension as a program organizer that were identified in the rating instrument as most important or important by the selected extension personnel were used. An evaluation scale with degrees from one to seven was used for each statement. One and two represented a low level of performance, three and four an average level of performance and five to seven a high level of performance. Pretesting of the evaluation instrument was conducted with representative Oklahoma Extension Service personnel. Fifty-two Florida County Extension Home Economics Agents were mailed the instruments and fifty-two useable instruments were returned. All Florida District Supervisors participated in the evaluation by evaluating their respective agents. An average evaluation score was computed for the performance on each statement of competence by combining the individual agent and the respective supervisor scores.

The analysis of the data from the evaluation instruments indicated that the statements could be one means of evaluating the competences of a program organizer by county personnel and their supervisors. Tabulations reflect the fact that seventy-five percent of the county respondents had been employed in their present position from one to ten years. The range of extension workers per county was from two through fourteen. These counties were more than seventy-five percent a combination of an urban and rural nonfarm population which means that only one-fourth of the state had a rural population. Of the agent respondents, only twenty-nine percent had attended a higher educational institution in Florida. Of the entire group of agents, forty-one percent had attended a state land-grant institution.

Thirty-two of the respondents received a bachelor's degree prior to 1946. Sixty-seven percent of the group had majored in undergraduate work in home economics education. These findings indicated that the majority of the Florida County Extension Home Economics Agents work in nonfarm areas, and had not received formal training in approximately twenty years.

The statements of competences evaluated by almost one-third of the agents and supervisors at the average performance level were in areas involving working relationships with clientele, other extension workers, and educators with other agencies. The Function C, Implementing the Program was rated highest by both groups of respondents. The lowest ratings by both groups of respondents were for the statements of competences in Function D, Evaluating the Program.

The second objective was to develop an instrument to evaluate the competences of selected home economists in extension as a program organizer. Results of the evaluation instrument used in the second objective of the study lead to conclusions:

1. That the evaluation instrument that was developed could be one means of measuring the degree or level of performance on the competences statements according to the beliefs of county personnel and supervisors in Florida.
2. That the Florida personnel in the study had more weaknesses in the competences listed in Function D, Evaluating the Program.
3. That the Florida personnel in the study felt more competent in the competences listed in Function C, Implementing the Program.

4. That the competences statements evaluated by almost one-third of both groups of the respondents at the average level on the performance scale were all competences related to weaknesses in program organizer skills and abilities.

The identifying and the stating of concepts that were inherent in the competences of a home economist in extension as a program organizer for use in planning inservice education was the third objective of the study. Results of the analysis of the findings in the reviews of literature and inservice education, the ratings of state and federal leaders and the evaluation of Florida personnel lead to the conclusion that one type of classification of broad concepts as a base for extension inservice education to strengthen the competences of a program organizer could be listed as follows: (1) continuing education to broaden an extension educational program, (2) relationships and interrelationships within an extension program and among other educational programs, (3) the place of evaluation in program development and (4) program development process and professional leadership role.

Implications for Additional Research

The study was exploratory in nature and concerned with the identification of the concepts for the competences of a program organizer needed by a home economist in extension to broaden and improve educational programs for clientele. Therefore, findings provide some implications that further research is needed in this area. Some implications considered by the writer as being most logical and

pertinent for the immediate future were:

1. The development of an extension inservice educational program for the concepts stated in this study and an evaluation of the program based on the improvement of the competences of home economists in extension as program organizers.
2. A study of the competences as a program organizer with Florida home economists in extension who have graduated within the past five years or who have received recent academic training to compare the ratings of these agents with the ratings of agents who have been employed more than five years and have not received recent academic training.
3. Further study with home economists in extension in other states to compare the ratings of one state with another and to validate the evaluation instrument for the competences of a program organizer.

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APPENDIX A



UNIVERSITY OF FLORIDA
INSTITUTE OF FOOD AND AGRICULTURAL SCIENCES

COLLEGE OF AGRICULTURE AGRICULTURAL EXPERIMENT STATIONS AGRICULTURAL EXTENSION SERVICE SCHOOL OF FORESTRY

FLORIDA AGRICULTURAL EXTENSION SERVICE

REPLY TO: Gainesville, Florida 32603

June 1, 1965

Dr. Raymond C. Scott
Assistant Administrator - Programs
Federal Extension Service, USDA
Washington, D. C. 20250

Dear Ray:

Miss Ann Thompson of our State Home Economics staff is studying toward an advanced degree at Oklahoma State University. For her dissertation she needs the assistance of you and some of your personnel.

Enclosed are copies of a letter from Miss Thompson and an instrument for your personnel who have been selected to respond to the instrument. I hope you and the personnel named will participate in the study. Return the instruments directly to Miss Thompson in Oklahoma by June 15, 1965.

I know Miss Thompson will appreciate your assistance. I, too, thank you for assisting with the study.

Sincerely yours,

M. O. Watkins
M. O. WATKINS
Director

sm

cc: Miss Ann Thompson

Enclosures (2)

224 North West, Apt. 21
Scholars Inn
Stillwater, Oklahoma
June 1, 1965

Dear

I am an Extension worker from Florida studying at Oklahoma State University for an advanced degree. The research I am conducting under the direction of Dr. June Cozine is entitled "Identification, Evaluation and Development of Concepts for Competences of Home Economists in Extension As A Program Organizer."

Your assistance is needed with part of this study. Ten states with personnel representing five positions in each of the states and representatives of the Federal Extension Service have been selected to rate the competences of home economists in extension as a program organizer on the attached instrument.

The statements of competences of home economists in extension as a program organizer listed in the instrument were formulated from:

1. A review of the literature on the educational function of extension in continuing education.
2. A review of extension research and materials in program development and inservice education.
3. A review of extension job descriptions, standards of performance and performance schedules.

Please return the instrument to me by June 15, 1965. After the instruments are analyzed, findings will be used to evaluate the present level of competences of home economics extension personnel in Florida. Findings from the evaluation will be used for developing concepts to use in planning inservice education. It is hoped that the study will provide some information needed to assist in improving extension educational programs for clientele.

Thank you for participating.

Sincerely yours,

Ann Thompson

June 1, 1965

RATING INSTRUMENT

**THE COMPETENCES OF HOME ECONOMISTS IN EXTENSION
AS A PROGRAM ORGANIZER**

(Explanation)

For the purpose of this study competences as a program organizer are defined as one of the capabilities needed by home economists in extension. Program organizer abilities are supportive of home economists functions in extension program development.

The program development process in extension involves determining the program and carrying out the program. Home economists in extension initiate and conduct problem solving procedures with clientele to determine the situation, problems and objectives of the program; plan the content to assist in solving the identified problems; and implement and evaluate the program. Job functions in the program development process are:

- A. Identifying the program
- B. Planning the program
- C. Implementing the program
- D. Evaluating the program

The competences as a program organizer imply concepts, skills and values involved in identifying, planning, implementing, and evaluating an extension program. The skills of arranging, coordinating and expanding an informal education program are important aspects of the competences as a program organizer.

Three kinds of information are requested from you in the instrument. These are:

- Section I General Information
- Section II Rating of Competences
- Section III Additional Competences and Suggestions

Please return the instrument in the enclosed envelope to Ann Thompson, 224 North West, Apartment 21, Scholars Inn, Stillwater, Oklahoma by June 15, 1965.

June 1, 1965

Section I - GENERAL INFORMATION

Fill in the general information blanks concerning your work in extension.

State _____
(Name of State) (Your Title)

or

Federal _____
(Your Position)Number of years in Extension _____ Number of years in your present
position _____**Section II - RATING OF THE COMPETENCES OF HOME ECONOMISTS IN EXTENSION AS A
PROGRAM ORGANIZER**

In the rating of beliefs regarding each competence please rate in view of what you consider to be important as desirable competences for home economists in extension as a program organizer. Place a check (✓) in only one column for each of the statements of competences. The competences are grouped by the four job functions: A. Identifying the program, B. Planning the program, C. Implementing the program, and D. Evaluating the program.

Statements of CompetencesRating of Beliefs Regarding Each Competence

A. Home Economists in extension in identifying the program:	Most Important	Important	Could be Important	Not Important	No Comment
(1) Know the local situation and relate it to the area, state and national situation.					
(2) Involve and assist clientele in collecting facts, analyzing the situation and identifying the problems and goals or overall objectives for the program.					
(3) Cooperate with all extension personnel in coordinating the total extension program.					
(4) Consider the relationship of the extension program to other educational programs available to clientele.					

- 2 -

Statements of CompetencesRating of Beliefs Regarding Each Competence

	Most Important	Important	Could be Important	Not Important	No Comment
(5) Base the program identifying process on the problem solving approach to program development.					
(6) Use available extension materials and resources in program development.					
(7) Understand and use group dynamics methodology in working with clientele in identifying the program.					
B. Home Economists in extension in planning the program:					
(1) Interpret the situations, problems and goals or overall objectives identifying the program into more specific objectives.					
(2) Seek the best possible resources, materials, people, educational methods and techniques to assist in solving the problems as stated in the objectives.					
(3) Assume major responsibility for the content for which they or other extension personnel are trained.					
(4) Seek to provide needed resources that are not provided by extension personnel.					
(5) Interpret extension objectives and the needs of clientele to resource personnel.					

- 3 -

Statements of CompetencesRating of Beliefs Regarding Each Competence

	Most Important	Important	Could be Important	Not Important	No Comment
(6) Provide other agencies information available from extension that will help these agencies work with clientele.					
(7) Determine the program in coordination with all extension personnel responsible for work in the given geographic area.					
(8) Prepare a program plan of work (long range and annual) according to extension policies and program development procedures.					
(9) Recognize the importance and the relationship of clientele needs, content and learning theory in developing an effective program.					
C. Home Economists in extension in implementing the program:					
(1) Make detail arrangements and plans for various segments of the program.					
(2) Make adjustments in the program as needed.					
(3) Coordinate final specific schedules with clientele and other extension personnel concerned.					
(4) Give special coordination attention to arrangements for program segments carried out in cooperation with other educational agencies.					

- 4 -

Statements of CompetencesRating of Beliefs Regarding Each Competence

	Most Important	Important	Could be Important	Not Important	No Comment
(5) Allocate time, energy and resources to implement the program with consideration for emergencies; but give priority to the determined program.					
D. Home Economics in extension in evaluating the program:					
(1) Establish and organize evaluative criteria in relation to objectives.					
(2) Involve clientele and extension personnel in evaluating for the purpose of total extension program improvement.					
(3) Share evaluation findings that are applicable with other educational agencies.					
(4) Arrange for special evaluative assistance when needed.					
(5) Use evaluation to adjust, leave out, change and expand the program as stated in both the long range and annual program plan of work.					
(6) Use evaluation as a tool to assist with making monthly and annual reports and other requested reports.					

Section III - ADDITIONAL COMPETENCES AND SUGGESTIONS

Write in additional competences as a program organizer that you believe are needed in any of the four job functions. Also make suggestions and comments concerning the competences as related to the improvement of extension programs.

Additional CompetencesSuggestions and Comments

APPENDIX B



DIVISION OF AGRICULTURE

BOX 1008
STILLWATER

COOPERATIVE EXTENSION SERVICE

OKLAHOMA STATE UNIVERSITY

July 14, 1965

To: County Extension Personnel

Dear Co-Worker:

Miss Ann Thompson, Extension Home Economist, Florida, is studying toward a doctor's degree in Home Economics Education at Oklahoma State University. She would like to pre-test the instrument for her research study with some county home economists in Oklahoma.

Dr. Evans has granted permission for this instrument to be mailed to you, also your District Home Demonstration Agent and your District Supervisor know that you are being contacted. We hope you will find it convenient to participate in the pre-test program.

Miss Thompson will provide instructions and appropriate information to guide you in this undertaking.

Your cooperation in completing the pre-test on the time scheduled will be appreciated by Miss Thompson and by Oklahoma Extension Service.

Most sincerely,

Grace L. Spivey
State Home Demonstration Agent

GLS:jsm

FLORIDA AGRICULTURAL EXTENSION SERVICE
UNIVERSITY OF FLORIDA
INSTITUTE OF FOOD AND AGRICULTURAL SCIENCES

COLLEGE OF AGRICULTURE AGRICULTURAL EXTENSION SERVICE AGRICULTURAL EXPERIMENT STATIONS SCHOOL OF FORESTRY

FLORIDA AGRICULTURAL EXTENSION SERVICE
REPLY TO: Gainesville, Florida 32603
August 26, 1965

Dear County Extension Home Economics Agents:

As you know, Miss Ann Thompson returned to work with the Florida Agricultural Extension Service August 16. To complete her thesis for an advanced degree at Oklahoma State University, she needs your help.

Enclosed are copies of a letter and an instrument for you from Ann. I hope you will participate in the study and return the instrument by the requested date.

The evaluation findings will only be used for the purpose of the study's objectives in developing concepts for planning in-service education.

Your cooperation in this request will be appreciated by Miss Thompson. It will also be valuable to the Florida Agricultural Extension Service in determining training needs.

Sincerely yours,

M. O. Watkins
M. O. WATKINS
Director

ama

Enclosures

cc: Dr. Betty Jean Brannan
All District Agents
All District Extension Home Economics Agents
Dr. J. N. Busby
Mr. F. E. Myers
Dr. Emily King
Dr. Alto Straughn

Florida State University
Tallahassee, Florida
September 1, 1965

Dear County Extension Home Economics Agents:

I'm back, but not finished with my thesis. I need your help in doing part of my study. The research I am conducting under the direction of Dr. June Cozine at Oklahoma State University is entitled "Identification, Evaluation and Development of Concepts for Competences of Home Economists in Extension As A Program Organizer."

Your assistance is needed as one of the means of evaluating the competences of home economists in extension as a program organizer that are given in the attached instrument. The statements of competences of home economists in extension as a program organizer listed in the instrument were formulated from:

1. A review of literature on the educational function of extension in continuing education.
2. A review of extension research and materials in program development and in-service education.
3. A review of extension job descriptions, standards of performance schedules.

Selected state and federal extension personnel have rated the statements of competences as being important for home economists in extension.

Please return the instrument to me by September 10, 1965.

Findings from the evaluations made in the study will be used for developing concepts to use in planning in-service education. It is hoped that the study will provide information needed to improve extension educational programs for clientele.

Thank you for participating.

Sincerely yours,

Ann Thompson
ANN THOMPSON

cc: Dr. Marshall O. Watkins
Dr. Betty Jean Brannan
All District Agents
All District Extension Home Economics Agents

September 1, 1965

EVALUATION INSTRUMENT

THE COMPETENCES OF HOME ECONOMISTS IN EXTENSION
AS A PROGRAM ORGANIZER

(Explanation)

For the purpose of this study competences as a program organizer are defined as one of the capabilities needed by home economists in extension. Program organizer abilities are supportive of home economists functions in extension program development.

The program development process in extension involves determining the program and carrying out the program. Home economists in extension initiate and conduct problem solving procedures with clientele to determine the situation, problems, and objectives of the program; plan the content to assist in solving the identified problems; and implement and evaluate the program. Job functions in the program development process are:

- A. Identifying the program
- B. Planning the program
- C. Implementing the program
- D. Evaluating the program

The competences as a program organizer imply concepts, skills and values involved in identifying, planning, implementing, and evaluating an extension program. The skills of managing, arranging, coordinating and expanding an informal education program are important aspects of the competences as a program organizer.

Three kinds of information are requested from you in the instrument. These are:

- Section I General Information
- Section II Evaluation of Competences
- Section III Suggestions

Please return the completed instrument to Ann Thompson, State Office of Extension Home Economics Programs, Home Economics Building, Florida State University, Tallahassee, Florida 32306, by September 10, 1965.

Section I - GENERAL INFORMATION

Fill in the general information blanks concerning your work in extension.

County _____

Number of years in Extension _____ Number of years in your present position _____

Number of Extension workers in your county _____
(Both Men and Women)

Percent of your county considered:

Urban _____
Rural non-farm _____
Farm _____

Name of the higher education institution you attended _____

State _____

Year you received your Bachelor's degree _____

What was your major area of home economics study in college? _____
(Example: edu-

cation or a subject matter area as clothing, etc.)

Section II - EVALUATION OF THE COMPETENCES OF HOME ECONOMISTS IN EXTENSION AS A PROGRAM ORGANIZER

In the evaluation section please check your beliefs regarding each competence in view of what you consider to be your present performance and your needs for in-service education to improve your performance in providing an educational program for Extension clientele.

In the section place a check (✓) in:

- 1 if you believe that your performance is absent or not acceptable.
- 2 if you believe that your performance is below a desired standard
- 3 if you believe that your performance is acceptable but could be improved
- 4 if you believe your performance is average and acceptable but not outstanding

- 5 if you believe your performance is above average
- 6 if you believe your performance is outstanding
- 7 if you believe your performance is very outstanding

The competences are grouped by the four job functions: A. Identifying the program, B. Planning the program, C. Implementing the program, and D. Evaluating the program.

Statements of Competences

Evaluation Regarding Each Competence

A. As a home economist in extension in identifying the program I:	1	2	3	4	5	6	7
(1) Know the local situation and relate it to the area, state and national situation.							
(2) Involve and assist clientele in collecting facts, analyzing the situation and identifying the problems and goals or overall objectives for the program.							
(3) Cooperate with extension personnel concerned in coordinating the total extension program.							
(4) Consider the relationship of the extension program to other educational programs available to clientele.							
(5) Base the program identifying process on the problem solving approach to program development.							
(6) Use available extension materials and resources in program development.							

- 3 -

Statements of CompetencesEvaluation Regarding Each Competence

	1	2	3	4	5	6	7
(7) Understand and use group dynamics methodology in working with clientele in identifying the program.							
B. As a home economist in extension in planning the program I:							
(1) Interpret the situations, problems and goals or overall objectives identifying the program into more specific objectives.							
(2) Seek the best possible resources, materials, people, educational methods and techniques to assist in solving the problems as stated in the objectives.							
(3) Assume major responsibility for the teaching or educational content for which I or other extension personnel are trained.							
(4) Seek to provide needed resources that are not provided by extension personnel.							
(5) Interpret extension objectives and the needs of clientele to resource personnel.							
(6) Provide other agencies information available from extension that will help these agencies work with clientele.							

- 4 -

Statements of CompetencesEvaluation Regarding Each Competence

	1	2	3	4	5	6	7
(7) Determine the program in coordination with extension personnel responsible for work in the given geographic area.							
(8) Prepare a program plan of work (long range and annual) according to extension policies and program development procedures.							
(9) Recognize the importance and the relationship of clientele needs, content and learning theory in developing an effective program.							
C. As a home economist in extension in implementing the program I:							
(1) Make detail arrangements and plans for various segments of the program.							
(2) Make adjustments in the program as needed.							
(3) Coordinate final specific schedules with clientele and other extension personnel concerned.							
(4) Give special coordination attention to arrangements for program segments carried out in cooperation with other educational agencies.							

- 5 -

Statements of CompetencesEvaluation Regarding Each Competence

	1	2	3	4	5	6	7
(5) Allocate time, energy and resource to implement the program with consideration for emergencies; but give priority to the determined program.							
D. As a home economist in extension in evaluating the program I:							
(1) Establish and organize evaluative criteria in relation to objectives.							
(2) Involve clientele and extension personnel in evaluating for the purpose of total extension program improvement.							
(3) Share evaluation findings that are applicable with other educational agencies.							
(4) Arrange for special evaluative assistance when needed.							
(5) Use evaluation to adjust, leave out, change and expand the program as stated in both the long range and annual program plan of work.							
(6) Use evaluation as a tool to assist with making monthly and annual reports and other requested reports.							

Section III - SUGGESTIONS

Write in any suggestions and comments concerning the competences as related to the improvement of extension programs. Continue on back of page if more space is needed.

September 20, 1965

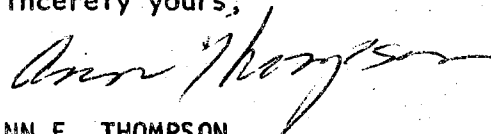
Dear

My records show that I have not received an evaluation instrument from you. In case you have misplaced the one sent originally, enclosed is a copy of the instrument and letters from Dr. Watkins and me about it.

I will appreciate your returning the completed instrument to me as soon as you can, as I cannot get started on the thesis writing until I get the instruments all in.

Thanks a lot.

Sincerely yours,



ANN E. THOMPSON
Assistant Home Economist, Programs

AET:ars

VITA

Ann Elizabeth Thompson

Candidate for the Degree of

Doctor of Education

Thesis: IDENTIFICATION AND EVALUATION OF CONCEPTS FOR COMPETENCES OF HOME ECONOMIST IN EXTENSION AS A PROGRAM ORGANIZER

Major Field: Home Economics Education

Biographical:

Personal Data: Born in Daviston, Alabama, February 22, 1932, the daughter of Joe B. and Elizabeth G. Thompson.

Education: Graduated from Alabama Polytechnic Institute with a Bachelor of Science degree in Home Economics in 1954; received the Master of Education in Adult Education from the University of Maryland in 1957; completed requirements for the Doctor of Education degree in May, 1967.

Professional experience: County Home Demonstration work in Alabama, 1954-1956; National 4-H Club Fellowship Study in Washington, D.C., 1956-1957; State Extension staff positions in 4-H Club programs and home economics program development in Florida, 1957-1963; Graduate assistant in Home Economics Education Research, Oklahoma State University, 1964-1965. State Extension staff position in Home Economics in Florida, 1965-1967.

Professional organizations: American Home Economics Association, Florida Home Economics Association, National Adult Education Association, Florida Adult Education Association, American Association of University Women, Pilot Club, Phi Kappa Phi, Omicron Nu.