

A STUDY OF FACTORS ASSOCIATED WITH THE EASE OF  
DOING CERTAIN EXTENSION TASKS

by

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A MASTER'S THESIS

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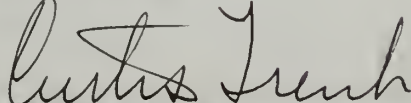
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The author was married to Wanda Geering of Lincoln, Kansas, in April, 1950. The family now includes Carolyn, age 8, Robert, age 5 and Myrna, age 4.

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## CHAPTER I

### INTRODUCTION

#### Purpose

The purpose of this study was to describe and analyze some of the factors associated with the ease of doing certain extension tasks.

Various studies have been made of the need for induction training and of its effect in industry. The organizations that have adopted the practice of induction training have derived many benefits from it. This study will not deal with the need for induction training except for a short discussion on how this need influenced the beginning of the Kansas State Extension Service's induction training program.

Originally it was planned to study the effects of induction training on ease of doing certain Extension tasks. It soon became apparent that factors other than induction training might be associated with the ease of doing some of these tasks. The emphasis of the study was then changed to cover some of these factors. Specifically the purposes of this study were:

1. To describe the induction training program in use in Kansas.
2. To identify and analyze some of the factors associated with the performance of various extension tasks, with major emphasis on induction training.

## Background

An induction training program was initiated in the Kansas Extension Service during 1940, but was interrupted by the war and the after effects of the war. The program drifted along after World War Two until 1958, when the present administration determined there was a definite need for induction training. A high rate of turnover and lack of experience was stated as the result of not having such a program. An excessive number of in-service training meetings was another effect of insufficient induction training.<sup>1</sup>

The foundation for the present induction training program was laid in 1958. This plan reinforced the training program by centralizing and coordinating administration of the program in the office of Assistant Director for Programs and Training and also distributing the responsibility for training among the State Leaders, Subject Matter Specialists, and the District Agents.<sup>2</sup>

The purposes of the program as prescribed at that time were:

1. To raise the competence of the new worker to a productive level as rapidly as possible.
2. To develop a favorable attitude in the trainee toward the profession and toward the staff.
3. To provide opportunity for the new worker to appraise extension work as a career.

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<sup>1</sup>Annual Report of Program Planning, Training and Studies, Project 30, Dec. 1, 1957 to Nov. 30, 1958. Kansas State College of Agriculture and Applied Science, Division of College Extension, Manhattan, Kansas, p. 12.

<sup>2</sup>Ibid., p. 13.



4. To provide extension administration a more complete evaluation of the candidate's aptitudes and potential capabilities.<sup>1</sup>

There was no mention of lessening turnover or inservice training meetings made in these purposes. A standard system for training new County Agents became effective July 1, 1958. Three methods were to be used to train new agents. First, field experience; second, classroom and laboratory study; and third, periodic examinations. There were five units to this system, each one week in length. The information in the units included:

1. An Introduction or Orientation to the Extension Service.
2. Basic and Written Communications.
3. Oral, Visual, Radio and T. V. Communications.
4. Practical Subject Matter in Agriculture and Home Economics.
5. County Organization, County Office Management, Program Development, Public Relations, and Club Work.

About equal time was allocated to each of the last three items.<sup>2</sup>

The program was improved as the need for improvement was demonstrated. Seventeen training assistantships were established with well qualified trainer agents.<sup>3</sup> Men agents were to spend eight months with the trainer agent, but were to complete a full year as an assistant agent before being employed as a County Agricultural Agent.

Home Economics Agents received the one week orientation and the four

<sup>1</sup>Induction Training For Beginning Extension Agents, Extension Service, Kansas State University, L 7483 d. (Multilith)

<sup>2</sup>Ibid., p. 16.

<sup>3</sup>Annual Report of Program Planning, Training and Studies, Project 30, Dec. 1, 1958 to Nov. 30, 1959. Kansas State College of Agriculture and Applied Science, Division of College Extension, Manhattan, Kansas, p. 12.

weeks of communication and subject matter training. If a Kansas State graduate, the Home Economics Agent spent four weeks in training. If not a Kansas State graduate, she spent six weeks in training. The 4-H Club Agent had training similar to the County Agent, but was required to spend only four weeks in training.

Originally, orientation training was given the first week of each month, with the other induction schools being held every other month. In 1961, the induction schools were conducted in January, March, May and September.<sup>1</sup> By November 30, 1961, eighty agents had completed the training and 63 were still on the payroll.<sup>2</sup>

#### Definitions of Concepts

Definitions of certain concepts pertaining to the study are defined below:

**Ease:** Webster defines ease as freedom from difficulty, pain, trouble or annoyance. For use in this study, ease was measured in terms of how much difficulty agents felt they had with certain tasks. It was further measured by the speed with which the new agent felt he could assume his new duties and to some extent, it was assumed, by a smaller turnover in personnel.

**Induction Training:** The act by which an individual is introduced into an office or organization. The training will vary in length, depending

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<sup>1</sup>Annual Report of Program Planning, Training, and Studies, Project 30, Dec. 1, 1960 to Nov. 30, 1961. Kansas State College of Agriculture and Applied Science, Division of College Extension, Manhattan, Kansas, p. 73.

<sup>2</sup>Ibid., p. 71.



upon the organization and its induction training program. In this study, induction training is conducted during the first year on the job.

**Tasks:** Specific jobs or work activities performed by Extension Agents within the broader competency areas.

**Induction Process:** Experiences of extension workers related to the work situation during the first year of Extension employment.

### Statement of the Problem

This study was an attempt to evaluate, to some degree, the Extension Agent induction training program now in use in Kansas. After four years of operation, it would appear an examination of the program would be appropriate. Is it easier to do a specific task after induction training? Has the program been effective in starting new employees on the job? What are the strong and weak points of the program?

In many cases, time and experience usually will bring improvement in an educational program. If this fact is true in the Kansas Induction Training Program, then this information should be available to the Programs and Training Staff. A study of the effectiveness of the program may show weaknesses which can be corrected. Is the need for emphasis on the same subjects now as it was when the program was started? A more thorough understanding of the induction training needs of Extension Agents is needed. By studying the effect of the present program on the ease of doing different tasks, a more effective understanding of the entire induction program may be achieved. A summary of personnel requirements in all states, released



by the Division of Extension Research and Training,<sup>1</sup> points out that turnover is greatest during early years of employment. The peak period of resignation is after two and three years tenure. These resignations and creation of new positions will place a great load on any induction training program. The effectiveness of the Extension program will depend a great deal upon the professional preparation of the Extension workers who will do the job. The program of induction training should be evaluated periodically in order to answer these questions.

#### Need for the Study

As far as can be determined, no study of the ease with which induction trained extension agents accomplish their work has been undertaken. Results presented in studies conducted in industry have shown considerable benefits from induction training.<sup>2</sup> In industry, these benefits can be measured by increases in production, a decrease in accidents, and a decrease in the turnover in company personnel. A comparatively small amount of time spent with the new employee has saved money and lives in those businesses that practice induction training. Although an employee may come from a job that is essentially the same as the new one, he should be introduced to the other employees with whom he will work. Also, he should be acquainted with the equipment he will handle, even if it is quite similar to his old equipment.

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<sup>1</sup>Division of Extension Research and Training, "Our Personnel Requirements and In-Service Training Program," Packet ER&T-315 (11-56) USDA Extension Service, Washington, D. C.

<sup>2</sup>Frank DePhillips, William M. Berliner, and James J. Gubben, Management of Training Programs. (Homewood, Ill.: Richard M. Irwin, Inc., 1960), p. 107.

Coffindaffer states that 90 percent of the agents in West Virginia responded favorably to the need for training new agents.<sup>1</sup> If these agents are given induction training, then it would appear an analysis should be made of the benefits this training brings to the trainee and to the organization. The agents have been asked what subject matter should be added or deleted from the training program, but no association between those with induction training and those without this training has been made.<sup>2</sup>

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<sup>1</sup>Billy L. Coffindaffer, "Experiences of Beginning Cooperative Extension Agents and Their Implications for an Induction Training Program," (Unpublished Ph.D. Thesis, University of Wisconsin, 1961), p. 94.

<sup>2</sup>Annual Report of Program Planning, Training, and Studies, Project 30, Dec. 1, 1958 to Nov. 30, 1959. Kansas State College of Agriculture and Applied Science, Division of College Extension, Manhattan, Kansas, p. 71.

## CHAPTER II

### REVIEW OF LITERATURE

#### Background

The basic outline for this study was developed over a four month period and consisted primarily of a review and analysis of available literature pertaining to induction training. Since very little, if any, work had been done in the field of Extension, this review was confined, primarily to literature relating to induction training in industry.

The primary purpose of the study, as originally planned, was to compare ease of doing a task by induction trained extension agents with those agents who had no induction training. It soon became apparent that there were other variables that should be taken into account.

In the process of studying these variables, the study began to change more towards factors associated with the ease of doing certain extension tasks. It was felt that induction training would be the most important factor associated with the ease of doing these tasks. Thus, the focus of the study was on the evaluation of the Kansas Induction Training Program.

#### The Concept of Training

Labor and management have been on opposite sides of the table, each trying to outguess the other.<sup>1</sup> Although the Extension Service is considerably

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<sup>1</sup>Roy M. Bellows, Psychology of Personnel in Business, (Englewood Cliffs, N. J.: Prentice Hall, Inc., 1961), p. 3.



different than an industrial organization, there appears to be enough similarity between the two to assume they each have common problems in training. Both are interested in increasing production, services, and efficiency for the profit of all concerned. Training differs from education in that it has a more immediate and definite purpose.

Simple rules of training include: training the trainer, motivating the trainee and selecting the trainees so they have greater probability of success. Training, as any personnel endeavor, must be evaluated in terms of money derived from it as compared to the cost.<sup>1</sup> In Extension, this benefit can be determined partially by evaluating the induction training program. Items such as ease of doing the various tasks after induction training, turnover of personnel, and the time saved in doing a task after going through the induction training process are ways of measuring the benefits derived from an extension induction training program.

#### Studies Related to Induction Training

A good induction training program will influence better workers to apply for the jobs available. If an organization is not thought of favorably few of the better workers will apply for work.<sup>2</sup> This training plan may include employee counseling with a view to controlling avoidable turnover. Also it could use a merit rating as a basis for training and improvement of personnel.

Business and Extension are interested in economy of training. To neglect important rules for economy in training is to throw at least part

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<sup>1</sup>Ibid., p. 305.

<sup>2</sup>Ibid., p. 308.

of training budgets away. A few general rules for economy of training are included in this study.<sup>1</sup>

1. Plan in terms of individual differences among trainees. Greater differences exist in trainees than is usually evident to those who plan training programs. Dividing the trainees into groups based upon attained knowledge and basic skills would be one method to use to overcome the individual differences.
2. Plan regular training intervals. Usually spaced practice or training periods are more effective than those crowded close together. The economy realized from distributing practice has been known since the time of Ebbinghaus and has been verified through a number of studies of various learning situations since that time.
3. Overtrain the trainees. Experience and experiment have proven that skills and knowledges once learned are soon lost. College students lose more than two-thirds of what they have learned in a course within two years. Workers should be trained to a standard of proficiency higher than that deemed necessary to overcome this fact. Periodic retraining is another method of overcoming this loss of learning.
4. Train the trainer. Trainers should know their subject and know how to instruct others. Frequently, however, procedures for selecting and qualifying instructors are notably lacking in most organizations. In one study,<sup>2</sup> trainers were given but eight hours

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<sup>1</sup>Ibid., p. 311-315.

<sup>2</sup>Ibid., p. 314.



special training in methods and procedures that would tend to further a more favorable attitude on the part of the trainee. The results showed a 50 per cent increase in production by the trainees after the trainer had been given general instruction. When more specialized training was given to the trainer the results were even better.

5. Motivate the trainee. The trainee is much more likely to learn rapidly if there is a goal to be achieved in learning. Working with knowledge of results is one phase of incentive or motivation.

#### Evaluation of Induction Training

Training effectiveness can be improved only through critical evaluation. Before and after measures may be helpful in evaluating different methods of training.<sup>1</sup> Several basic principles used in evaluation of training programs are:

1. Programs based upon specific needs can be most easily evaluated. Training in waste and accident reduction, manipulative skills, rate of production and the like can be more easily measured than the training which is designed to bring about attitude change.
2. It is difficult to evaluate long-range training programs. It is wise to separate a program into short units, each of which can then be evaluated right after completion.
3. It is desirable to establish control groups to make training evaluation significant. These establish a basis for comparison. Comparisons often are more easily understood than abstract impressions.
4. Variables should be isolated and taken into consideration. Provision should be made for controlling as many factors as possible so that the evaluation may be as accurate as possible.

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<sup>1</sup>Ibid., p. 318.



5. Evaluation requires a clear-cut operational definition of the conditions, the methods, the programs and the purposes of a training activity. Generalization or a generalized approach to evaluation makes it very difficult to place any measurement of worth on the program or the results.
6. Evaluation may be an informal activity. It is wrong to assume that the evaluation process must always be formally organized and expressed in mathematical terms.
7. Provision should be made for evaluation during the planning stages of training programs. Preparation for evaluation can be much more adequate and pertinent if it is incorporated into the planning of the entire training program.
8. Evaluation should be continuous, systematic, and comprehensive. A training program may be evaluated while it is in operation as well as at its conclusion.
9. Results of the evaluation should be expressed in terms that are understandable to those involved, for the greatest value is achieved when those who are closely connected with a training program become fully aware of the meaning of the results.<sup>1</sup>

Systematically developed checklists can provide a tool for use in evaluating the many aspects of a training program. Such a tool can spot critical areas that need attention. Any type of training program should consider knowledge, skills and attitudes required. This and similar studies are needed then, to determine the benefits accrued from the Extension Induction Training Program.

#### Objectives of Induction Training

The overall objective of any induction training program is to get the employee to the highest point of production in the least amount of time.<sup>2</sup>

"We must provide the information and opportunities needed to help new

<sup>1</sup>Ibid., p. 321.

<sup>2</sup>Induction Training for County Extension Agents, Recommendations of the National Task Force on Cooperative Extension Inservice Training, p. 2.

employees to become satisfactorily adjusted in their work."<sup>1</sup> The usual education provides a good foundation for a job. But special skills and knowledge are needed on most jobs to become proficient.<sup>2</sup>

The National Task Force on Extension Inservice Training lists the following objectives of induction training to help the new agent:

1. Get a correct concept of the nature, purpose, and scope of the Cooperative Extension Service.
2. Develop an understanding of his functions and his role as an employee of the Cooperative Extension Service.
3. Obtain the knowledge and skills necessary to do his work in an efficient and effective manner.
4. Develop a "feeling of belonging" to an important educational organization.
5. Understand and appreciate the relationships of 4-H Club work, home economics, and agriculture to a total extension program.
6. Understand what constitutes a successful extension agent and how he meets the standard.<sup>3</sup>

It has been determined that some sort of induction training program must be used if the new worker is to be put to work as rapidly and efficiently as possible. To produce a satisfied, productive employee, the organization takes at least three steps.

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<sup>1</sup>Robert Clothier, Walter Scott, William Spriegel, Personnel Management, (New York: McGraw, Hill Book Co., Inc., 1949), p. 281.

<sup>2</sup>Dale Yoder, Personnel Management and Industrial Relationships, (Englewood Cliffs, N. J.: Prentice Hall, Inc., 1956) p. 279.

<sup>3</sup>Induction Training for County Extension Agents, Recommendations of the National Task Force on Cooperative Extension Inservice Training, p. 2.



1. To define the terms of the employment.
2. To acquaint the employee in detail with the requirements of the job.
3. To strive to engender in the employee confidence in the company and a confidence in his ability to do the job.<sup>1</sup>

Although this is where the induction training begins it cannot end here. Constant changes in technologies and processes make training a continuous process. The induction procedure starts during the hiring process but is entirely different from formal induction training.

Some recommended steps for a good induction program are:

1. Conduct an initial get acquainted interview.
2. Give employee information about the organization.
3. Provide him information about his work.
4. Introduce him to others.
5. Help him to adjust to the job.<sup>2</sup>

Virtually every new employee wants to succeed in his job. In order to do this rapidly, he must be exposed to a favorable concept of his employment. He will want to learn the fine points necessary to his particular job and thus be able to carry out his mission. His first impressions will no doubt go a long way in creating a professional pride in his work. These first impressions must be favorable to extract the best of the new employee's ability. The worker must be started the right way on a job. It is much easier than trying to correct a method that has been

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<sup>1</sup>Clothier, op. cit., p. 281.

<sup>2</sup>R. W. Kleemeir and W. E. Parker, Human Relations in Supervision, (New York: McCraw Hill Book Co., 1951), p. 181.



learned wrong.<sup>1</sup>

Training should be based on need, not on someones' idea that to have it would be a good idea. Need can be established by surveys or studies of the situation. Surveys can be used to find the trainee's attitude and feelings about the training received. As stated previously, the Kansas Induction Program was organized and revised using these methods.

After passing employment "hurdles", how can the worker be encouraged to feel he is a member of the team? Costs of personnel turnover and attitude of employees have encouraged efforts to make the new employee feel at home. Without adequate induction training, many will lack confidence and hesitate to take the initiative. Today's employee services makes necessary induction training of new employees. Research evidence confirms the popular view that "a man likes to know where he stands".<sup>2</sup> The purpose of research in training is to improve the efficiency of training. Aimless movement in education is dangerous as well as inefficient. Tradition and authority tend to be the biggest blocks for actions that will improve training. The safest road to successful training is to substitute facts for opinions.<sup>3</sup>

It seems logical to assume that the most satisfied employees should be the most productive. Results of studies conducted do not bear out this hypothesis. In fact, there was some evidence of the reverse being true.<sup>4</sup>

<sup>1</sup>Ibid., p. 191.

<sup>2</sup>Frank DePhillips, William M. Berliner, and James J. Gubben, Management of Training Programs, (Homewood, Ill.: Richard M. Irwin, Inc., 1960), p. 107.

<sup>3</sup>Ibid., p. 383.

<sup>4</sup>Nancy C. Morse, Satisfactions in the White Collar Job, (Survey Research Center, Institute for Social Research, University of Michigan, Ann Arbor), p. 115.

The people that were the more dissatisfied often were working harder to improve their situation. The most productive workers are the ones who have the strongest needs for which productivity is a path, other things being equal. Where there is little environmental return, these people will be the best workers and the most dissatisfied. It would seem the induction training program should be periodically evaluated to assure each worker has the understanding of his extension job to improve himself as the opportunity arises.

#### Statement of Objectives

The objectives for this study were:

1. To determine if there is an association between the ranking of 22 tasks by agents according to difficulty and:
  - a. Induction Training.
  - b. Previous Job Experience.
  - c. Undergraduate Major.
  - d. Sex.
2. To determine if there is an association between induction training and the ease with which the Extension Agent feels he can do his job.
3. To determine if there is an association between previous job experience and the ease with which the new agent feels he can do his job.
4. To determine if there is an association between undergraduate major and the ease with which the new agent feels he can do his job.
5. To determine if there is an association between the difficulty of the task and how well the agent thought he performed the task.

6. To determine if there is an association between turnover of Kansas Extension Agents and Induction Training.

### Statement of Hypotheses

The hypotheses were developed to secure as guides in the collection and analyses of the data. The hypotheses were:

1. There is no relationship between the ranking of 22 tasks by agents according to difficulty and:
  - a. Induction Training.
  - b. Previous Job Experience.
  - c. Undergraduate Major.
  - d. Sex.
2. There is no association between induction training and the ease with which the five most difficult Extension tasks are done.
3. There is no association between previous job experience and the ease with which the five most difficult Extension tasks are done.
4. There is no association between undergraduate major and the ease with which the five most difficult Extension tasks are done.
5. There is no association between how well the agent thought he did each of the five most difficult tasks and:
  - a. Induction Training.
  - b. Previous Job Experience.
  - c. Undergraduate Major.
6. There is no relationship between induction training and turnover in Kansas Extension Agents.



### Significance of the Study

A knowledge of the degree of ease with which a job is performed under different factors such as previous experience, education, and induction training may offer a solution to the selection of new agents for the Extension program.

New areas needing instruction may be discovered in this study. These areas could then be added to strengthen the present induction training program.

Considering the cost in time and money involved in an induction training program, there should be some study made to determine the benefits from such a program.

## CHAPTER III

## SCOPE AND PROCEDURE

The Research Design

Selltiz et al. define research as "the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevances to the research purpose with economy in procedure."<sup>1</sup>

They point out that research design differs according to each specific research purpose. They state:

Each study, of course, has its own specific purpose. But we may think of research purposes falling into a number of broad groupings: (1) to gain familiarity with a phenomenon or to achieve new insights into it, often in order to formulate a more precise research problem or to develop hypotheses; (2) to portray accurately the characteristics of a particular individual, situation, or group (with or without specific initial hypotheses about the nature of these characteristics); (3) to determine the frequency with which something occurs or with which it is associated with something else (usually, but not always, with a specific initial hypotheses); (4) to test a hypotheses of a casual relationship between variables.<sup>2</sup>

The design of this study was a combination of two of the above groups — exploratory and descriptive, with the major emphasis placed on the descriptive. Items (1), (2), and (3) above were given major consideration.

This method is sanctioned by Selltiz et al. when they state:

<sup>1</sup>Claire Selltiz et al., Research Methods in Social Relations, (New York: Henry Holt & Co., Inc., 1959), p. 50.

<sup>2</sup>Ibid.

Any given research may have in it elements of two or more of the functions we have described as characterizing different types of study. In any single study, however, the primary emphasis is usually on only one of these functions, and the study can be thought of as falling into the category corresponding to its major function.<sup>1</sup>

Selltiz et al. state that a considerable array of research interests have been grouped under the heading of descriptive studies. These were grouped together because, from the view of research procedures, they share certain important characteristics.<sup>2</sup> They state further:

The investigator must be able to define clearly what it is he wants to measure and must find adequate methods for measuring it. In addition, he must be able to specify who is to be included in the definition of a 'given community' or a 'given population'. In collecting evidence of this sort, what is needed is not so much flexibility as a clear formulation of what and who is to be measured, and techniques for valid and reliable measurements.<sup>3</sup>

#### Assembling the Data

The preparation of a questionnaire was the first step in assembling the data. Personal data were collected from records in the Kansas State Extension Office. This reduced the length of the questionnaire by two pages. A copy of this personal data sheet is included in the appendix.

The questionnaire was designed to collect information relating to the ease of doing 22 specific tasks in Extension. An equal number of men and women, with and without induction training, were asked to fill out the questionnaire. Of the 160 questionnaires mailed, 156 were returned. Approximately one-third of these had to be returned to respondents because

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<sup>1</sup>Ibid.

<sup>2</sup>Ibid., p. 66.

<sup>3</sup>Ibid.



of failure to mark all the blanks. A copy of the questionnaire is included in the appendix.

### Development of the Questionnaire

The questionnaire was designed to reflect the opinions of the various respondents about various Extension tasks. The questionnaire consisted of eight questions for 22 separate tasks. Questions for each task were the same. Several questions on difficulty and satisfaction were added at the end of the questionnaire.

It was desired to obtain the agents' opinion on difficulty of the task if he had performed it. Also included was a question on how well the agent thought he did this task as compared to an experienced agent.

If the respondent had some previous training, he was asked to state if it had been through inservice training, induction training, formal schooling, previous job experience or other.

A question on how much training each respondent thought was needed in each task was also placed on the questionnaire. If the respondent thought training was needed, he was asked whom he thought should give this training.

Respondents were asked to determine if the task took less time and record the amount as differentiated from the first time they did the task.

It was assumed that experience, other training, and type of formal education would undoubtedly have an effect upon the responses to the questionnaire. There was no way to determine this effect prior to mailing the questionnaire. These factors were included to determine if they were

associated with the ease of doing the task. Snedecor says,<sup>1</sup> that random pairing of individuals is very inefficient. He further states:

Whether one pairs or not, it must be known that the individuals will behave alike (aside from random variation) if treated alike. Otherwise the experiment is ambiguous--it cannot be known whether differences in behavior are attributable to the treatments or to other causes. Pairing is indicated if twos can be found that differ between themselves less than from other twos.<sup>2</sup>

Factors such as formal schooling, types of previous experience, and other training in the task, were variables included in the questionnaire.

Each respondent was asked his opinion of the need for training in each task. If a need was expressed, he was asked to check who should give it. The final question on each task was used to determine if there was a difference in time needed to complete the task during the second year as compared with the first year. It was assumed that the difference in time for induction trained individuals would be less than for non-induction trained agents. If true, this would tend to indicate that induction trained agents would start off the task with less difficulty than non induction trained agents.

A question pertaining to agents having an Extension Education course was included to determine if having had this course was related to ease of doing the tasks.

Questions about difficulty and satisfactions derived from the task were the last to be asked. Studies have indicated that tasks that are most difficult will provide the least satisfaction. It was felt that by taking the most difficult task and comparing it with how well an agent felt he

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<sup>1</sup>George W. Snedecor, Statistical Methods, (Ames: The Iowa State University Press, 1961), p. 52.

<sup>2</sup>Ibid.



completed that task it could be determined whether certain factors were associated with the completion of the task.

The questionnaire was pretested with state staff personnel who had at one time been County Agents. The individuals involved in the pre-test were requested to record the time required to fill out the questionnaire. Suggestions for improvement of the questionnaire were made by several of the pre-test personnel. These suggestions resulted in some changes in the wording of several questions. Only minor changes were necessary. Prior to mailing the questionnaire, the author discussed it with the Kansas District Agents. This was done to acquaint them with the study. Table 1 gives a breakdown of respondent groups.

TABLE 1.--Number of respondents included in this study.

Respondent	Number
Men Agents	79
Women Agents	77

It was assumed that each individual would have different ideas as to difficulty of task, performance of tasks, needs of training and who should give this training. It was assumed that the respondents had enough experience to answer the questions with approximately equal ability and would record their true perceptions.

#### Limitations of the Study

The scope of this study was limited to Kansas Extension Agents with more than one year of experience. The following method was used to select



the agents for the study: The agents were chosen on the basis of the date of their entry into the Kansas Extension Service. All of the agents entering the Kansas Extension Service since July, 1958, have been required to complete induction training. All of these agents who were still on the job September 1, 1961, were questioned. A like number of non induction trained agents was used. This found the study examining men agents hired during and after 1954. The women agents were hired during and after 1944. The difference in dates between the two was due to the fact that there are fewer women agents in the Kansas Extension Service. Eight of the 79 men answering the questionnaire were County Club Agents. This appeared to be an insignificant number and the men agents were all included in one group. As a result, two major groups of Extension workers were used in the study, Men Agents and Women Agents.

Agents with less than twelve months experience were not included in the study. It was assumed they could not supply complete data for the study. Only those who had completed induction training and/or had completed at least one year of extension work were considered.

Selection of tasks was based upon the Kansas Induction Training Program. Most of the tasks included on the questionnaire are taught in the induction training. Those tasks not taught specifically in the induction training program were added to determine if perhaps these tasks should be added to the training program.

#### Tabulating the Data

The questionnaires were precoded and all data punched and verified on IBM cards. The data were sorted by use of the equipment in the KSU

Statistical Laboratory.

A small percentage of the respondents indicated a lack of information when it came to answering some of the questions. In some cases if they had not performed the task they did not feel qualified to state whether training was needed or who should conduct it. In such cases the answers were left blank.

If the task had not been completed by the respondent, the second, third, and last question related to such a task could not be answered. If the respondent had received no training in a particular task, question five on such a task would not be answered.

The above remarks explain why the totals for some questions are different from others.

### Statistical Analysis

Selltiz et al. state that in giving an adequate description of a mass of data, we usually wish to do one or another, or several, of the following things:<sup>1</sup>

1. To characterize what is typical.
2. To indicate how widely individuals in the group vary.
3. To show other aspects of how the individuals are distributed with respect to the variables being measured.
4. To show the relation of the different variables in the data to one another.
5. To describe the difference between two or more groups of individuals.

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<sup>1</sup> Claire Selltiz, Marie Jahoda, Morton Deutsch, and Stuart W. Cook, Research Methods in Social Relations, (Henry Holt & Co., Inc., 1959), p. 410-411.

The statistical analysis of this study was conducted using the following procedure: (1) Derive answers from the questionnaire. (2) Prepare tables showing distribution of respondents in each area. (3) Investigate the distribution of respondents on each of the background variables thought to be related to difficulty of doing the task. (4) Determine if the difference in background was associated with ease of doing the various tasks.

### Presentation and Analysis of Data

The first chapter of this thesis discusses the purpose, background, definition of concepts, problem, need for study, statement of objectives and hypotheses, and significance of the study.

A review of literature discussing theories and concepts is covered in Chapter II.

The third chapter gives a description of the scope and procedures used including the research design, assembling the data, limitations of the study and the development of the questionnaire.

Chapter IV presents data relating to the respondents' replies to the questionnaire as well as an analysis of this data.

Major techniques employed in analysis of data for the study were: percentage distribution, rank, and coefficients of rank correlation.

The statistical measures used in this study were designed to test the hypothesis listed in Chapter I.

The final chapter presents the summary, conclusions, and implications as well as recommendations for further study.



## CHAPTER IV

## RESPONDENTS' PERCEPTIONS OF DIFFICULTY OF TASKS

Method

The method of presentation and analysis of data used in this Chapter was based on the testing of the hypotheses which were derived from the objectives set up for the study.

These objectives were:

1. To determine if there is an association between the ranking of 22 tasks by agents according to difficulty and:
  - a. Induction Training
  - b. Previous Job Experience
  - c. Undergraduate Major
  - d. Sex
2. To determine if there is an association between induction training and the ease with which the Extension Agent feels he can do his job.
3. To determine if there is an association between previous job experience and the ease with which the new agent feels he can do his job.
4. To determine if there is an association between undergraduate major and the ease with which the new agent feels he can do his job.
5. To determine if there is an association between the difficulty of the task and how well the agent thought he performed the task.

6. To determine if there is an association between turnover of Kansas Extension Agents and induction training.

#### Source of Data

The data presented and analyzed in this chapter were taken from the questionnaire described in Chapter III. Respondents were asked to express whether a task had been difficult, easy, or neither difficult nor easy, if he had answered yes to having completed the task during his first year as an extension agent.

#### Procedure

The data in this chapter were organized for the purpose of testing the null hypotheses. The hypotheses were as follows:

1. There is no relationship between the ranking of 22 tasks by agents according to difficulty and:
  - a. Induction Training
  - b. Previous Job Experience
  - c. Undergraduate Major
  - d. Sex
2. There is no association between induction training and the ease with which the five most difficult Extension tasks are done.
3. There is no association between previous job experience and the ease with which the five most difficult Extension tasks are done.
4. There is no association between undergraduate major and the ease with which the five most difficult Extension tasks are done.
5. There is no association between how well the agent thought he did

each of the five most difficult tasks and:

- a. Induction Training
- b. Previous Job Experience
- c. Undergraduate Major

6. There is no relationship between induction training and turnover in Kansas Extension Agents.

Spearman's coefficient of rank correlation ( $r_s$ )<sup>1</sup> was used for the purpose of measuring rank order consensus. The formula is  $r_s = 1 - \frac{6 \sum d_i^2}{N^3 - N}$  where  $r_s$  denotes the degree of consensus;  $\sum$  is the summation;  $d_i$ , the deviations from the mean; and  $N$ , the number of pairs of values. If all the tasks were ranked in the same order by both groups  $r_s$  would equal +1; it would equal -1 if the rank order were exactly reversed by one group as compared to the other. If there were no relationship between the two sets of ranks,  $r_s$  would then equal 0.

It was necessary to find the consensus of ranking of the tasks by the agents in order to find the most difficult tasks to use in the latter part of the study. After the most difficult tasks were determined the study could proceed with accuracy to determine if other variables were associated with the ease of doing the tasks. It was assumed that if the consensus of ranking was quite similar for all tasks, the results obtained in the latter part of the study on only five tasks would be representative of all the tasks.

The author decided that if a task was not completed by at least 80 per cent of the respondents it would not be used in the analysis. The tasks,

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<sup>1</sup>Sidney Siegel, Nonparametric Statistics for the Behavioral Sciences, (New York: McGraw-Hill Book Company, Inc., 1956), p. 233.



"Explained the Philosophy of Extension to Others," and "Planned and Prepared an Educational Exhibit," did not meet this standard and were omitted. The task, "Prepared and Gave a Platform Speech" was substituted in place of these tasks. Only the five most difficult tasks were used for the remainder of the study. These tasks were:

Assisted in Planning the County Program

Developed a Plan of Work

Prepared and Presented Written Reports

Evaluated Results of an Extension Event or Activity

Prepared and Gave a Platform Speech

Table 2 gives the number of respondents completing the 22 tasks during their first year of Extension work. In comparing the difficulty of the tasks with the number of agents completing the tasks it can be noted that the easier the task became, the higher the number of agents reporting completion of the task during their first year. The average number completing the first half of the tasks was 129.1, and for the second half the average was 135.

#### Presentation and Analysis of Data

Hypothesis 1. There is no relationship between the ranking of 22 tasks by agents according to difficulty and:

- a. Induction Training
- b. Previous Job Experience
- c. Undergraduate Major
- d. Sex

TABLE 2.--Number of respondents completing specific tasks.

Task	Number Completing (Possible 160)
Prepared and Presented a Radio Program	94
Prepared a Circular Letter or Newsletter for Distribution	151
Prepared and Gave a Platform Speech	132
Prepared and Gave a Method Demonstration	130
Made a Farm or Home Visit	156
Conducted an Office Visit	156
Prepared an Article for a Newspaper or Magazine	153
Planned and Prepared an Educational Exhibit	99
Explained the Philosophy of Extension to Others	116
Explained my Job to Someone Outside Extension	154
Assisted in Planning a County Program	144
Developed a Plan of Work	127
Identified and Secured a Person to Serve in a Leadership Capacity	131
Organized and Conducted a Leader Training Meeting	125
Established a Result Demonstration	80
Assisted with the Organization of a Formal Group	94
Assisted with Township Elections	143
Assisted in Conducting Annual Council Meetings	131
Used Files to Locate Extension Subject Matter or Activities Information	151
Evaluated Results of an Extension Event or Activity	132
Prepared and Presented Written Reports	154
Prepared and Gave Oral Reports	153



The hypothesis was tested by analyzing the data in Table 3. This table included the ranking of difficulty by all agents as well as the ranking by the different variables. This ranking was computed for each task in the following manner: A mean weighted score was obtained by giving a value of three, two, and one to the answers of difficult, neither difficult nor easy, and easy, respectively. The total of all the products for each task was then divided by the number of respondents completing the task. The lowest possible score was one, and the highest possible score was three. The first column represents the ranking of all tasks according to difficulty by All Agents. The second column shows the ranking of all tasks according to difficulty by Induction Trained Agents. The third column gives the ranking by the agents Without Induction Training. The fourth column shows the ranking by agents With Previous Job Experience, while the fifth column carries the ranking by agents Without Previous Job Experience. The sixth, seventh, and eighth columns show the rankings of the tasks by agents with undergraduate majors in Agricultural Subject Matter, Home Economics Subject Matter, and Agricultural or Home Economics Education, respectively. To shorten the table the agricultural science courses were grouped together under the heading, Agricultural Subject Matter. The Home Economics Subject Matter Column was composed in the same manner grouping Home Economics courses together. The Agricultural or Home Economics Education Column was composed of those agents majoring in this particular field only. The last two columns represent the ranking of the tasks by Men Agents and Women Agents.

Table 3 shows there was a great deal of agreement among the agents as to difficulty regardless of the variable used. All groups placed the task, "Planned a County Program," as the most difficult. All groups but one



TABLE 3.--Comparison of difficulty by ranking of tasks by various groups of agents

Task	All Agents	Ind. Trained	Not Induction Trained	Previous Job Experience	No Previous Job Experience	Agri. Subject Matter	Home Econ. Subj. Matter	Agri. or Home Ec. Education	Men Agents	Women Agents
PLANNED THE COUNTY EXTENSION PROGRAM	1	1	1	1	1	1	1	1	1	1
DEVELOPED A PLAN OF WORK	2	2	2	2	2	3	4	2	2	2
EXPLAINED THE PHILOSOPHY OF EXTENSION TO OTHERS	3	5	5	9	10	6	6	4	5	6
GAVE A PLATFORM SPEECH	4	4	7	6.5	13	3	19	7	3	9
PREPARED AN EDUCATIONAL EXHIBIT	5.5	7.5	4	8	4	11	5	3	11.5	3
PREPARED WRITTEN REPORTS	5.5	3	3	5	3	3	3	17.5	4	4
EVALUATED RESULTS OF AN EXTENSION EVENT	7	7.5	6	4	5	9	2	6	7.5	5
GAVE A METHOD DEMONSTRATION	8	16	13	6.5	16	14.5	7	14	14	13
SECURED A PERSON TO SERVE AS A LEADER	9.5	12	18	13	12	12.5	18	17.5	13	17
CONDUCTED ANNUAL COUNCIL MEETINGS	9.5	6	8	3	6.5	8	9	5	6	7
CONDUCTED A LEADER TRAINING MEETING	11	9	10	11	6.5	5	13	8	9	10
PREPARED AN ARTICLE FOR A NEWSPAPER	12	10	11.5	18	8	12.5	8	9	18.5	8
PRESENTED A RADIO PROGRAM	13.5	17	9	12	11	7	16	12	7.5	15
USED FILES TO LOCATE EXTENSION SUBJECT MATTER	13.5	11	11.5	14	9	10	11	10	11.5	12
EXPLAINED MY JOB TO SOMEONE OUTSIDE EXTENSION	15	15	16.5	15	15	18	11	13	10	14
ASSISTED WITH TOWNSHIP ELECTIONS	16	14	14	20	14	16	11	11	16	16
ORGANIZED A FORMAL GROUP	17	13	19	17	18	14.5	17	15	15	19
PREPARED AND GAVE ORAL REPORTS	18	18	16.5	16	17	17	14	16	17	18
ESTABLISHED A RESULT DEMONSTRATION	19	19	20	19	19	20	15	19	18.5	11

TABLE 3 (continued)

Task	All Agents	Ind. Trained	Not Induction Trained	Previous Job Experience	No Previous Job Experience	Agri. Subject Matter	Home Econ. Subj. Matter	Agri. or Home Ec. Education	Men Agents	Women Agents
PREPARED A CIRCULAR LETTER OR NEWSLETTER	20	20	15	10	20	19	20	20	20	20
CONDUCTED AN OFFICE VISIT	21	22	21	21	22	21	22	22	21	22
MADE A FARM OR HOME VISIT	22	21	22	22	21	22	21	21	22	21

placed the task, "Developed A Plan of Work," as the second most difficult. The group not placing this task as second most difficult was the Home Economics Subject Matter group. From this point on the differences in difficulty as indicated by the different groups are more pronounced.

The following tasks were ranked next by all agents in order of difficulty:

- Explained the Philosophy of Extension to Others
- Prepared and Gave a Platform Speech
- Prepared and Presented Written Reports
- Planned and Prepared an Educational Exhibit
- Evaluated Results of an Extension Event or Activity

The task, "Prepared and Gave a Platform Speech," was omitted from the top ten most difficult by the agents with No previous Job Experience and the agents with a Home Economics Subject Matter Major. The task, "Planned and Prepared an Educational Exhibit," was not ranked in the top ten by Men Agents and agents with an Agricultural Subject Matter Major. Both of these groups were men agents. The task, "Prepared and Presented Written Reports," was



omitted from the top ten by the Agricultural or Home Economics Education group. The task, "Evaluated Results of an Extension Event or Activity," was ranked in the top ten most difficult tasks by all groups.

Spearman's coefficient of rank correlation was used to determine the rank difference coefficient of correlation between the different respondent groups according to difficulty. This measure gave the results found in Table 4.

TABLE 4.--Rank difference coefficient of correlation between respondent groups according to difficulty as reported by respondent groups

Respondent Group	Rho
Induction Trained Agents to Non Induction Trained Agents	.88
Previous Job Experience to No Previous Job Experience	.74
Agricultural Subject Matter to Education Major	.75
Agricultural Subject Matter to Home Economics Subject Matter	.60
Home Economics Subject Matter to Education Major	.71
Men Agents to Women Agents	.78

Conclusions: The ranking of difficulty of the tasks as shown by the two preceding tables indicates a high degree of agreement in the ranking of the tasks according to difficulty by the respondent groups in this study. Spearman's coefficient of rank correlation indicates very little difference in the ranking of the tasks in five of the six comparisons. Only when comparing the Agricultural Subject Matter Majors to the Home Economics Subject Matter Majors was there much difference in ranking of the tasks.

The data presented here were not considered to be adequate to accept the hypothesis. Specifically, the correlation between Induction Trained Agents and Non Induction Trained Agents was .88. This was very high consensus indicating that induction training had no appreciable relationship



to rank order according to difficulty.

The second comparison of Previous Job Experience to No Previous Job Experience showed a somewhat lower coefficient of correlation. The correlation of .74 was considered high enough to indicate that Previous Job Experience had no appreciable relationship to ranking of the tasks according to difficulty.

The third comparison, of different undergraduate majors showed the smallest correlation of all the groups. The Home Economics Subject Matter to Education Major correlation of .71 and the Agricultural Subject Matter to Education Major correlation of .75 were relatively high correlations. However, when comparing the Agricultural Subject Matter Agents with the Home Economics Subject Matter Agents the correlation dropped to .60. This indicates that these two groups differ somewhat as to which tasks each thought was most difficult. The author did not feel this difference was great enough to reject the hypothesis.

The last comparison of Men Agents to Women Agents showed high agreement between the two groups. The coefficient of correlation of .78 was the second highest which indicates that the men and women agents were in close agreement as to the rank order of difficulty of the tasks.

Hypothesis 2. There is no association between induction training and the ease with which the five most difficult extension tasks are done.

This hypothesis was tested by examining the data in Tables 5 through 9. These data show that all five tasks were more difficult for the agents without induction training than for the agents with induction training. The percentage distribution of agents showing difficulty with the task was higher for the Non Induction Trained Agent in every task. The task, "Prepared and

TABLE 5.--Proportions finding task, "Assisted in Planning the County Program," Difficult, Easy, or Neither Difficult Nor Easy

Respondent Group	Difficult	Easy	Neither Difficult Nor Easy	TOTAL
Non Induction Trained	70	1	29	100
Induction Trained	62		38	100

TABLE 6.--Proportions finding task, "Developed a Plan of Work," Difficult, Easy, or Neither Difficult Nor Easy

Respondent Group	Difficult	Easy	Neither Difficult Nor Easy	TOTAL
Non Induction Trained	59	4	37	100
Induction Trained	38	5	57	100

TABLE 7.--Proportions finding task, "Prepared and Presented Written Reports," Difficult, Easy, or Neither Difficult Nor Easy

Respondent Group	Difficult	Easy	Neither Difficult Nor Easy	TOTAL
Non Induction Trained	54	4	42	100
Induction Trained	32	11	57	100

TABLE 8.--Proportions finding task, "Evaluated Results of an Extension Event or Activity," Difficult, Easy, or Neither Difficult Nor Easy

Respondent Group	Difficult	Easy	Neither Difficult Nor Easy	TOTAL
Non Induction Trained	46	6	48	100
Induction Trained	30	24	46	100



TABLE 9.--Proportions finding task, "Prepared and Gave a Platform Speech,"  
Difficult, Easy, or Neither Difficult Nor Easy

Respondent Group	Difficult	Easy	Neither Difficult Nor Easy	TOTAL
Non Induction Trained	42	9	49	100
Induction Trained	30	10	60	100

Presented Written Reports," had the largest difference between the two groups. Fifty-four per cent of the Non Induction Trained Group indicated difficulty while thirty-two per cent of the Induction Trained Group indicated difficulty with this task. The task, "Developed a Plan of Work," had virtually the same difference in percentage of difficulty. Both groups indicated a higher percentage of difficulty than in the previous task. Of the Non Induction Trained Group fifty-nine per cent indicated that they had difficulty with this task. In the Induction Trained Group thirty-eight per cent indicated difficulty.

The task, "Evaluated Results of an Extension Event or Activity," showed a difference of sixteen per cent. Of the Non Induction Trained Agents, forty-six per cent reported difficulty. Of the Induction Trained Agents thirty per cent reported difficulty.

The task, "Prepared and Gave a Platform Speech," showed thirty per cent of the Induction Trained Agents reported difficulty while forty-two per cent of the Non Induction Trained Agents reported difficulty.

The task, "Assisted in Planning the County Program," showed a high percentage of difficulty in both groups. The Non Induction Trained Agents



reported that seventy per cent of them had difficulty. Of the Non Induction Trained Agents sixty-two per cent reported difficulty.

The differences in difficulty ranged from eight per cent to twenty-two per cent. The average was 15.8 per cent more of the Non Induction Trained Agents reporting difficulty than those agents with Induction Training.

Conclusions: Since hypothesis number one has been accepted and a close relationship has been found as to the ranking of the twenty-two tasks according to difficulty, and since the tables just mentioned indicate that Non Induction Trained Agents have more difficulty with the five tasks, it can be assumed that the Non Induction Trained Agents have more difficulty with all of the 22 Extension tasks.

If a task is considerably harder than another the differences in difficulty between Induction Trained and Non Induction Trained Agents will not be necessarily high. In studying these five tasks there was a tendency toward a wider difference between the two groups when there was a smaller percentage reporting the task as difficult.

The hypothesis is rejected because of the smaller percentages of Induction Trained Agents reporting difficulty in all tasks.

Hypothesis 3. There is no association between previous job experience and the ease with which the five most difficult extension tasks are done.

The testing of this hypothesis was accomplished by examining the data in Tables 10 through 14. These tables give the percentage distribution within the five tasks between agents without previous job experience and those with experience. As expected, more of those with no previous job experience expressed difficulty with these tasks. The range of the difference was from four to twenty-two per cent more difficulty with the No Previous Job

TABLE 10.--Proportions finding task, "Assisted in Planning the County Program,"  
Difficult, Easy, or Neither Difficult Nor Easy

Respondent Group	Difficult	Easy	Neither Difficult Nor Easy	TOTAL
No Previous Job Experience	69	1	30	100
Previous Job Experience	47		53	100

TABLE 11.--Proportions finding task, "Developed a Plan of Work," Difficult,  
Easy, or Neither Difficult Nor Easy

Respondent Group	Difficult	Easy	Neither Difficult Nor Easy	TOTAL
No Previous Job Experience	50	5	45	100
Previous Job Experience	40	4	56	100

TABLE 12.--Proportions finding task, "Prepared and Presented Written Reports,"  
Difficult, Easy, or Neither Difficult Nor Easy

Respondent Group	Difficult	Easy	Neither Difficult Nor Easy	TOTAL
No Previous Job Experience	49	3	48	100
Previous Job Experience	31	16	53	100

TABLE 13.--Proportions finding task, "Evaluated Results of an Extension Event  
or Activity," Difficult, Easy, or Neither Difficult Nor Easy

Respondent Group	Difficult	Easy	Neither Difficult Nor Easy	TOTAL
No Previous Job Experience	37	16	47	100
Previous Job Experience	41	11	48	100



TABLE 14.--Proportions finding task, "Prepared and Gave a Platform Speech,"  
Difficult, Easy or Neither Difficult Nor Easy

Respondent Group	Difficult	Easy	Neither Difficult Nor Easy	TOTAL
No Previous Job Experience	41	5	54	100
Previous Job Experience	26	17	57	100

Experience Group. The average difference of the five tasks was thirteen per cent more of the agents with no previous job experience having difficulty than agents with previous experience.

The previous experiences were: Extension positions in other states; Vocational Agriculture Instructors; School Teachers; Army experience; and 4-H Club experience.

In the task, "Developed a County Program," a larger percentage of agents reported this task as difficult than in any of the other five tasks. Sixty-nine per cent of the No Previous Job Experience Group reported the task as difficult. In the Previous Job Experience Group, forty-seven per cent reported the task as difficult.

In the task, "Developed A Plan of Work," fifty per cent of the agents with No Previous Job Experience reported the task as difficult. Of the group with Previous Job Experience, forty per cent reported the task as difficult.

In studying the task, "Prepared and Presented Written Reports," it was found that forty-nine per cent of the agents with No Previous Job Experience or almost the same amount as reported in the previous task, reported the task as difficult. However, thirty-one per cent of the agents with Previous Job Experience reported the task as difficult.



In the task, "Prepared and Gave a Platform Speech," forty-one per cent of the respondents with No Previous Job Experience reported the task as difficult, while twenty-six per cent of the Previous Job Experience respondents reported the task as difficult.

The one remaining task, "Evaluated Results of an Extension Event or Activity," showed unexpected results. There was a slight difference in favor of the respondent group with No Previous Job Experience. Of this group, thirty-seven per cent reported the task as difficult. Of the Previous Job Experience forty-one per cent reported the task as difficult.

Perhaps this small difference can be explained by the fact that many of the agents reporting Previous Job Experience had experiences in evaluating reports and activities that were of little value when used in Extension work.

Conclusions: The data show that agents with Previous Job Experience had less difficulty in doing the Extension tasks the first time. They did not show, however, which of the job experiences were the most effective in making the tasks easier.

Both groups of agents found the task, "Evaluating Results of an Extension Event or Activity," difficult to about the same degree. Generally, the more difficult a task was to both groups the larger the percentage difference was between the two groups.

The hypothesis is rejected on the basis of the information presented. The fact that one task did not follow the pattern of the other four does not prevent rejecting the hypothesis. The difference in the pattern of this task was not considered significant. In four of the five tasks, agents with Previous Job Experience reported less difficulty with the task than agents Without Previous Job Experience.

Hypothesis 4. There is no association between undergraduate major and the ease with which the five most difficult extension tasks are done.

Tables 15 through 19 give the percentage distribution within the five tasks between agents with an undergraduate major in Agricultural Subject Matter, Home Economics Subject Matter and Agricultural or Home Economics Education. The percentage of respondents finding the tasks difficult in each undergraduate group were added together and divided by five to determine the average percentage of difficulty for each group. The results are shown in Table 20.

TABLE 15.--Proportions finding tasks, "Assisted in Planning the County Program," Difficult, Easy, or Neither Difficult Nor Easy

Undergraduate Major	Difficult	Easy	Neither Difficult Nor Easy	TOTAL
Agricultural Subject Matter	53	2	45	100
Home Economic Subject Matter	66		34	100
Agri. or Home Econ. Education	66		34	100

TABLE 16.--Proportions finding task, "Developed a Plan of Work," Difficult, Easy, or Neither Difficult Nor Easy

Undergraduate Major	Difficult	Easy	Neither Difficult Nor Easy	TOTAL
Agricultural Subject Matter	48	7	45	100
Home Economic Subject Matter	44	4	52	100
Agri. or Home Econ. Education	51	3	46	100

TABLE 17.--Proportions finding task, "Prepared and Presented Written Reports,"  
Difficult, Easy, or Neither Difficult Nor Easy

Undergraduate Major	Difficult	Easy	Neither Difficult Nor Easy	TOTAL
Agricultural Subject Matter	43	4	53	100
Home Economic Subject Matter	42	12	41	100
Agri. or Home Econ. Education	42	7	51	100

TABLE 18.--Proportions finding task, "Evaluated Results of an Extension Event  
or Activity," Difficult, Easy, or Neither Difficult Nor Easy

Undergraduate Major	Difficult	Easy	Neither Difficult Nor Easy	TOTAL
Agricultural Subject Matter	22	23	50	100
Home Economic Subject Matter	48	13	39	100
Agri. or Home Econ. Education	40	11	49	100

TABLE 19.--Proportions finding task, "Prepared and Gave a Platform Speech,"  
Difficult, Easy, or Neither Difficult Nor Easy

Undergraduate Major	Difficult	Easy	Neither Difficult Nor Easy	TOTAL
Agricultural Subject Matter	47	6	47	100
Home Economic Subject Matter	32	18	50	100
Agri. or Home Econ. Education	28	9	63	100



TABLE 20.--Average percentage of difficulty of respondents in five specific tasks by undergraduate majors

Undergraduate Major	Per cent
Agricultural Subject Matter	42.6
Home Economics Subject Matter	46.4
Agricultural or Home Economics Education	45.4

The percentage of difficulty of the five tasks for the Agricultural Subject Matter Agent was 42.6. This was less than the Home Economics Subject Matter Agents percentage of 46.4, and the Agricultural or Home Economics Education agents percentage of 45.4. This table shows that Agricultural Subject Matter Agents tend to find the Extension tasks easier to do the first time.

By use of the mean weighted score as used previously in this study to measure difficulty, the author found the results were similar to the percentage distribution. The results are shown in Table 21.

TABLE 21.--Difficulty of five specific tasks measured by mean weighted score

Undergraduate Major	Mean Weighted Score
Agricultural Subject Matter	2.30
Home Economics Subject Matter	2.45
Agricultural or Home Economics Education	2.42

The mean weighted score of agents majoring with an Agricultural Subject Matter Major was 2.30. This is lower than the mean weighted score of the Home Economics Subject Matter mean weighted score of 2.45 and the Agricultural or Home Economics Education Major score of 2.42.

This table also shows that Agricultural Subject Matter Agents have less difficulty with the five Extension tasks the first time. The Home Economics Subject Matter Majors have the most difficulty with the tasks and the Agricultural or Home Economics Education Majors had only slightly less difficulty.

By computing the differences of difficulty for the three groups for all five tasks and dividing by five, the average percentage difference for each group can be found. These results are placed in Table 22.

TABLE 22.--Average percentage of differences in difficulty of respondents in five specific tasks by undergraduate major

Undergraduate Major	Percentage Difference
Agricultural Subject Matter Agents	4.8
Home Economics Subject Matter Agents	8.6
Agricultural or Home Economics Education Agents	7.6

This table was computed by giving a score of 0 to the group with the lowest percentage of difficulty in each of the five tasks. The other groups were given a score equal to the amount they varied from the lowest group. The totals were then divided by five to determine the average percentage difference of the five tasks.

The Agricultural Subject Matter Agents had an average difference in difficulty percentage of 4.8. The Home Economics Subject Matter Agents at



a difference of 8.6 per cent and the Agricultural or Home Economics Education Majors had an average percentage of differences in difficulty of 7.6.

In the task, "Assisted in Planning the County Program," 66 per cent of the Home Economics Subject Matter Majors and the Education Majors found the task difficult. Of the Agricultural Subject Matter Agents 53 per cent found this task difficult.

In the task, "Developed a Plan of Work," 51 per cent of the Education Majors, 48 per cent of the Agricultural Subject Matter Agents and 44 per cent of the Home Economics Subject Matter Agents reported the task as difficult.

The task, "Prepared and Presented Written Reports," showed the closest relationship of the five tasks studied. Forty-seven per cent of the Home Economics Subject Matter Agents reported the task as difficult. Forty-three per cent of the Agricultural Subject Matter Agents, and 42 per cent of the Education Majors reported the task as difficult.

In the next task, "Evaluated Results of an Extension Event or Activity," 48 per cent of the Home Economics Subject Matter Agents, 40 per cent of the Education Majors, and 27 per cent of the Agricultural Subject Matter Majors reported the task as difficult.

In the last task, "Prepared and Gave a Platform Speech," 28 per cent of the Education Majors reported the task as difficult. This was less than the Home Economics Subject Matter report of 32 per cent or the 47 per cent of the Agricultural Subject Matter Agents reporting the task as difficult.

The average percentage of difficulty of each group with the five tasks was computed. The results are presented in Table 23.

This table shows that the Induction Trained Agents with an average percentage of difficulty of 38.4, and agents with Previous Job Experience



TABLE 23.--Average percentage of difficulty of respondents in five specific tasks as reported by seven groupings of agents

Agent Group	Per cent
Agricultural Subject Matter	42.6
Home Economics Subject Matter	46.4
Agricultural or Home Economics Education	45.4
Induction Trained Agents	38.4
Non Induction Trained Agents	54.2
Previous Job Experience	37.0
No Previous Job Experience	49.2

percentage of 37.0, were in the lowest percentage bracket. The Agricultural Subject Matter Agents with a percentage of 42.6, the Home Economics Subject Matter Agents with a percentage of 46.4, and the Agricultural or Home Economics Education Majors, with a percentage of 45.4 fell into the middle bracket. Two groups, agents with No Previous Job Experience with a percentage of 49.2, and Non Induction Trained Agents with an average percentage of difficulty of 54.2, were in the highest percentage bracket.

Conclusion: No one particular undergraduate major was strongly associated with the ease of doing the five most difficult Extension tasks. By combining the difficulty of each group and finding the average difficulty of the five tasks, the results indicate that Agricultural Subject Matter Agents have a slightly easier time of doing the Extension tasks the first time. This is further brought out by using a mean weighted score to measure the difficulty encountered by the three groups. The percentage of difficulty of five tasks also indicated that although Agricultural Subject Matter Agents

found it slightly easier to do the tasks, there was not enough difference for the author to reject the hypothesis.

The hypothesis is accepted as there appears to be no important association between undergraduate major and the ease with which the tasks are done. There were differences in degree of difficulty among the groups between the five tasks but it was not considered to be sufficient to reject the hypothesis.

Hypothesis 5. There is no association between difficulty and how well the agent thought he did each of the five most difficult tasks and:

- a. Induction Training
- b. Previous Job Experience
- c. Undergraduate Major

To measure the opinion of the agents it was necessary to break the results down into three areas. This was done in order to determine if any one of the three factors were related to the agent's opinion of his ability to do the tasks well.

Tables 24 through 28 show the proportion of the Induction and Non Induction Trained Agents expressing their opinion of how they performed the task. It will be noted that in only the lowest ranked of the five tasks did the Induction Trained Agents believe they did a poorer job than the Non Induction Trained Agents.

TABLE 24.--Proportions stating opinion of their performance of task, "Assisted in Planning the County Program"

Respondent Group	Poor	Average	Well	TOTAL
Non Induction Trained	41	55	4	100
Induction Trained	23	75	2	100

TABLE 25.--Proportions stating opinion of their performance of task,  
"Developed a Plan of Work"

Respondent Group	Poor	Average	Well	TOTAL
Non Induction Trained	25	69	6	100
Induction Trained	6	83	11	100

TABLE 26.--Proportions stating opinion of their performance of task,  
"Prepared and Presented Written Report"

Respondent Group	Poor	Average	Well	TOTAL
Non Induction Trained	31	65	4	100
Induction Trained	8	83	9	100

TABLE 27.--Proportions stating opinion of their performance of task,  
"Evaluated Results of an Extension Event or Activity"

Respondent Group	Poor	Average	Well	TOTAL
Non Induction Trained	25	70	5	100
Induction Trained	9	74	17	100

TABLE 28.--Proportions stating opinion of their performance of task,  
"Prepared and Gave a Platform Speech"

Respondent Group	Poor	Average	Well	TOTAL
Non Induction Trained	11	71	18	100
Induction Trained	13	77	10	100



In the task, "Assisted in Planning the County Program," 41 per cent of the Non Induction Trained Agents indicated a poor performance. The Induction Trained Agents reported 23 per cent performing the task poorly.

In the task, "Developed a Plan of Work," a small percentage in both groups reported performing the task poorly. Of the Non Induction Trained Agents, 25 per cent reported doing the task poorly. Six per cent of the Induction Trained Agents believed they did the task poorly.

In the task, "Prepared and Presented Written Reports," 31 per cent of the Non Induction Trained Agents reported doing the task poorly. Eight per cent of the Induction Trained Agents believed they did the task poorly. This task showed the greatest difference between the two groups in the five tasks studied.

In the task, "Evaluated Results of an Extension Event or Activity," 25 per cent of the Non Induction Trained Agents reported doing the task poorly. Nine per cent of the Induction Trained Agents reported a poor performance.

The task, "Prepared and Gave a Platform Speech," showed the reverse of the other tasks. The difference was small. The Non Induction Trained Agents reported 11 per cent doing the task poorly. The Induction Trained Group reported 13 per cent performing the task poorly.

These tables indicate that the Induction Trained Agents had more confidence in their ability to do the hard tasks. An individual with confidence in his ability should be able to do a better job and should stay longer on the job than an individual lacking such confidence.

The opinions of performance of agents With and Without Previous Job Experience are found in Tables 29 through 33. The types of previous experience

were listed earlier. These tables show the percentage distribution of agents expressing their opinion on how well they felt they did the tasks.

TABLE 29.--Proportions stating opinion of their performance of task,  
"Assisted in Planning the County Program"

Respondent Group	Poor	Average	Well	TOTAL
No Previous Job Experience	34	62	4	100
Previous Job Experience	16	84	0	100

TABLE 30.--Proportions stating opinion of their performance of task,  
"Developed a Plan of Work"

Respondent Group	Poor	Average	Well	TOTAL
No Previous Job Experience	16	75	9	100
Previous Job Experience	16	76	8	100

TABLE 31.--Proportions stating opinion of their performance of task,  
"Prepared and Presented Written Reports"

Respondent Group	Poor	Average	Well	TOTAL
No Previous Job Experience	22	75	3	100
Previous Job Experience	6	68	16	100

TABLE 32.--Proportions stating opinion of their performance of task,  
"Evaluated Results of an Extension Event or Activity"

Respondent Group	Poor	Average	Well	TOTAL
No Previous Job Experience	18	72	10	100
Previous Job Experience	10	73	17	100



TABLE 33.--Proportions stating opinion of their performance of task,  
"Prepared and Gave a Platform Speech"

Respondent Group	Poor	Average	Well	TOTAL
No Previous Job Experience	13	74	13	100
Previous Job Experience	11	72	17	100

In the task, "Assisted in Planning the County Extension Program," 34 per cent of the No Previous Job Experience Group indicated a poor performance. The group with Previous Job Experience showed 16 per cent experiencing a poor performance.

In the task, "Developed a Plan of Work," 16 per cent of the No Previous Job Experience Group felt they did the task poorly. The same percentage, 16 was indicated by the Previous Job Experience Group.

The task, "Prepared and Presented Written Reports," shows 22 per cent of the No Previous Job Experience Agents reporting doing the task poorly and 6 per cent of the Previous Job Experience Group reporting doing the task poorly.

The task, "Evaluated Results of an Extension Event or Activity," shows the agents with No Previous Job Experience reporting 18 per cent doing the task poorly. The Previous Job Experience Group reported 10 per cent doing the task poorly.

In the last of the five tasks, "Prepared and Gave a Platform Speech," the results showed very little difference. The No Previous Job Experience Group reported 13 per cent doing the task poorly. Eleven per cent of the Previous Job Experience Group felt they did the task poorly.

From the foregoing analysis it appears that the lower the task was



ranked by all agents according to difficulty the smaller the difference of opinion between the two groups.

A larger proportion of agents Without Previous Job Experience expressed a poorer opinion of their performance of these tasks than agents With Previous Job Experience. This result was expected. The unexpected result was that the difference was only 7.8 per cent. This is slightly more than one-half the difference between the Induction and Non Induction Trained agents. This gives an indication that an induction training program is as valuable as previous experience when compared with opinions of how well the job is done. A closer study of previous experiences would appear necessary to determine which type of previous experience was the most important.

Tables 34 through 38 show the proportions of the three undergraduate groups feeling that they performed the five most difficult tasks poorly, average and well.

The percentage of those believing they performed the task poorly was somewhat higher for the Agricultural Subject Matter Agents.

TABLE 34.--Proportions stating opinion of their performance of task,  
"Assisted in Planning the County Program"

Respondent Group	Poor	Average	Well	TOTAL
Agricultural Subject Matter	41	55	4	100
Home Economics Subject Matter	21	72	7	100
Agri. or Home Econ. Education	30	68	2	100

TABLE 35.--Proportions stating opinion of their performance of task,  
"Developed a Plan of Work"

Respondent Group	Poor	Average	Well	TOTAL
Agricultural Subject Matter	25	65	10	100
Home Economics Subject Matter	11	82	7	100
Agri. and Home Econ. Education	11	81	8	100

TABLE 36.--Proportions stating opinion of their performance of task,  
"Prepared and Presented Written Reports"

Respondent Group	Poor	Average	Well	TOTAL
Agricultural Subject Matter	23	71	6	100
Home Economics Subject Matter	20	70	10	100
Agri. or Home Econ. Education	17	77	6	100

TABLE 37.--Proportions stating opinion of their performance of task,  
"Evaluated Results of an Extension Event or Activity"

Respondent Group	Poor	Average	Well	TOTAL
Agricultural Subject Matter	16	70	14	100
Home Economics Subject Matter	10		16	100
Agri. or Home Econ. Education	21	72	7	100

TABLE 38.--Proportions stating opinion of their performance of task,  
"Prepared and Gave a Platform Speech"

Respondent Group	Poor	Average	Well	TOTAL
Agricultural Subject Matter	6	92	2	100
Home Economics Subject Matter	7	79	14	100
Agri. or Home Econ. Education	9	72	18	100

The percentages of those believing they performed the tasks poorly in all seven groupings are listed in Table 39. This average was determined by adding the percentages stating their opinion was poor in all five tasks and dividing by five.

TABLE 39.--Average per cent of agent groupings reporting they performed a job poorly

Agent Group	Per cent
Agricultural Subject Matter	22.4
Home Economics Subject Matter	13.8
Home Economics or Agricultural Education Major	17.6
Induction Trained	11.8
Non Induction Trained	26.6
Previous Job Experience	13.8
No Previous Job Experience	20.6

This table shows that the group having the highest opinion of their performance of these tasks was the Induction Trained Agents with only 11.8 per cent believing they did a poor job. The Previous Job Experience Group



showed a percentage of 13.8, and the Home Economics Subject Matter Agents showed a percentage of 13.8 feeling they did the job poorly.

Three of the groups fell into a middle bracket. These were the Home Economics or Agricultural Education Major Group with an average 17.6 per cent reporting they performed the five tasks poorly. The No Previous Job Experience Group reported an average per cent of 20.6 for the five tasks and the Agricultural Subject Matter Agents reported 22.4 per cent. Only one group, the Non Induction Trained Agents was considerably above the remainder. Of this group 26.6 per cent reported performing the tasks poorly.

When looking at the individual tasks the following results were noted: In the task, "Assisted in Planning a County Program," 41 per cent of the Agricultural Subject Matter Agents indicated a poor performance. Twenty-one per cent of the Home Economics Subject Matter Agents and 30 per cent of the Educational Majors reported doing the task poorly.

In the task, "Developed a Plan of Work," 25 per cent of the Agricultural Subject Matter Agents reported doing the task poorly while the Home Economics Subject Matter Agents and Education Majors both reported 11 per cent doing the job poorly.

The task, "Prepared and Presented Written Reports," shows that 23 per cent of the Agricultural Subject Matter Agents, 20 per cent of the Home Economics Subject Matter Agents and 17 per cent of the Education Majors reported a poor performance of this task.

In the task, "Evaluated Results of an Extension Event or Activity," the Education Majors had the largest percentage reporting a poor performance, 21 per cent. The Agricultural Subject Matter Agents report of 16 per cent was followed by the Home Economics Agents report of 10 per cent performing

the task poorly.

In the task, "Prepared and Gave a Platform Speech," there was very little difference of opinion of performance. The Agricultural Subject Matter Agents reported 6 per cent performing poorly. The Home Economics Subject Matter Agents reported 7 per cent performing poorly, while the Education Majors reported 9 per cent performing the task poorly.

This data indicate that induction training may be the most important of the variables tested in establishing an agent's confidence in his ability to do these tasks.

Conclusions: Agents with induction training believed that they performed the tasks less poorly than those without induction training. In only one task, "Prepared and Gave a Platform Speech," was there some question. The author feels that perhaps induction trained agents have discovered how a speech should be given and therefore have higher standards of performance than agents without induction training. There was a slight relationship between previous job experience and how well agents felt they did the five tasks. It was difficult to determine which of the undergraduate majors had the best opinion of their work. From a percentage distribution standpoint it appeared the Agricultural Subject Matter agents had the poorest opinion of their work, the Home Economics Subject Matter Agents were in between and the Education Majors had the highest opinion of their work. This result was derived by giving a score of 0 to the group with the lowest percentage responding to "poorly" in each task. This number was then subtracted from the other two groups to arrive at the difference in each particular task. This was done in all five tasks. Each group's total was then divided by five to arrive at an average difference. The results were reported above. From the



data presented above the hypothesis is rejected in relation to:

- a. Induction Training
- b. Previous Job Experience
- c. Undergraduate Major

There appears to be one other association. When the task became easier the percentage differences between the groups tended to grow smaller.

Hypothesis 6. There is no relationship between induction training and turnover in Kansas Extension Agents.

The author realizes that many factors may contribute to turnover in personnel. Such factors as personal likes and dislikes, illness, family relocation, economic conditions, etc. may be strong influences upon turnover.

Other factors can be studied to determine if induction training is related to turnover. As brought out in the review of literature, individuals who are acquainted with other employees, their job, and their surroundings, are much more likely to remain as employees. By studying whether induction training is associated with the ease of doing specific Extension tasks should allow the assumption to be made that induction training may decrease turnover in agents. If an agent has more confidence in his ability to do a task he will feel more capable of doing it and less inclined to resign to find employment in which he has confidence. It is assumed also that if an agent can learn to do a new task rapidly he will gain confidence more quickly. With these thoughts in mind a set of tables was organized to study the relationship of induction training to turnover.

Tables 5 through 8 showed that induction trained agents found all of the tasks less difficult. In each of the specific tasks the Non Induction Trained Agents indicated more difficulty in performing the task than the



Induction Trained Agents. Since time involved in learning a task is a factor to consider when studying ease, tables were organized to study this factor. The author believes that the group which shows the least amount of time saved between the first time a task is performed and when it is performed during the second year should be the most efficient. This appears plausible because the more able the agent is to do a task quickly the first time the less time there would be to save the second year.

Tables 40 through 44 give the proportions of agents stating the amount of time they saved between the first time the task was performed and during the second year in extension work.

TABLE 40.--Proportions stating amount of time required the second year for task, "Assisted in Planning a County Program"

Respondent Group	Much Less	Less	Same	TOTAL
Non Induction Trained	11	32	57	100
Induction Trained	7	32	61	100

TABLE 41.--Proportions stating amount of time required the second year for task, "Developed a Plan of Work"

Respondent Group	Much Less	Less	Same	TOTAL
Non Induction Trained	15	39	46	100
Induction Trained	9	35	56	100

TABLE 42.--Proportions stating amount of time required the second year for task, "Prepared and Presented Written Report"

Respondent Group	Much Less	Less	Same	TOTAL
Non Induction Trained	18	30	52	100
Induction Trained	13	42	45	100

TABLE 43.--Proportions stating amount of time required the second year for task, "Evaluated Results of an Extension Event or Activity"

Respondent Group	Much Less	Less	Same	TOTAL
Non Induction Trained	11	27	62	100
Induction Trained	6	39	55	100

TABLE 44.--Proportions stating amount of time required the second year for task, "Planned and Gave a Platform Speech"

Respondent Group	Much Less	Less	Same	TOTAL
Non Induction Trained	11	26	63	100
Induction Trained	8	29	63	100

In the task, "Assisted in Planning the County Extension Program," 11 per cent of Non Induction Trained Agents reported much less time in doing this task the second year. Seven per cent of the Induction Trained Groups reported much less time.

In the second most difficult task, "Developed a Plan of Work," 15 per cent of the Non Induction Trained Group reported much less time to do the task the second year. Nine per cent of the Induction Trained Group reported much less

time to do the task.

In the task, "Prepared and Presented Written Reports," 18 per cent of the Non Induction Trained Agents reported taking much less time the second year. Thirteen per cent of the Induction Trained Agents reported taking much less time for this task during the second year.

In the task, "Evaluated Results of an Extension Event or Activity," the percentages of both groups were the smallest. Eleven per cent of the Non Induction Trained Agents reported less time needed to do the task the second year, while six per cent of the Induction Trained Agents reported less time.

In the task, "Prepared and Gave a Platform Speech," the difference in time between the two groups was 3 per cent which was the lowest of the five tasks. The Non Induction Trained Agents reported that 11 per cent took much less time to do the task. Eight per cent of the Induction Trained Agents reported taking less time during the second year to perform this task.

Table 45 shows the per cent of agents reporting taking much less time. The figures in this table were derived by adding the percentage reporting in this column for the five tasks and dividing by five.

This table shows that induction trained agents needed the least amount of time to do the tasks the second year. A more detailed study should be made to determine how many of the other groups would indicate less time if induction training were held constant.

The Induction Trained Agents' percentage of 8.6 and the Education Majors' percentage of 9.2 fell into the lowest bracket. The Previous Job Experience Groups' percentage of 10.6, No Previous Job Experience and Home Economics Subject Matter Group's percentage of 11.0 tend to fall within the



TABLE 45.--Average percentage difference of time needed to do a task the second year compared with the first performance by seven agent groups

Agent Group	Per cent
Induction Trained	8.6
Non Induction Trained	13.2
Previous Job Experience	10.6
No Previous Job Experience	11.0
Agricultural Subject Matter	12.6
Home Economics Subject Matter	11.0
Agricultural or Home Economics Education	9.2

middle bracket. The Non Induction Trained Group had the highest average percentage of 13.2, and the Agricultural Subject Matter Agents had the next highest percentage of 12.6. These two groups seemed to fit into a top bracket.

Age is another variable that should be considered when studying factors associated with ease of doing Extension tasks, turnover, or value of training. The older agents have been in Extension generally for longer periods of time than the younger agents. Most of the older agents were trained under different circumstances than the new agents. Also, very few of the older agents completed the induction training program. The respondents were divided into two groups--those 35 years of age and under, and those over 35 years of age. In all five tasks the group 35 and under showed a smaller percentage reporting difficulty than the group over 35. The average percentage of difficulty for the five tasks is given in Table 46.

The difference of 16 per cent in favor of the younger group shows that the older group which did not have induction training had more difficulty

TABLE 46.--Average percentage of difficulty of five tasks by agent age groups

Age Groups	Per cent
Agents 35 years of age and under	40.4
Agents over 35 years of age	56.4

when doing the tasks the first time.

The results of the proportion finding difficulty in the five specific tasks are reported in Tables 47 through 51.

TABLE 47.--Proportions showing difficulty by age groups for task, "Assisted in Planning a County Program"

Age Groups	Difficult	Easy	Neither Difficult Nor Easy	TOTAL
35 and under	63	1	36	100
Over 35	72		28	100

TABLE 48.--Proportions showing difficulty by age groups for task, "Developed a Plan of Work"

Age Groups	Difficult	Easy	Neither Difficult Nor Easy	TOTAL
35 and under	42	7	51	100
Over 35	65		35	100

TABLE 49.--Proportions showing difficulty by age groups for task,  
"Prepared and Presented Written Report"

Age Groups	Difficult	Easy	Neither Difficult Nor Easy	TOTAL
35 and under	36	19	45	100
Over 35	44	3	53	100

TABLE 50.--Proportions showing difficulty by age groups for task,  
"Evaluated Results of an Extension Event or Activity"

Age Groups	Difficult	Easy	Neither Difficult Nor Easy	TOTAL
35 and under	38	9	53	100
Over 35	58	2	42	100

TABLE 51.--Proportions showing difficulty by age groups for task,  
"Planned and Gave a Platform Speech"

Age Groups	Difficult	Easy	Neither Difficult Nor Easy	TOTAL
35 and under	23	22	55	100
Over 35	43	14	43	100

In the task, "Assisted in Planning the County Extension Program," 72 per cent of the agents over 35 reported it as difficult. The agents 35 and under had a percentage of 63 reporting it as difficult.

In the task, "Developed a Plan of Work," 65 per cent of the older group of agents reported it as difficult. Forty-two per cent of the younger group



reported it as difficult. This difference of 23 per cent was the largest in the five tasks studied.

In studying the task, "Evaluated Results of an Extension Event or Activity," the closest relationship between the age groups was found. There was very little difference between this test and the first task studied when comparing relationship of one group to the other. The total percentage reporting difficulty with this task was considerably less than with the first task. Of the over 35 group, 44 per cent reported the task as difficult. Thirty-six per cent of the 35 and under group reported the task as difficult.

The task, "Developed a Plan of Work," was studied next. The 35 and under age group had 38 per cent reporting the task as difficult. Fifty-eight per cent of the over 35 group reported the task as difficult.

The task, "Developed a Plan of Work," was studied next. The 35 and under age group had 38 per cent reporting the task as difficult. Fifty-eight per cent of the over 35 group reported the task as difficult.

In the task, "Prepared and Gave a Platform Speech," 23 per cent of the younger group reported the task as difficult. Forty-three per cent of the older group reported the task as difficult.

One other factor is important in the study of the relationship of induction training to turnover of County Agents. It is the comparison of turnover of agents in Kansas to turnover in bordering states. None of these states has inaugurated an induction training program as intensive as the one in Kansas.

To study this factor, information from the U. S. Department of Agriculture was used.<sup>1</sup> Basic data from this report are listed in Table 52

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<sup>1</sup>USDA, Federal Extension Service, Turnover of Cooperative Extension Agents During the Period January 1, 1959 Through December 31, 1961.

showing the turnover of agent positions in Kansas since the adoption of the induction training program.

TABLE 52.--Separation rate of Kansas Extension Agents

Position	1959 Per cent	1960 Per cent	1961 Per cent
County Agent	10.4	7.4	1.9
Assistant County Agent	21.4	17.6	10.0
Home Economics Agent	15.9	14.4	15.2
Assistant Home Economics Agent	37.5	25.0	20.0
Male Specialists	5.3	1.5	8.1
Female Specialists	0.0	12.5	6.3
4-H Specialists	5.6	17.1	11.8

The percentage of county agent turnover dropped in three years from 10.4 per cent to 1.9 per cent. The turnover in assistant county agents dropped from 21.4 per cent to 10.0 per cent in the same period. The turnover of Home Economics Agents dropped from 15.9 per cent to 15.2 per cent in this period. The small change in turnover by this group may be explained by the nature of the group. Many of the agents are married. If the husband moves from one job to another his wife will resign to go with him. Many of the Home Economics Agents resign when they get married. Others resign to raise a family after they are married. These factors probably have more relationship to turnover of Home Economics Agents than induction training.

The Assistant Home Economics Agent turnover dropped from 37.5 per cent to 20 per cent in the three year period.

The turnover rate for Extension Specialists increased in all three categories during these three years. The turnover of men specialist during the three year period increased from 5.3 per cent to 8.1 per cent. The rate for Women Specialists increased from 0 to 6.3 per cent and the turnover for 4-H specialists increased from 5.6 to 11.8 per cent. It is difficult to explain the erratic turnover rate of the Specialists. The turnover rate for four of the County Extension Agent positions, however, was sharply reduced during the three year period.

Table 53 shows the turnover rate of Kansas County Agents compared to County Agents in bordering states and nationally.

TABLE 53.--Comparison of turnover rates of Kansas County Agents with County Agents in bordering states and nationally

State	1959 Per cent	1960 Per cent	1961 Per cent
Kansas	10.4	7.4	1.9
Oklahoma	2.4	4.5	7.8
Missouri	5.0	3.5	2.7
Colorado	5.0	3.8	5.8
Nebraska	2.4	4.8	13.3
United States	5.6	4.9	5.4

Compared with the United States the per cent of turnover in Kansas Extension Agents has dropped considerably. In three of the surrounding states, Oklahoma, Colorado and Nebraska the turnover rate has increased. In one state, Missouri, the rate of turnover has decreased but at a lower rate than in Kansas. The Kansas turnover rate dropped from 10.4 per cent to 1.9 per cent



as compared to Oklahoma, which increased from 2.4 per cent to 7.8 per cent; Nebraska, which increased from 2.4 per cent to 13.3 per cent; Colorado, which increased from 5.0 per cent to 5.8 per cent and Missouri, which dropped from 5.0 per cent to 2.7 per cent. Nationwide, the turnover rate remained about the same, dropping slightly from 5.6 per cent to 5.4 per cent.

**Conclusions:** Regardless of the factors that tend to limit the ability of an organization to reduce turnover there appears to be factors which can aid in preventing turnover of personnel. These factors may be included in an induction training program.

It appears that the Induction Training Program may instill some confidence in an agent's ability to do a task. In studying this statement it was found that percentage differences of time needed to do a task was larger between Induction Trained and Non Induction Trained Agents than between any other two groupings of agents.

The results of comparing the older agents with the younger ones showed that Induction Trained Agents found the Extension tasks easier and the largest percentage of Induction Trained Agents were in the younger group.

It is recognized that many factors may influence turnover of agents. Nevertheless, there is a strong indication that the induction training program in Kansas may have been a major factor in reducing turnover among Kansas Agents.

The hypothesis is rejected on data presented for Extension Agents other than Home Economics Agents. It appears that other obvious factors may have strong influence on the turnover rate of these agents.

## CHAPTER V

## SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Summary

The purpose of this study was to describe and analyze some of the factors associated with the ease of doing certain Extension tasks.

Specifically the purposes of this study were:

1. To describe the induction training program in use in Kansas.
2. To identify and analyze some of the factors associated with the performance of various Extension tasks, with major emphasis on induction training.

The objectives for this study were:

1. To determine if there is an association between the ranking of 22 tasks by agents according to difficulty and:
  - a. Induction Training
  - b. Previous Job Experience
  - c. Undergraduate Major
  - d. Sex
2. To determine if there is an association between induction training and the ease with which the Extension Agent feels he can do his job.
3. To determine if there is an association between previous job experience and the ease with which the new agent feels he can do his job.

4. To determine if there is an association between undergraduate major and the ease with which the new agent feels he can do his job.
5. To determine if there is an association between the difficulty of the task and how well the agent thought he performed the task.
6. To determine if there is an association between turnover of Kansas Extension Agents and induction training.

This study was a combination of two types of research--exploratory and descriptive, with the major emphasis on descriptive.

The data were prepared in two steps. One set of personal data was prepared by the author from the State Extension Office material. The remainder of the data were obtained by sending a questionnaire to 160 extension agents. An equal number of men and women, with and without induction training were asked to fill out the questionnaire. Of the 160 questionnaires mailed, 156 were returned.

The questionnaire consisted of eight questions for 22 tasks. The questions were the same for each task. The respondent was asked if he had completed the task during his first year as an agent. If he had, he was to answer as to whether it was easy, difficult or neither easy nor difficult. He was then asked to state his opinion of his performance as compared to an experienced agent.

If the agent had some previous training in the task, he was asked to state if it had been through inservice training, induction training, formal schooling, previous job experience or other.

The respondents were asked their opinion of the amount of training a new agent would need in each of the tasks and who should give the training.



The final question was related to whether the agent took less time to do the task the second year as compared to the first. Agents were asked to record the amount of difference.

Factors such as schooling, experience and other training were included as variables to be studied.

A pretest of the questionnaire by state office personnel who had once been County Agents resulted in a few minor changes. This pretest included a time study to determine the length of time needed to complete the questionnaire.

The study was limited to agents with at least 12 months experience and on the job September 1, 1961. All induction trained agents and an equal number of non induction trained agents were used in the study.

The questionnaires were precoded and all data punched and verified on IBM cards. A few of the agents did not feel qualified to answer some of the questions. Some of the tasks had not been completed by some agents the first year. These facts account for the variations in totals.

The statistical analysis of this study was conducted using the following procedure: (1) Derive answers from the questionnaire; (2) prepare tables showing distribution of respondents in each area; (3) investigate the distribution of respondents; and (4) determine how the differences in background were associated with ease of doing the various tasks.

To test the first hypothesis, "There is no relationship between the ranking of 22 tasks by agents according to difficulty and: (a) Induction Training; (b) Previous Job Experience; (c) Undergraduate Major, and (d) Sex," the tasks were ranked according to difficulty by the following ten groups:

1. Induction Trained Agents
2. Non Induction Trained Agents
3. Previous Job Experience
4. No Previous Job Experience
5. Agricultural Subject Matter Majors
6. Home Economics Subject Matter Majors
7. Agricultural or Home Economics Education Majors
8. Men Agents
9. Women Agents
10. All Agents

The agents ranked the 22 tasks according to difficulty. Number 1 was considered as the most difficult and Number 22 the least difficult. The ranking was as follows:

1. Planned the County Program.
2. Developed a Plan of Work.
3. Explained the Philosophy of Extension to Others.
4. Gave a platform speech.
5. Prepared an educational exhibit.
6. Prepared written reports.
7. Evaluated results of an Extension event.
8. Gave a method demonstration.
9. Secured a person to serve as a leader.
10. Conducted annual council meetings.
11. Conducted a leader training meeting.
12. Prepared an article for a newspaper.
13. Presented a radio program.
14. Used files to locate Extension subject matter.

15. Explained my job to someone outside extension.
16. Assisted with township elections.
17. Organized a formal group.
18. Prepared and gave oral reports.
19. Established a result demonstration.
20. Prepared a circular letter or newsletter.
21. Conducted an office visit.
22. Made a farm or home visit.

The results of this ranking showed there was a great deal of agreement among agents as to the difficulty of the tasks. The two most difficult tasks, "Planned a County Program," and "Developed a Plan of Work," were virtually unanimous selections as most difficult. The less difficult the tasks became the more variations there were in the opinions of the agents. The third overall most difficult task, "Prepared a Platform Speech," was not rated in the top ten most difficult tasks by the agents with No Previous Job Experience and by those with a Home Economics Subject Matter Major. The task, "Planned an Educational Exhibit," was not ranked in the top ten most difficult tasks with the all male groups. These were the Men Agents and Agricultural Subject Matter Majors.

By using Spearman's coefficient of rank correlation it was determined that there was a high consensus between the agent groups as to difficulty of the task in all but one area. When comparing the Agricultural Subject Matter Majors with the Home Economics Subject Matter Majors the correlation dropped to .60. This was not considered low enough to reject the hypothesis but it was lower than the remainder of the group. Comparing Induction Trained Agents with Non Induction Trained Agents the highest correlation, .88, was



found. Surprisingly, the second highest correlation, .78 was between the Men Agents and the Women Agents. The difference between this group and the lowest correlation may be explained partially by the fact that the Education Majors are included in the men to women comparison but not in the Agriculture to Home Economics Subject Matter comparison.

The comparison of Previous Job Experience Agents with agents having No Previous Job Experience showed a relatively high correlation of .74. There was close agreement between both Subject Matter Groups and the Education Majors. The correlation was .75 between the Agricultural Subject Matter Agents and the Education Majors and .71 between the Home Economics Subject Matter Majors and the Education Majors. The hypotheses was accepted.

The second hypothesis, "There is no association between induction training and the ease with which the five most difficult extension tasks are done," was tested next. Percentage distribution tables were used to test this hypothesis.

All tasks were more difficult for the Non Induction Trained Agents than for those with Induction Training. Interestingly enough, the task that was the most difficult showed the smallest difference between the two groups. This is as it should be because in testing the first hypothesis a high correlation was found between the two groups as to difficulty of the tasks. The larger differences of difficulty were found in some of the tasks ranked lower as to difficulty. The hypothesis was rejected based on the above findings.

"There is no association between previous job experience and the ease with which the five most difficult tasks are done," was the next hypothesis tested. Percentage distribution tables were used to test this hypothesis.

In this group the differences in difficulty between the two groups among

the five tasks varied more than in the Induction Trained to Non Induction Trained comparison. There was a general tendency, however, for the differences between the two groups to get smaller as the tasks became easier according to the rank by difficulty. The Previous Job Experience Agents reported less difficulty in four of five tasks, and with the fifth task, "Evaluated Results of an Extension Event or Activity," the difference in favor of the No Previous Job Experience was small. The hypothesis was rejected.

Hypothesis four was tested through the use of percentage distribution tables. The hypothesis was, "There is no association between undergraduate major and the ease with which the five most difficult tasks are done." In this series of tables the higher the ranking of the task according to difficulty the larger the percentage of each group indicating the task was difficult. There was no one group of undergraduate majors that found the tasks easier than another group. In the task, "Assisted in Planning the County Program," 66 per cent of both the Home Economics and Education Majors found the task difficult. Fifty-three per cent of the Agriculture Majors found it difficult.

In the task, "Developed a Plan of Work," 51 per cent of the Education Majors, 48 per cent of the Agriculture Majors, and 44 per cent of the Home Economics majors found it difficult.

In the task, "Prepared and Presented Written Reports," 47 per cent of the Home Economics Majors, 43 per cent of the Agricultural Majors, and 42 per cent of the Education Majors reported it as difficult.

In the task "Evaluating Extension Activities," 48 per cent of the Home Economics Majors, 40 per cent of the Education Majors and 27 per cent of the Agriculture Majors reported the task as difficult.



In the task, "Preparing for a Speech," 47 per cent of the Agriculture Majors, 32 per cent of the Home Economics Majors, and 28 per cent of the Education Majors reported the task as difficult.

The results show that the Agricultural Subject Matter Majors had somewhat less difficulty with the tasks. The hypothesis was accepted as there appeared to be no important association between the undergraduate major and ease of doing the Extension tasks.

Hypothesis five was, "There is no association between how well the agent thought he did each of the five most difficult tasks and (a) Induction Training or Non Induction Training; (b) Previous Job Experience; and (c) Undergraduate Major.

In all but one task the Induction Trained Agents showed a lower percentage of those feeling they did a poor job. The largest difference was in the task, "Prepared and Presented Written Reports." This was the third overall most difficult task. In this task 31 per cent of the Non Induction Trained Agents reported they did the task poorly. Eight per cent of the Induction Trained Agents reported a poor opinion.

In "Planning the County Program," 41 per cent of the Non Induction Trained Agents expressed a poor opinion of their performance, while 23 per cent of the Induction Trained Agents made such a report.

"Developing a Plan of Work," also showed a relatively large difference between the two groups. Of the Non Induction Trained Agents, 25 per cent expressed poor performance, while 6 per cent of the Induction Trained Agents felt this way.

In "Evaluating Extension Events," 25 per cent of the Non Induction Trained Group expressed a poor opinion, compared with 9 per cent of the



Induction Trained Agents. The final task, "Prepared and Gave a Platform Speech," was almost evenly divided, however, the Induction Trained Agents reported 13 per cent having a poor opinion, while 11 per cent of the Non Induction Trained Agents expressed this opinion. The difference was small and may be due to the fact that the Induction Trained Agents have a higher standard of performance for this task than the Non Induction Trained group.

Those With and Without Previous Job Experience expressed opinions quite similar to the Induction and Non Induction Trained Agents.

In "Planning the County Program," the proportion of agents expressing a poor opinion in the No Previous Job Experience Group was 34 per cent. Of the Previous Job Experience Agents, 16 per cent expressed an opinion of poor performance.

In the task, "Developed a Plan of Work," both groups showed 16 per cent expressing a poor opinion of their performance.

Another area with a wide difference was the task, "Prepared and Presented Written Reports." Six per cent of the Previous Job Experience Group and 22 per cent of the No Previous Job Experience Group expressed a poor opinion of their task.

When it came to "Evaluating Results of an Extension Activity," 18 per cent of the No Experience Group expressed a low opinion, while 10 per cent of the Previous Job Experience Group expressed a poor opinion of their performance.

In the last task, "Prepared and Gave a Platform Speech," very little difference was found between the two groups. Thirteen per cent of the No Experience and 11 per cent of the Experienced Group expressed a poor opinion of doing this task for the first time.

The unexpected result from the foregoing analysis was the small difference of opinion of agents with Previous Job Experience and agents in the Induction Trained Group. This tends to show that agents with induction training have a higher opinion of their work than agents with previous experience.

When comparing the opinions of the Undergraduate Majors, in the three most difficult tasks the Agriculture Majors expressed the highest percentage of poor opinion of performance. In the task, "Planning the County Programs," 41 per cent of the Agricultural Majors, 30 per cent of the Education Majors, and 21 per cent of the Home Economics Majors expressed a poor opinion of their performance in this task.

In the task, "Developing a Plan of Work," the Home Economics Majors and the Education Majors had 11 per cent expressing a poor opinion of their performance. Twenty-five per cent of the Agriculture Majors expressed a poor opinion of their performance.

The task, "Prepared and Presented Written Reports," showed 23 per cent of the Agriculture Majors, 20 per cent of the Home Economic Majors, and 17 per cent of the Education Majors indicating a poor performance.

In the task, "Evaluated Results of an Extension Event or Activity," the Education Majors had the largest proportion indicating a poor performance-- 21 per cent. The Agriculture Major's indication of 16 per cent was followed by the Home Economics Majors' indication of 10 per cent performing the task poorly.

Very little difference of opinion was evident in the task, "Prepared and Gave a Platform Speech." Six per cent of the Agricultural Majors felt they did the task poorly, compared with seven per cent of the Home Economics



Majors, and nine per cent of the Education Majors.

The data related to all the variables were placed on one table to determine the variable with the greatest difference. The Non Induction Trained Agents had the lowest opinion of their performance. The Induction Trained Agents had the highest opinion of their performance. The hypothesis was rejected.

The last hypothesis tested was, "There is no relationship between induction training and turnover in Kansas Extension Agents."

Many factors are known to affect turnover. It is difficult to determine where the influence of one factor begins and another ends. In testing this hypothesis a study of time involved to do a task, difficulty of the task, and a comparison of the turnover rate of other areas was made to determine the relationship of induction training to job turnover.

In a previous hypothesis, Tables 5 through 8 in Chapter 4 indicated that induction training was strongly associated with the ease of doing certain tasks. Another test was made to verify these results. A comparison of age groups was made to determine what relationship this would have with the ease of doing the task. Most of the induction trained agents were in the 35 and under bracket. In every task studied this group indicated less difficulty in doing a task than the over 35 age group. When comparing the average per cent of difficulty of the five tasks the younger agents reported 40.4 per cent difficulty, while the older agents reported 56.4 per cent difficulty. This compares with the average difficulty of the five tasks of the Induction Trained Group of 38.4 per cent and of the Non Induction Trained Group of 54.2 per cent. These figures give a strong indication that induction training may be an important factor in making the task easier the first time



it is done.

When studying the amount of time to do a job the second year as compared to the first time it was completed the results were about as expected. The Induction Trained Agents had a lower percentage of those in the Much Less category. This indicates that the agent was better prepared when he began his job and therefore there was less time to be saved when doing the task the second year. The percentage reporting Much Less time was not high in any task. In the task, "Developed a Plan of Work," the Non Induction Trained Group reported 15 per cent took much less time, while in the Induction Trained Group, 9 per cent took much less time. In the task, "Prepared and Presented a Written Report," 18 per cent of the Non Induction Trained Group took much less time. Thirteen per cent of the Induction Trained Group took much less time. In the remaining three tasks, "Assisted in Planning a County Program," "Evaluated Results of an Extension Event or Activity," and "Planned and Gave a Platform Speech," 11 per cent of the Non Induction Trained Group reported Much Less time taken the second year as compared to the first time a task was done. However, the Induction Trained Group reported consecutively seven, six, and eight per cent Much Less time to do the task.

Of the eight variables studied, the Induction Trained Agents saved the least amount of time, 8.6 per cent, from one time to the next. The Education Majors were next with 9.2 per cent reporting taking much less time.

The last factor studied to determine the relationship of induction training to turnover was the actual records of turnover in Kansas as compared to bordering states and the nation as a whole. Results from studying these records show that the turnover of Kansas Extension Agents has dropped by a

larger percentage than any bordering state. The national turnover rate has remained nearly constant for the period 1959 to 1961. Missouri was the only bordering state to show a drop in turnover percentage. The drop was from 5 per cent in 1959, to 2.7 per cent in 1961. This compares with the Kansas drop from 10.4 per cent in 1959 to 1.9 per cent in 1961. The national rate of turnover was approximately 5.5 per cent during this period. The hypothesis was rejected.

There appears to be more than coincidence in the fact that the turnover rate in Kansas dropped so rapidly after the beginning of the induction training program. Not all of the factors were studied that could affect turnover. Those that were examined were not studied to the depth that it could be determined definitely that induction training was the only important factor. There may be a combination of the factors studied that is more important than any single one. Or, one of the other factors by itself may be more important in some situations.

### Conclusions

1. There was a high degree of agreement among the respondent groups in this study as to the ranking of the 22 tasks according to difficulty. The greatest difference of agreement between the groups was between the Agricultural Subject Matter Majors and the Home Economics Subject Matter Majors. Induction Training, Previous Job Experience, Sex, and Undergraduate Major were found to have no appreciable relationship to the ranking of the tasks according to difficulty.

The easier a task became the larger the number of agents that had completed it during their first year in Extension work. This indicates that



Extension workers tend to select the easier tasks to complete when starting to work on the job.

2. The more difficult a task was ranked the closer were the opinions of difficulty of the task between the different groups tested. The Induction Trained Agents had a smaller percentage of respondents indicating not a specific task was difficult. All of the tasks were easier for the Induction Trained Agents than for the agents Without Induction Training.

From the results of the analysis of the data in the study the author feels there is some justification for stating that induction training is, in all probability, the most important factor related to the ease of doing the necessary everyday Extension tasks.

3. The data show that agents with Previous Job Experience had less difficulty in doing the tasks than agents without Previous Job Experience. Generally, the more difficult a task was to both groups the larger the percentage difference there was between the two groups.

4. No one particular undergraduate major showed an important relationship to the ease of doing the tasks. There was very little difference between the three variables when the average overall percentage was computed for the five tasks.

Of the seven agent groups used to test the ease of doing the five tasks, the group with the lowest average percentage of difficulty was the Previous Job Experience Agents. The Induction Trained Agents followed very closely. The group with the highest percentage of difficulty was the Non Induction Trained Agents.

5. Induction Trained Agents appear to have more confidence in their ability to do specific Extension tasks than Non Induction Trained Agents.



With this increase in confidence there should be a corresponding increase in the quality of performance. Agents with Previous Job Experience seem to have more confidence in their abilities than agents Without Previous Job Experience. From a percentage distribution standpoint the Agricultural Subject Matter Agents have the poorest opinion of their work.

6. Induction training appears to be associated with reducing turnover of extension agents in Kansas. The fact that agents with Induction Training find Extension tasks easier eliminates some of the indecision an individual feels when working for an organization for the first time. With a higher opinion of his ability, the agent should have more confidence in his ability to do a task and should be less reluctant to attempt it.

National data on turnover rate indicate that certain factors inherent in the Kansas Extension Service tend to influence the present low rate of turnover in Kansas. A deeper, more detailed study will be necessary if actual cause and effect is to be determined.

#### Implications

The implications of this study to the Kansas Extension Service in particular, and Extension in general, are that there are many factors which may affect the ease of doing various Extension tasks.

A good induction training program may be more effective than some types of experience in making a task easier.

The induction training program should not stop with training the trainee. When placed in trainer agent counties for further training, the trainee should be under the guidance of a person who understands and is sympathetic with the program. These trainer agents should be trained in order to be able to

continue a satisfactory program. Much of the information given in a one week training unit can be lost if not followed through by the trainer agent with the trainee in the county.

The induction training program does not need to be designed for specific undergraduate majors. This study showed that there was no appreciable difference between the variables as to difficulty, opinion of performance or time saved by these individuals.

From the results presented in this study and as indicated by the review of literature, each state Extension Service should profit from an intensive induction training program. This should be especially true for the states that have a turnover rate larger than the national average of 5.5 per cent.

A well-planned induction training program should ease the task for the beginning agent and this should encourage him to remain in the organization.

#### Recommendations for Further Research

Every study must come to an end before all questions are answered. The lack of time as well as the type of study conducted prevented going deeper into other factors that may be related to the ease of doing the tasks or turnover rate of personnel. This was a study to point up relationships rather than a penetrating study of cause and effect.

Some recommendations for further study are:

1. Hold induction training constant to determine its effect upon the other variables in this study.
2. Study trainer agent needs and procedure for training new trainees.
3. Study the easy tasks compared to the most difficult tasks to determine if the relationships are the same.

4. Study the different types of experiences to determine which is the most effective in reducing the difficulty of doing Extension tasks.

5. Study the effect moral and other factors have upon turnover of Extension agents.

6. The unused data collected in this study should be used for further Extension research projects.



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## APPENDIX



IBM  
Column  
No. \_\_\_\_\_

1. 2. 3. \_\_\_\_\_ Schedule Number
4. \_\_\_\_\_ Deck Number
5. Age
1. \_\_\_ Under 26 years
2. \_\_\_ 26 - 35 years
3. \_\_\_ 36 - 45 years
4. \_\_\_ 46 - 55 years
5. \_\_\_ 56 - 65 years
6. \_\_\_ Over 65
6. Sex
1. \_\_\_ Male
2. \_\_\_ Female
7. How many total years of experience have you had in Extension as of July 1, 1962?
1. \_\_\_ Less than one year
2. \_\_\_ 1 - 5 years
3. \_\_\_ 6 - 10 years
4. \_\_\_ 11 - 15 years
5. \_\_\_ 16 - 20 years
6. \_\_\_ 21 - 25 years
7. \_\_\_ 26 - 30 years
8. \_\_\_ Over 30 years
8. What was your undergraduate major?
- |  |                            |
|--|----------------------------|
| 1. ___ Agriculture Economics                   | 6. ___ Foods and Nutrition |
| 2. ___ Agriculture of Home Economics Education | 7. ___ Clothing            |
| 3. ___ Agronomy                                | 8. ___ Home Furnishings    |
| 4. ___ Animal Husbandry                        | 9. ___ Other (Specify)     |
| 5. ___ Dairy Husbandry                         | _____                      |

9. What was your grade average for your last four semesters of undergraduate work? 91

1. \_\_\_ A

5. \_\_\_ C+

2. \_\_\_ B+

6. \_\_\_ C

9. \_\_\_ D

3. \_\_\_ B

7. \_\_\_ C-

4. \_\_\_ B-

8. \_\_\_ D+

10. Have you completed the five weeks Induction Training Program inaugurated at Kansas State University in July 1958.

1. \_\_\_ Yes, 2. \_\_\_ No. If yes, date of completion \_\_\_\_\_

11. How many years were you a 4-H club member?

1. \_\_\_ None

2. \_\_\_ 1-3 years

3. \_\_\_ 4-6 years

4. \_\_\_ 7-9 years

5. \_\_\_ Over 9 years

12. If a county worker, in which district do you work?

1. \_\_\_ Northeast

2. \_\_\_ Southeast

3. \_\_\_ Central

4. \_\_\_ Northwest

5. \_\_\_ Southwest

13. Role perception by the agent himself (check the one which you feel most nearly describes your job.)

1. \_\_\_ A professional agriculturist, home economist or youth worker available to provide information for the people of your county.

2. \_\_\_ A professional agriculturist, home economist or youth worker providing service to the people of your county.

3. \_\_\_ A professional educator developing programs to help people help themselves.

4. \_\_\_ A professional organizer of educational activities for the people of your county.

COOPERATIVE EXTENSION SERVICE

IN

92

AGRICULTURE AND HOME ECONOMICS

KANSAS STATE UNIVERSITY  
Division of Extension  
County Agent Work, Umberger Hall  
MANHATTAN, KANSAS

October 5, 1962

Dear Agent:

I am doing a study on training for a Master's thesis. To get information on this study I must send a questionnaire to certain individuals. You have been selected as a recipient of one of these questionnaires.

Would you be kind enough to take 30 minutes of your time to answer this questionnaire? This information will be of immense help to me. In fact, it will be impossible to do the study without answers. All information will be held confidential and there will be no identification with individuals in the thesis. Be sure you answer each question and fill in all appropriate blanks.

Would you answer the questionnaire by October 12. The way things look, I'd like to get the information assembled before I am called to active duty again.

Sincerely,



Richard L. Jepsen  
County Agricultural Agent

RLJ:lmh



## A Study of the Ease With Which the Extension Job is Done

### QUESTIONNAIRE

This study is being made to determine the association between various Extension tasks and the ease with which this task is done. Agents with and without induction training will be asked to fill out the questionnaire.

### PURPOSE

1. To provide valid information upon which to base a decision as to the effectiveness of the induction training program.
2. To obtain information from agents that have received the induction training and from those who have not received induction training.
3. To obtain information that can be used to improve the present induction training program.
4. To provide interested persons a better understanding of the values of induction training in Extension work.

### GENERAL INSTRUCTIONS

1. Signatures are not needed. The questionnaires are numbered. The information received from them will be held confidential. No identification with individuals will be published.
2. There are no "right" or "wrong" answers to the statements. Your own feelings and opinions based on your knowledge and experience, as of now, will make this study valuable.
3. Disregard IBM numbers on right side of page as they are to be used for coding and tabulation purposes.
4. Be sure to fill in all appropriate blanks.

**TASK: PREPARED AND PRESENTED  
A RADIO PROGRAM**

IBM Schedule No. \_\_\_\_\_

Deck No. 1

14. During my first year in Extension work, I performed this task.  
1. \_\_\_ Yes 2. \_\_\_ No
15. For me this task was:  
1. \_\_\_ Difficult 2. \_\_\_ Easy  
3. \_\_\_ Neither difficult nor easy
16. Compared to an experienced agent I think I performed this task:  
1. \_\_\_ Poor 2. \_\_\_ Average 3. \_\_\_ Well
17. Prior to being hired as a Kansas Extension agent, I had some training in this task.  
1. \_\_\_ Yes 2. \_\_\_ No
18. If yes, under which of the following circumstances:  
1. \_\_\_ Inservice training schools during my first year in Extension.  
2. \_\_\_ Induction training during my first year in Extension.  
3. \_\_\_ During my formal schooling.  
4. \_\_\_ Previous experience. If so, in what capacity? \_\_\_\_\_  
5. \_\_\_ Other (Specify)
19. I think a beginning agent will need the following amount of training in this task:  
1. \_\_\_ None 2. \_\_\_ Some 3. \_\_\_ Much
20. Who should give this training?  
1. \_\_\_ Trainer Agent 2. \_\_\_ District Agent  
3. \_\_\_ Other state staff
21. Compared with your first year in Extension, how much of your time did this task require the second year?  
1. \_\_\_ Much less 2. \_\_\_ Less  
3. \_\_\_ About the same

**TASK: PREPARED A CIRCULAR LETTER OR  
NEWSLETTER FOR DISTRIBUTION**

22. During my first year in Extension work, I performed this task.  
1. \_\_\_ Yes 2. \_\_\_ No
23. For me this task was:  
1. \_\_\_ Difficult 2. \_\_\_ Easy  
3. \_\_\_ Neither difficult nor easy
24. Compared to an experienced agent I think I performed this task:  
1. \_\_\_ Poor 2. \_\_\_ Average 3. \_\_\_ Well
25. Prior to being hired as a Kansas Extension agent, I had some training in this task.  
1. \_\_\_ Yes 2. \_\_\_ No
26. If yes, under which of the following circumstances:  
1. \_\_\_ Inservice training schools during my first year in Extension.  
2. \_\_\_ Induction training during my first year in Extension.  
3. \_\_\_ During my formal schooling.  
4. \_\_\_ Previous experience. If so, in what capacity? \_\_\_\_\_  
5. \_\_\_ Other (Specify)
27. I think a beginning agent will need the following amount of training in this task:  
1. \_\_\_ None 2. \_\_\_ Some 3. \_\_\_ Much
28. Who should give this training?  
1. \_\_\_ Trainer Agent 2. \_\_\_ District Agent  
3. \_\_\_ Other state staff
29. Compared with your first year in Extension, how much of your time did this task require the second year?  
1. \_\_\_ Much less 2. \_\_\_ Less  
3. \_\_\_ About the same

**FILL IN ALL APPROPRIATE BLANKS**





TASK: MADE A FARM OR  
HOME VISIT

TASK: CONDUCTED AN OFFICE VISIT

IBM Schedule No. \_\_\_\_\_

Deck No. 1

46. During my first year in Extension work, I performed this task.  
1. \_\_\_ Yes 2. \_\_\_ No

47. For me this task was:  
1. \_\_\_ Difficult 2. \_\_\_ Easy  
3. \_\_\_ Neither difficult nor easy

48. Compared to an experienced agent I think I performed this task:  
1. \_\_\_ Poor 2. \_\_\_ Average 3. \_\_\_ Well

49. Prior to being hired as a Kansas Extension agent, I had some training in this task.  
1. \_\_\_ Yes 2. \_\_\_ No

50. If yes, under which of the following circumstances:  
1. \_\_\_ Inservice training schools during my first year in Extension.  
2. \_\_\_ Induction training during my first year in Extension.  
3. \_\_\_ During my formal schooling.  
4. \_\_\_ Previous experience. If so, in what capacity? \_\_\_\_\_  
5. \_\_\_ Other (Specify)

51. I think a beginning agent will need the following amount of training in this task.  
1. \_\_\_ None 2. \_\_\_ Some 3. \_\_\_ Much

52. Who should give this training?  
1. \_\_\_ Trainer Agent 2. \_\_\_ District Agent  
3. \_\_\_ Other state staff

53. Compared with your first year in Extension, how much of your time did this task require the second year?  
1. \_\_\_ Much less 2. \_\_\_ Less  
3. \_\_\_ About the same

54. During my first year in Extension work, I performed this task.  
1. \_\_\_ Yes 2. \_\_\_ No

55. For me this task was:  
1. \_\_\_ Difficult 2. \_\_\_ Easy  
3. \_\_\_ Neither difficult nor easy

56. Compared to an experienced agent I think I performed this task:  
1. \_\_\_ Poor 2. \_\_\_ Average 3. \_\_\_ Well

57. Prior to being hired as a Kansas Extension agent, I had some training in this task.  
1. \_\_\_ Yes 2. \_\_\_ No

58. If yes, under which of the following circumstances:  
1. \_\_\_ Inservice training schools during my first year in Extension.  
2. \_\_\_ Induction training during my first year in Extension.  
3. \_\_\_ During my formal schooling.  
4. \_\_\_ Previous experience. If so, in what capacity? \_\_\_\_\_  
5. \_\_\_ Other (Specify)

59. I think a beginning agent will need the following amount of training in this task.  
1. \_\_\_ None 2. \_\_\_ Some 3. \_\_\_ Much

60. Who should give this training?  
1. \_\_\_ Trainer Agent 2. \_\_\_ District Agent  
3. \_\_\_ Other state staff

61. Compared with your first year in Extension, how much of your time did this task require the second year?  
1. \_\_\_ Much less 2. \_\_\_ Less  
3. \_\_\_ About the same

FILL IN ALL APPROPRIATE BLANKS

TASK: PREPARED AN ARTICLE FOR A  
NEWSPAPER OR MAGAZINE

TASK: PLANNED AND PREPARED AN  
EDUCATIONAL EXHIBIT

IBM Schedule No. \_\_\_\_\_

Deck No. 1

62. During my first year in Extension work, I performed this task.

1. \_\_\_ Yes 2. \_\_\_ No

63. For me this task was:

1. \_\_\_ Difficult 2. \_\_\_ Easy  
3. \_\_\_ Neither difficult nor easy

64. Compared to an experienced agent I think I performed this task:

1. \_\_\_ Poor 2. \_\_\_ Average 3. \_\_\_ Well

65. Prior to being hired as a Kansas Extension agent, I had some training in this task.

1. \_\_\_ Yes 2. \_\_\_ No

66. If yes, under which of the following circumstances:

1. \_\_\_ Inservice training schools during my first year in Extension.  
2. \_\_\_ Induction training during my first year in Extension.  
3. \_\_\_ During my formal schooling.  
4. \_\_\_ Previous experience. If so, in  
5. \_\_\_ Other (Specify)

67. I think a beginning agent will need the following amount of training in this task.

1. \_\_\_ None 2. \_\_\_ Some 3. \_\_\_ Much

68. Who should give this training?

1. \_\_\_ Trainer Agent 2. \_\_\_ District Agent  
3. \_\_\_ Other state staff

69. Compared with your first year in Extension, how much of your time did this task require the second year?

1. \_\_\_ Much Less 2. \_\_\_ Less  
3. \_\_\_ About the same

70. During my first year in Extension work, I performed this task.

1. \_\_\_ Yes 2. \_\_\_ No

71. For me this task was:

1. \_\_\_ Difficult 2. \_\_\_ Easy  
3. \_\_\_ Neither difficult nor easy

72. Compared to an experienced agent I think I performed this task:

1. \_\_\_ Poor 2. \_\_\_ Average 3. \_\_\_ Well

73. Prior to being hired as a Kansas Extension agent, I had some training in this task.

1. \_\_\_ Yes 2. \_\_\_ No

74. If yes, under which of the following circumstances:

1. \_\_\_ Inservice training schools during my first year in Extension  
2. \_\_\_ Induction training during my first year in Extension.  
3. \_\_\_ During my formal schooling.  
4. \_\_\_ Previous experience. If so, in  
5. \_\_\_ Other (Specify)

75. I think a beginning agent will need the following amount of training in this task.

1. \_\_\_ None 2. \_\_\_ Some 3. \_\_\_ Much

76. Who should give this training?

1. \_\_\_ Trainer Agent 2. \_\_\_ District Agent  
3. \_\_\_ Other state staff

77. Compared with your first year in Extension, how much of your time did this task require the second year?

1. \_\_\_ Much less 2. \_\_\_ Less  
3. \_\_\_ About the same

FILL IN ALL APPROPRIATE BLANKS

TASK: EXPLAINED THE PHILOSOPHY OF  
EXTENSION TO OTHERS

IBM Schedule No. \_\_\_\_\_

Deck No. 2

14. During my first year in Extension work, I performed this task.  
1. \_\_\_ Yes 2. \_\_\_ No
15. For me this task was:  
1. \_\_\_ Difficult 2. \_\_\_ Easy  
3. \_\_\_ Neither difficult nor easy
16. Compared to an experienced agent I think I performed this task:  
1. \_\_\_ Poor 2. \_\_\_ Average 3. \_\_\_ Well
17. Prior to being hired as a Kansas Extension agent, I had some training in this task.  
1. \_\_\_ Yes 2. \_\_\_ No
18. If yes, under which of the following circumstances:  
1. \_\_\_ Inservice training schools during my first year in Extension.  
2. \_\_\_ Induction training during my first year in Extension.  
3. \_\_\_ During my formal schooling.  
4. \_\_\_ Previous experience. If so, in what capacity? \_\_\_\_\_  
5. \_\_\_ Other (Specify)
19. I think a beginning agent will need the following amount of training in this task:  
1. \_\_\_ None 2. \_\_\_ Some 3. \_\_\_ Much
20. Who should give this training?  
1. \_\_\_ Trainer Agent 2. \_\_\_ District Agent  
3. \_\_\_ Other state staff
21. Compared with your first year in Extension, how much of your time did this task require the second year?  
1. \_\_\_ Much less 2. \_\_\_ Less  
3. \_\_\_ About the same

TASK: EXPLAINED MY JOB TO SOMEONE  
OUTSIDE EXTENSION

22. During my first year in Extension work, I performed this task.  
1. \_\_\_ Yes 2. \_\_\_ No
23. For me this task was:  
1. \_\_\_ Difficult 2. \_\_\_ Easy  
3. \_\_\_ Neither difficult nor easy
24. Compared to an experienced agent I think I performed this task:  
1. \_\_\_ Poor 2. \_\_\_ Average 3. \_\_\_ Well
25. Prior to being hired as a Kansas Extension agent, I had some training in this task.  
1. \_\_\_ Yes 2. \_\_\_ No
26. If yes, under which of the following circumstances:  
1. \_\_\_ Inservice training schools during my first year in Extension.  
2. \_\_\_ Induction training during my first year in Extension.  
3. \_\_\_ During my formal schooling.  
4. \_\_\_ Previous experience. If so, in what capacity? \_\_\_\_\_  
5. \_\_\_ Other (Specify)
27. I think a beginning agent will need the following amount of training in this task:  
1. \_\_\_ None 2. \_\_\_ Some 3. \_\_\_ Much
28. Who should give this training?  
1. \_\_\_ Trainer Agent 2. \_\_\_ District Agent  
3. \_\_\_ Other state staff
29. Compared with your first year in Extension, how much of your time did this task require the second year?  
1. \_\_\_ Much less 2. \_\_\_ Less  
3. \_\_\_ About the same

FILL IN ALL APPROPRIATE BLANKS





TASK: IDENTIFIED AND SECURED A PERSON TO  
SERVE IN A LEADERSHIP CAPACITY

TASK: ORGANIZED AND CONDUCTED A  
LEADER TRAINING MEETING

IBM Schedule No. \_\_\_\_\_

Deck No. 2

46. During my first year in Extension work, I performed this task.

1. \_\_\_ Yes 2. \_\_\_ No

47. For me this task was:

1. \_\_\_ Difficult 2. \_\_\_ Easy  
3. \_\_\_ Neither difficult nor easy

48. Compared to an experienced agent I think I performed this task:

1. \_\_\_ Poor 2. \_\_\_ Average 3. \_\_\_ Well

49. Prior to being hired as a Kansas Extension agent, I had some training in this task.

1. \_\_\_ Yes 2. \_\_\_ No

50. If yes, under which of the following circumstances:

1. \_\_\_ Inservice training schools during my first year in Extension.
2. \_\_\_ Induction training during my first year in Extension.
3. \_\_\_ During my formal schooling.
4. \_\_\_ Previous experience. If so, in what capacity? \_\_\_\_\_
5. \_\_\_ Other (Specify) \_\_\_\_\_

51. I think a beginning agent will need the following amount of training in this task.

1. \_\_\_ None 2. \_\_\_ Some 3. \_\_\_ Much

52. Who should give this training?

1. \_\_\_ Trainer Agent 2. \_\_\_ District Agent  
3. \_\_\_ Other state staff

53. Compared with your first year in Extension, how much of your time did this task require the second year?

1. \_\_\_ Much less 2. \_\_\_ Less  
3. \_\_\_ About the same

54. During my first year in Extension work, I performed this task.

1. \_\_\_ Yes 2. \_\_\_ No

55. For me this task was:

1. \_\_\_ Difficult 2. \_\_\_ Easy  
3. \_\_\_ Neither difficult nor easy

56. Compared to an experienced agent I think I performed this task:

1. \_\_\_ Poor 2. \_\_\_ Average 3. \_\_\_ Well

57. Prior to being hired as a Kansas Extension agent, I had some training in this task.

1. \_\_\_ Yes 2. \_\_\_ No

58. If yes, under which of the following circumstances:

1. \_\_\_ Inservice training schools during my first year in Extension.
2. \_\_\_ Induction training during my first year in Extension.
3. \_\_\_ During my formal schooling.
4. \_\_\_ Previous experience. If so, in what capacity? \_\_\_\_\_
5. \_\_\_ Other (Specify) \_\_\_\_\_

59. I think a beginning agent will need the following amount of training in this task:

1. \_\_\_ None 2. \_\_\_ Some 3. \_\_\_ Much

60. Who should give this training?

1. \_\_\_ Trainer Agent 2. \_\_\_ District Agent  
3. \_\_\_ Other state staff

61. Compared with your first year in Extension, how much of your time did this task require the second year?

1. \_\_\_ Much less 2. \_\_\_ Less  
3. \_\_\_ About the same

FILL IN ALL APPROPRIATE BLANKS







TASK: USED FILES TO LOCATE EXTENSION  
SUBJECT MATTER OR ACTIVITIES  
INFORMATION.

TASK: EVALUATED RESULTS OF AN  
EXTENSION EVENT OR ACTIVITY.

IBM Schedule No. \_\_\_\_\_

Deck No. 3

30. During my first year in Extension  
work, I performed this task.  
1. \_\_\_ Yes 2. \_\_\_ No

31. For me this task was:  
1. \_\_\_ Difficult 2. \_\_\_ Easy  
3. \_\_\_ Neither difficult nor easy

32. Compared to an experienced agent  
I think I performed this task:  
1. \_\_\_ Poor 2. \_\_\_ Average 3. \_\_\_ Well

33. Prior to being hired as a Kansas  
Extension agent, I had some  
training in this task.  
1. \_\_\_ Yes 2. \_\_\_ No

34. If yes, under which of the  
following circumstances:  
1. \_\_\_ Inservice training schools dur-  
ing my first year in Extension.  
2. \_\_\_ Induction training during my  
first year in Extension.  
3. \_\_\_ During my formal schooling.  
4. \_\_\_ Previous experience. If so, in  
what capacity? \_\_\_\_\_  
5. \_\_\_ Other (Specify)

35. I think a beginning agent will need  
the following amount of training in  
this task:  
1. \_\_\_ None 2. \_\_\_ Some 3. \_\_\_ Much

36. Who should give this training?  
1. \_\_\_ Trainer Agent 2. \_\_\_ District Agent  
3. \_\_\_ Other state staff

37. Compared with your first year in  
Extension, how much of your time did  
this task require the second year?  
1. \_\_\_ Much less 2. \_\_\_ Less  
3. \_\_\_ About the same

38. During my first year in Extension  
work, I performed this task.  
1. \_\_\_ Yes 2. \_\_\_ No

39. For me this task was:  
1. \_\_\_ Difficult 2. \_\_\_ Easy  
3. \_\_\_ Neither difficult nor easy

40. Compared to an experienced agent  
I think I performed this task:  
1. \_\_\_ Poor 2. \_\_\_ Average 3. \_\_\_ Well

41. Prior to being hired as a Kansas  
Extension agent, I had some  
training in this task.  
1. \_\_\_ Yes 2. \_\_\_ No

42. If yes, under which of the  
following circumstances:  
1. \_\_\_ Inservice training schools dur-  
ing my first year in Extension.  
2. \_\_\_ Induction training during my  
first year in Extension.  
3. \_\_\_ During my formal schooling.  
4. \_\_\_ Previous experience. If so, in  
what capacity? \_\_\_\_\_  
5. \_\_\_ Other (Specify)

43. I think a beginning agent will need  
the following amount of training in  
this task:  
1. \_\_\_ None 2. \_\_\_ Some 3. \_\_\_ Much

44. Who should give this training?  
1. \_\_\_ Trainer Agent 2. \_\_\_ District Agent  
3. \_\_\_ Other state staff

45. Compared with your first year in  
Extension, how much of your time did  
this task require the second year?  
1. \_\_\_ Much less 2. \_\_\_ Less  
3. \_\_\_ About the same

FILL IN ALL APPROPRIATE BLANKS

TASK: PREPARED AND PRESENTED  
WRITTEN REPORTS

IBM Schedule No. \_\_\_\_\_  
Deck No. 3

46. During my first year in Extension work, I performed this task.  
1. \_\_\_ Yes 2. \_\_\_ No
47. For me this task was:  
1. \_\_\_ Difficult 2. \_\_\_ Easy  
3. \_\_\_ Neither difficult nor easy
48. Compared to an experienced agent I think I performed this task:  
1. \_\_\_ Poor 2. \_\_\_ Average 3. \_\_\_ Well
49. Prior to being hired as a Kansas Extension agent, I had some training in this task.  
1. \_\_\_ Yes 2. \_\_\_ No
50. If yes, under which of the following circumstances:  
1. \_\_\_ Inservice training schools during my first year in Extension.  
2. \_\_\_ Induction training during my first year in Extension.  
3. \_\_\_ During my formal schooling.  
4. \_\_\_ Previous experience. If so, in what capacity? \_\_\_\_\_  
5. \_\_\_ Other (Specify)
51. I think a beginning agent will need the following amount of training in this task:  
1. \_\_\_ None 2. \_\_\_ Some 3. \_\_\_ Much
52. Who should give this training?  
1. \_\_\_ Trainer Agent 2. \_\_\_ District Agent  
3. \_\_\_ Other state staff
53. Compared with your first year in Extension, how much of your time did this task require the second year?  
1. \_\_\_ Much less 2. \_\_\_ Less  
3. \_\_\_ About the same

TASK: PREPARED AND GAVE  
ORAL REPORTS

54. During my first year in Extension work, I performed this task.  
1. \_\_\_ Yes 2. \_\_\_ No
55. For me this task was:  
1. \_\_\_ Difficult 2. \_\_\_ Easy  
3. \_\_\_ Neither difficult nor easy
56. Compared to an experienced agent I think I performed this task:  
1. \_\_\_ Poor 2. \_\_\_ Average 3. \_\_\_ Well
57. Prior to being hired as a Kansas Extension agent, I had some training in this task.  
1. \_\_\_ Yes 2. \_\_\_ No
58. If yes, under which of the following circumstances:  
1. \_\_\_ Inservice training schools during my first year in Extension.  
2. \_\_\_ Induction training during my first year in Extension.  
3. \_\_\_ During my formal schooling.  
4. \_\_\_ Previous experience. If so, in what capacity? \_\_\_\_\_  
5. \_\_\_ Other (Specify)
59. I think a beginning agent will need the following amount of training in this task:  
1. \_\_\_ None 2. \_\_\_ Some 3. \_\_\_ Much
60. Who should give this training?  
1. \_\_\_ Trainer Agent 2. \_\_\_ District Agent  
3. \_\_\_ Other state staff
61. Compared with your first year in Extension, how much of your time did this task require the second year?  
1. \_\_\_ Much less 2. \_\_\_ Less  
3. \_\_\_ About the same

FILL IN ALL APPROPRIATE BLANKS



IBM  
Schedule No. \_\_\_\_\_  
Deck No. 3

- 62. Have you had an Extension education course in college?  
1. \_\_\_\_\_ Yes  
2. \_\_\_\_\_ No
- 64. Of the tasks listed below, which one gave you the most difficulty during your first year in Extension? Identify by Number. \_\_\_\_\_
- 66. Which one of these tasks gives you the most difficulty now? Number. \_\_\_\_\_
- 68. From which one of the <sup>or two</sup> ~~above~~ tasks did you receive the most satisfaction? Number. \_\_\_\_\_
- 70. Which one gave you the least satisfaction? Number. \_\_\_\_\_

- 01. PREPARED AND PRESENTED A RADIO PROGRAM
- 02. PREPARED A CIRCULAR LETTER OR NEWSLETTER FOR DISTRIBUTION
- 03. PREPARED AND GAVE A PLATFORM SPEECH
- 04. PREPARED AND GAVE A METHOD DEMONSTRATION
- 05. MADE A FARM OR HOME VISIT
- 06. CONDUCTED AN OFFICE VISIT
- 07. PREPARED AN ARTICLE FOR A NEWSPAPER OR MAGAZINE
- 08. PLANNED AND PREPARED AN EDUCATIONAL EXHIBIT
- 09. EXPLAINED THE PHILOSOPHY OF EXTENSION TO OTHERS
- 10. EXPLAINED MY JOB TO SOMEONE OUTSIDE EXTENSION
- 11. ASSISTED IN PLANNING THE COUNTY EXTENSION PROGRAM
- 12. DEVELOPED A PLAN OF WORK
- 13. IDENTIFIED AND SECURED A PERSON TO SERVE IN A LEADERSHIP CAPACITY
- 14. ORGANIZED AND CONDUCTED A LEADER TRAINING MEETING
- 15. ESTABLISHED A RESULT DEMONSTRATION
- 16. ASSISTED WITH THE ORGANIZATION OF A FORMAL GROUP
- 17. ASSISTED WITH TOWNSHIP ELECTIONS
- 18. ASSISTED IN CONDUCTING ANNUAL COUNCIL MEETINGS
- 19. USED FILES TO LOCATE EXTENSION SUBJECT MATTER OR ACTIVITIES INFORMATION
- 20. EVALUATED RESULTS OF AN EXTENSION EVENT OR ACTIVITY
- 21. PREPARED AND PRESENTED WRITTEN REPORTS
- 22. PREPARED AND GAVE ORAL REPORTS

FEDERAL EXTENSION SERVICE

TURNOVER OF COOPERATIVE EXTENSION AGENTS DURING THE PERIOD JANUARY 1, 1959 THROUGH DECEMBER 31, 1959 \*

STATE	COUNTY AGRICULTURAL AGENTS				ASSISTANT COUNTY AGRICULTURAL AGENTS				COUNTY HOME DEMONSTRATION AGENTS				ASSISTANT HOME DEMONSTRATION AGENTS			
	NO. EMP.	NO. APPTS.	AVER. EMP.	SEPAR. RATE	NO. EMP.	NO. APPTS.	AVER. EMP.	SEPAR. RATE	NO. EMP.	NO. APPTS.	AVER. EMP.	SEPAR. RATE	NO. EMP.	NO. APPTS.	AVER. EMP.	SEPAR. RATE
Alabama	103	5	4.9	3	136	11	8.1	9	6.6	102	7	6.9	10	74	22	29.7
Alaska	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Arizona	26	3	11.5	3	8	2	25.0	1	12.5	12	2	16.7	3	5	3	40.0
Arkansas	99	-	-	-	76	4	5.3	14	18.4	74	4	5.4	12	36	3	8.3
Colorado	52	1	1.9	5	33	13	39.4	6	18.2	37	13	35.1	11	-	-	-
Delaware	3	-	-	-	1	-	-	-	-	4	-	-	-	-	-	-
Florida	76	-	-	-	68	7	10.3	6	8.8	62	3	4.8	3	32	11	34.4
Georgia	203	4	2.0	10	64	17	26.6	8	12.5	168	24	14.2	42	30	18	60.0
Hawaii	16	-	-	-	14	-	-	-	14.3	10	2	20.0	3	11	4	36.4
Idaho	66	7	10.6	3	-	-	-	-	-	33	7	21.2	2	-	-	-
Illinois	98	-	-	-	70	15	21.4	10	14.3	93	12	12.9	16	36	9	25.0
Indiana	90	-	-	-	82	21	25.6	9	11.0	85	2	2.4	12	7	7	-
Iowa	100	2	2.0	2	56	10	17.8	8	14.3	85	2	2.4	16	8	13	162.5
Kansas	106	1	0.9	11	28	10	35.7	6	21.4	86	2	2.3	14	18	15	225.0
Kentucky	127	-	-	-	81	8	9.9	6	7.4	106	2	1.9	10	30	15	50.0
Louisiana	64	-	-	-	120	7	5.8	3	2.5	63	2	3.2	8	80	20	25.0
Maine	16	1	6.2	-	10	5	50.0	1	10.0	16	3	18.8	2	4	-	-
Maryland	31	-	-	-	38	8	21.0	5	13.2	31	5	16.1	8	26	14	53.8
Michigan	78	2	2.6	7	54	7	13.0	6	11.1	82	9	10.9	11	-	-	-
Minnesota	90	2	2.2	5	58	5	8.6	4	6.9	68	23	33.8	19	6	13	216.7
Mississippi	118	1	0.8	3	158	14	8.9	17	10.8	133	11	8.3	14	64	19	29.7
Missouri	114	-	-	-	148	10	6.8	16	10.8	107	17	15.9	16	5	-	-
Montana	48	4	8.3	4	20	4	20.0	5	25.0	26	2	7.7	4	7	3	42.9
Nebraska	104	3	2.9	8	26	20	76.9	9	34.6	12	8	19.4	5	2	3	150.0
Nevada	11	1	9.1	3	8	7	87.5	3	37.5	10	1	10.0	1	-	-	-
New Hampshire	10	-	-	-	5	2	40.0	-	-	10	-	-	-	2	1	50.0
New Jersey	20	-	-	-	20	3	15.0	1	5.0	20	2	10.0	4	4	1	25.0
New Mexico	31	1	3.2	-	26	5	19.2	4	15.4	20	8	10.0	2	12	2	16.7
North Carolina	148	-	-	-	238	27	11.3	26	10.9	148	8	5.4	17	132	56	42.4
North Dakota	52	1	1.9	5	20	9	45.0	4	20.0	19	6	31.6	4	5	4	80.0
Ohio	89	3	3.4	7	4	11	275.0	1	25.0	75	9	12.0	17	10	9	90.0
Oklahoma	83	-	-	-	98	14	14.3	6	6.1	78	2	2.6	2	46	20	43.5
Oregon	37	8	21.6	5	77	2	2.6	-	-	26	6	23.1	10	23	2	8.7
Puerto Rico	110	-	-	-	58	8	13.8	5	8.6	80	2	2.5	5	21	3	14.3
Rhode Island	3	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-
South Carolina	78	1	1.3	2	89	6	6.8	7	7.9	79	4	5.1	15	37	16	43.2
South Dakota	60	1	1.7	6	24	7	29.2	3	12.5	36	4	11.1	2	9	7	77.8
Tennessee	109	7	0.9	4	144	18	15.8	12	10.5	106	11	10.4	14	51	19	37.3
Texas	303	7	2.3	15	104	13	12.5	24	23.1	226	32	14.1	31	50	21	42.0
Utah	36	-	-	-	14	-	-	-	-	24	6	25.0	5	-	-	-
Vermont	14	-	-	-	6	-	-	-	-	12	1	8.3	2	-	-	-
Virginia	129	1	0.8	7	80	18	22.5	12	15.0	123	6	4.9	23	29	22	75.9
Washington	106	4	4.0	8	12	-	-	-	-	149	6	12.0	8	-	-	-
West Virginia	53	2	1.9	1	12	5	44.7	1	8.3	45	6	13.3	3	-	-	-
Wisconsin	125	2	1.6	6	-	-	-	-	-	72	16	22.0	15	-	-	-
Wyoming	22	1	4.5	2	8	1	12.5	5	62.5	22	8	27.3	2	1	-	-
TOTAL	3,461	69	1.9	195	2,341	354	14.9	265	11.0	2,813	301	10.4	424	896	382	42.6

\* Based on FES Federal personnel records. Does not include data from five (5) States which do not request Federal appointments for all new professional employees. Includes employees who transferred between State Extension Services. Average employment determined by adding number of employees under appointment (including employees on leave without pay) on July 1, 1959 and December 31, 1959 and dividing by two. The rate of turnover was computed by dividing number of employees appointed or separated by average employment.

\*\* Washington and Wisconsin do not use "Associate" or "Assistant" titles for county employees.

TURNOVER OF COOPERATIVE EXTENSION AGENTS DURING THE PERIOD JANUARY 1, 1959 THROUGH DECEMBER 31, 1959 \*

STATE	SPECIALISTS (MEN)				SPECIALISTS (WOMEN)				COUNTY L-H CLUB AGENTS** (MEN)				COUNTY L-H CLUB AGENTS** (WOMEN)				
	AVER. EMP.	NO. APTS.	NO. SEP.	RATE	AVER. EMP.	NO. APTS.	NO. SEP.	RATE	AVER. EMP.	NO. APTS.	NO. SEP.	RATE	AVER. EMP.	NO. APTS.	NO. SEP.	RATE	
Alabama	35	1	2.8	3	8.6	8											
Alaska	3																
Arizona	16	5	31.2	1	6.2	2											
Arkansas	39	2	5.1	3	7.7	11											
Colorado	20	3	15.0	4	20.0	4											
Delaware	14	4	14.0	2	14.3	4											
Florida	40	4	10.0	2	5.0	9											
Georgia	58	7	12.1	6	10.3	10											
Hawaii	13	2	15.4	2	15.4	3											
Idaho	20	1	5.0	2	10.0	4											
Illinois	54	8	14.8	3	5.6	10											
Indiana	80	9	11.2	3	8.3	12											
Iowa	76	14	18.0	8	10.5	15											
Kansas	56	5	8.9	3	5.3	16											
Kentucky	44	4	9.1	1	6.3	5											
Louisiana	36	1	2.8	1	14	14											
Maine	16	2	12.5	2	12.5	2											
Maryland	48	2	4.2	3	6.2	9											
Michigan	81	10	12.3	10	12.3	18											
Minnesota	42	3	7.1	4	9.5	14											
Mississippi	40	1	2.5	2	5.0	12											
Missouri	42	2	4.8	4	9.5	14											
Montana	25	1	4.0	1	4.0	6											
Nebraska	45	5	11.1	5	11.1	9											
Nevada	7	2	28.6	2	28.6	2											
New Hampshire	14																
New Jersey	33	3	9.1	3	9.1	8											
New Mexico	18	5	27.8	2	11.1	3											
North Carolina	98	10	10.2	6	6.1	18											
North Dakota	25	3	12.0	1	4.0	6											
Ohio	66	10	15.0	7	10.6	14											
Oklahoma	49	2	4.0	2	4.1	9											
Oregon	40	2	5.0	5	12.5	11											
Puerto Rico	42	2	4.8	5	11.9	11											
Rhode Island	42	2	4.8	2	4.8	8											
South Carolina	28	2	7.1	4	14.3	6											
South Dakota	41	4	9.8	6	14.6	12											
Tennessee	49	9	18.4	3	6.1	24											
Texas	17	2	11.8	3	17.7	4											
Utah	15	1	11.6	4	5.8	10											
Vermont	69	8	11.6	4	5.8	10											
Virginia	25	7	28.0			7											
West Virginia	23			2	8.7	5											
Wisconsin	52	1	1.6	5	8.1	14											
Wyoming	44			1	7.1	6											
TOTAL	1,730	166	9.1	143	8.0	408	44	10.0	38	9.1	311	38	11.1	36	10.5	100	
																	17
																	17.0

\* Based on FES Federal personnel records. Does not include data from five (5) States which do not request Federal appointments for all new professional employees. Includes employees who transferred between State Extension Services. Average employment determined by adding number of employees under appointment (including employees on leave without pay) on July 1, 1959 and December 31, 1959 and dividing by two. The rate of turnover was computed by dividing number of employees appointed or separated by average employment.

\*\* Includes Assistant County L-H Club Agents.



TURNOVER OF COOPERATIVE EXTENSION AGENTS DURING THE PERIOD JANUARY 1, 1960 THROUGH DECEMBER 31, 1960\*

STATE	COUNTY AGRICULTURAL AGENTS				ASSISTANT COUNTY AGRICULTURAL AGENTS				COUNTY HOME DEMONSTRATION AGENTS				ASSISTANT HOME DEMONSTRATION AGENTS							
	NO. EMP.	NO. APTS.	SEPARATE RATE	AVERAGE EMP.	NO. APTS.	NO. APTS.	SEPARATE RATE	AVERAGE EMP.	NO. APTS.	NO. APTS.	SEPARATE RATE	AVERAGE EMP.	NO. APTS.	NO. APTS.	SEPARATE RATE	AVERAGE EMP.				
Alabama	105	1	0.9	4	3.8	131	19	14.5	8	6.1	102	1	0.9	6	5.8	72	23	31.9	16	22.2
Alaska	4	4	14.2	3	10.7	7	4	57.1	2	28.5	13	3	66.7	-	-	-	-	-	-	-
Arizona	28	4	1.0	2	2.0	76	16	21.0	10	13.1	94	7	7.4	11	11.7	12	9	75.0	1	33.3
Arkansas	99	1	1.0	2	3.8	33	8	24.2	7	21.2	37	5	13.5	4	10.8	-	-	-	-	16.6
Colorado	52	-	-	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Delaware	3	-	-	1	-	50.0	1	50.0	-	-	4	-	-	-	-	-	-	-	-	-
Florida	76	3	3.9	8	3.9	68	12	17.6	9	13.2	62	11	17.7	8	12.9	33	10	30.3	7	21.2
Georgia	201	1	7.6	2	15.3	63	14	22.2	3	4.7	168	21	12.5	16	9.5	29	29	100.0	13	44.8
Hawaii	13	8	12.1	5	7.5	15	-	-	1	6.6	7	7	110.0	5	71.4	14	2	14.2	3	21.4
Idaho	66	8	12.1	5	7.5	70	15	21.4	7	10.0	92	8	8.6	10	10.8	33	12	36.3	10	30.3
Illinois	97	-	-	7	7.2	82	11	13.4	7	8.5	82	5	6.0	8	9.7	-	-	-	-	-
Indiana	94	-	-	9	9.5	85	23	27.0	13	15.2	72	1	1.3	11	15.2	18	18	100.0	7	38.8
Iowa	99	2	2.0	5	5.0	85	23	27.0	13	15.2	72	1	1.3	11	15.2	18	18	100.0	7	38.8
Kansas	107	2	1.8	8	7.4	17	14	82.3	3	17.6	90	1	1.1	13	14.4	8	18	225.0	2	25.0
Kentucky	134	3	2.2	1	1.4	73	11	15.0	4	5.4	111	2	1.8	9	8.1	23	13	56.5	4	17.3
Louisiana	85	-	-	1	1.1	100	5	5.0	4	4.0	81	8	9.8	6	7.4	55	16	29.0	16	29.0
Maine	15	1	6.6	2	13.3	9	2	22.2	-	-	16	3	25.0	4	25.0	4	-	-	-	-
Maryland	31	-	-	1	-	36	9	25.0	5	13.8	31	4	9.6	2	6.4	25	12	48.0	13	52.0
Michigan	78	4	5.1	4	5.1	53	6	11.3	1	1.8	80	10	12.5	7	8.7	-	-	-	-	-
Minnesota	90	2	2.2	4	4.4	56	10	17.8	4	7.1	65	10	15.3	18	27.6	6	4	66.6	1	16.6
Mississippi	132	2	1.5	3	2.2	144	22	15.2	17	11.8	141	10	7.0	14	9.9	54	16	29.6	11	20.3
Missouri	114	1	0.8	4	3.5	135	9	6.6	10	7.4	111	23	20.7	17	15.3	3	3	33.3	-	-
Montana	47	4	8.5	6	12.7	22	8	36.3	3	13.6	25	3	12.0	2	8.0	7	-	-	-	-
Nebraska	103	5	4.8	5	4.8	26	5	19.2	1	3.8	42	5	11.9	2	4.7	4	1	25.0	-	-
Nevada	11	3	30.0	1	10.0	9	6	66.7	3	33.3	9	1	11.1	-	-	1	-	-	-	-
New Hampshire	10	3	-	-	-	5	-	-	-	-	10	-	-	1	10.0	2	-	-	-	-
New Jersey	20	-	-	-	-	20	5	25.0	1	5.0	19	3	15.7	2	10.5	4	1	25.0	-	-
New Mexico	31	-	-	1	3.2	24	1	4.1	3	12.5	20	2	10.0	3	15.0	11	3	27.2	5	45.4
North Carolina	175	1	0.5	-	-	210	31	14.7	35	16.6	156	3	1.9	19	12.1	126	51	40.4	31	24.6
North Dakota	52	2	3.8	6	11.5	20	10	50.0	8	40.0	18	6	33.3	8	44.4	5	2	40.0	1	20.0
Ohio	89	1	1.1	6	6.7	3	14	466.6	3	100.0	74	9	12.1	8	10.8	9	2	22.2	1	11.1
Oklahoma	87	-	-	4	4.5	90	8	8.8	3	3.3	83	5	6.0	6	7.2	41	9	21.9	6	14.6
Oregon	35	13	37.1	5	14.2	44	1	2.2	-	-	25	10	40.0	7	28.0	-	-	-	-	-
Puerto Rico	106	4	3.7	8	7.5	59	15	25.4	3	5.0	77	1	1.2	11	14.2	24	14	58.3	4	16.6
Rhode Island	3	-	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	-
South Carolina	85	-	-	4	4.7	76	10	13.1	10	13.1	82	7	8.5	9	10.9	31	8	25.8	10	32.2
South Dakota	62	2	3.2	5	8.0	23	7	30.4	2	8.6	35	3	8.5	3	8.5	7	1	14.2	3	42.8
Tennessee	110	2	1.8	4	3.6	111	10	9.0	8	7.2	103	10	9.7	18	17.4	50	22	44.0	17	34.0
Texas	304	12	3.9	20	6.5	102	20	19.6	9	8.8	227	16	7.0	17	7.4	48	21	43.7	17	35.4
Utah	36	-	-	1	2.7	1	-	-	-	-	25	5	20.0	3	12.0	-	-	-	-	-
Vermont	14	1	7.1	1	7.1	6	1	16.6	1	16.6	13	2	15.3	1	7.6	31	22	70.9	5	16.1
Virginia	129	-	-	4	3.1	76	10	13.1	11	14.4	124	5	4.0	7	5.6	-	-	-	-	-
Washington**	103	14	13.5	9	8.7	-	-	-	-	-	48	3	6.2	3	6.2	-	-	-	-	-
West Virginia	55	1	1.8	-	-	11	-	-	-	-	46	3	6.5	3	6.5	-	-	-	-	-
Wisconsin**	125	11	8.8	4	3.2	-	-	-	-	-	70	25	35.7	17	24.2	-	-	-	-	-
Wyoming	23	2	8.6	2	8.6	9	-	-	-	-	22	4	18.1	5	22.7	-	-	-	-	-
TOTAL	3,538	110	3.1	175	4.9	2,202	373	16.9	219	9.9	2,856	277	9.6	326	11.4	793	358	45.1	210	26.4

\*Based on FES Federal personnel records. Does not include data from five (5) States which do not request Federal appointments for all new professional employees. Does not include employees who transferred between State Extension Services. Average employment determined by adding number of employees under appointment (including employees on leave without pay) on December 31, 1959 and December 31, 1960 and dividing by two. The rate of turnover was computed by dividing number of employees appointed or separated by average employment.

\*\*Washington and Wisconsin do not use "Associate" or "Assistant" titles for county employees.

STATE	SPECIALISTS (MEN)				SPECIALISTS (WOMEN)				COUNTY 4-H CLUB AGENTS** (MEN)				COUNTY 4-H CLUB AGENTS** (WOMEN)						
	AVER. : EMPL. :	NO. : APPTS. :	NO. : SEP. :	NO. : RATE :	AVER. : EMPL. :	NO. : APPTS. :	NO. : SEP. :	NO. : RATE :	AVER. : EMPL. :	NO. : APPTS. :	NO. : SEP. :	NO. : RATE :	AVER. : EMPL. :	NO. : APPTS. :	NO. : SEP. :	NO. : RATE :			
Alabama	42	6	14.2	1	2.3	8													
Alaska	3			1	33.3														
Arizona	19	1	5.2			3													
Arkansas	41	1	2.4			12													
Colorado	23	4	17.3	1	4.3	6													
Delaware	13	3	7.3	4	9.7	8													
Florida	41	3	13.7	5	8.6	10													
Georgia	58	8	13.7	5	8.6	10													
Hawaii	15	2	6.6			5													
Idaho	22	1	9.0	1	4.5	4													
Illinois	52	3	5.7	4	7.6	12													
Indiana	81	6	7.4	3	3.7	12													
Iowa	83	2	2.4	8	9.6	16													
Kansas	64	3	4.6	1	1.5	16													
Kentucky	44	2	4.5			16													
Louisiana	38	5	13.1	3	7.8	15													
Maine	17	2	11.7	1	5.8	4													
Maryland	48	5	10.4	4	8.3	9													
Michigan	84	3	3.5	5	5.9	18													
Minnesota	41	3	7.3	2	4.8	16													
Mississippi	42					12													
Missouri	44	5	11.3	2	4.5	10													
Montana	23			1	4.3	6													
Nebraska	46	2	4.3	1	2.1	10													
Nevada	8	2	25.0	1	12.5	1													
New Hampshire	14			2	14.2	3													
New Jersey	33	4	12.1	3	9.0	8													
New Mexico	18	1	5.5	2	11.1	4													
North Carolina	100	8	8.0	10	10.0	19													
North Dakota	24	2	8.3	1	4.1	7													
Ohio	71	6	8.4	6	8.4	15													
Oklahoma	51	1	1.9	2	3.9	9													
Oregon	41			1	2.4	12													
Puerto Rico	45	2	4.4	4	8.8	11													
Rhode Island	10	1	10.0	1	10.0	2													
South Carolina	44	2	4.5	3	6.8	8													
South Dakota	31	3	9.6	2	6.4	6													
Tennessee	41	1	2.4	1	2.4	12													
Texas	53	6	11.3	3	5.6	23													
Utah	18	2	11.1	1	5.5	4													
Vermont	14	1	7.1	2	14.2	4													
Virginia	69	6	8.6	4	5.7	11													
Washington	29	2	6.8	3	10.3	8													
West Virginia	22	1	4.5	4	18.1	5													
Wisconsin	63	6	9.5	2	3.1	13													
Wyoming	14	1	7.1	1	7.1	6													
TOTAL	1,797	125	6.9	110	6.1	423	25	5.9	35	8.2	342	23	6.7	7.0	119	21	17.6	24	20.1

\*Based on FES Federal personnel records. Does not include data from five (5) States which do not request Federal appointments for all new professional employees. Does not include employees who transferred between State Extension Services. Average employment determined by adding number of employees under appointment (including employees on leave without pay) on December 31, 1959 and December 31, 1960 and dividing by two. The rate of turnover was computed by dividing number of employees appointed or separated by average employment.

\*\*Includes Assistant County 4-H Club Agents.

TURNOVER OF COOPERATIVE EXTENSION AGENTS DURING THE PERIOD JANUARY 1, 1961 THROUGH DECEMBER 31, 1961\*

STATE	COUNTY AGRICULTURAL AGENTS				ASSISTANT COUNTY AGRICULTURAL AGENTS				COUNTY HOME DEMONSTRATION AGENTS				ASSISTANT HOME DEMONSTRATION AGENTS						
	NO.	APPT. RATE	NO.	SEP. RATE	NO.	APPT. RATE	NO.	SEP. RATE	NO.	APPT. RATE	NO.	SEP. RATE	NO.	APPT. RATE	NO.	SEP. RATE			
Alabama	67	-	1	1.5	163	7.4	12	6	3.7	67	3	4.5	7	10.4	103	36.9	39	37.9	
Alaska	4	1	1	25.0	-	-	-	1	-	5	1	20.0	-	-	-	-	-	-	
Arizona	31	-	-	-	6	33.3	2	1	16.7	15	1	6.7	2	13.3	3	66.6	-	-	
Arkansas	78	-	2	2.6	99	10.1	8	4	8.1	74	3	4.1	6	8.1	35	12	34.2	4	
Colorado	52	-	3	5.8	30	27.0	8	4	13.3	38	13	34.2	8	21.1	-	-	-	-	
Delaware	3	-	-	-	2	-	-	-	-	4	1	25.0	-	-	-	-	-	-	
Florida	71	-	3	4.2	74	16.2	12	9	12.5	59	2	3.4	4	6.8	40	20.0	5	12.5	
Georgia	157	1	6	3.8	103	12.6	13	11	10.7	133	16	12.0	24	18.0	61	42.6	19	31.1	
Hawaii	11	1	1	9.1	16	6.3	1	-	-	21	6	29.0	5	23.8	-	-	-	-	
Idaho**	69	6	2	2.9	-	-	-	-	-	37	5	13.5	5	13.5	-	-	-	-	
Illinois	101	-	4	4.0	64	23.4	15	6	9.4	93	8	8.6	9	9.7	34	61.8	8	38.1	
Indiana	92	-	2	2.2	80	12.5	7	8	8.8	83	7	8.4	12	14.5	-	-	-	-	
Iowa	114	2	5	4.3	28	64.3	18	8	28.6	68	3	4.4	10	14.7	22	17	77.3	2	
Kansas	107	-	2	1.9	10	90.0	9	1	10.0	92	1	1.1	14	15.2	10	160.0	2	20.0	
Kentucky	137	-	3	2.2	73	24.7	18	4	5.5	106	5	4.7	15	14.2	27	44.4	1	3.7	
Louisiana	64	-	1	1.6	119	5.9	7	7	5.9	61	5	6.3	6	9.8	76	30	39.5	21	
Maine	16	-	1	6.3	9	22.2	2	1	11.1	16	1	6.3	-	-	4	-	-	-	
Maryland	23	-	1	4.3	45	17.7	8	5	11.1	24	1	-	2	8.3	32	13	40.6	12	
Michigan	79	-	3	3.8	55	5.5	3	1	1.8	77	11	14.3	7	9.1	-	-	-	-	
Minnesota	91	1	1	1.1	57	21.1	12	7	5.3	63	12	19.0	15	23.8	7	7	100.0	2	
Mississippi	98	1	1	1.0	193	6.2	12	3	3.6	82	3	3.7	9	11.0	114	24	21.1	14	
Missouri	113	2	3	2.7	132	12.1	16	14	10.6	114	14	12.2	12	10.5	-	-	-	-	
Montana	52	3	5	5.8	14	26.9	6	2	12.5	25	3	12.0	8	32.0	5	1	20.0	-	
Nebraska	83	4	11	13.3	44	2.3	1	2	-	42	8	19.0	4	9.5	5	3	60.0	1	
Nevada	11	2	18.2	-	11	9.1	1	2	18.2	9	-	-	-	-	1	1	100.0	1	
New Hampshire	10	1	10.0	-	5	-	-	-	-	10	-	-	2	20.0	-	-	-	-	
New Jersey	20	1	5.0	-	22	9.1	2	-	-	19	4	21.1	3	15.8	5	1	20.0	1	
New Mexico	31	1	3.2	-	20	5.0	3	3	15.0	21	1	4.8	-	-	12	6	50.0	2	
North Carolina	100	2	2.0	-	270	10.4	28	34	12.6	97	5	5.2	12	12.4	179	44	24.6	40	
North Dakota	52	1	1.9	-	19	36.8	7	7	36.8	17	4	23.5	2	11.8	5	2	40.0	1	
Ohio	91	14	15.3	-	8	8.8	1	-	-	77	8	10.4	11	14.3	7	5	71.4	-	
Oklahoma	77	-	6	7.8	101	14.9	15	6	5.9	77	7	-	4	5.2	50	20	40.0	7	
Oregon	36	4	11.1	-	45	2.2	1	2	2.2	25	9	36.0	4	16.0	-	-	-	-	
Puerto Rico	136	23	16.9	-	31	9.7	3	2	6.5	94	6	6.4	11	11.7	13	6	46.2	5	
Rhode Island	3	-	-	-	-	-	-	-	-	5	1	20.0	-	-	-	-	-	-	
South Carolina	46	2	3.1	-	111	5.4	6	8	7.2	46	6	8.7	4	8.7	63	15	23.8	15	
South Dakota	64	2	2.1	-	21	28.6	6	6	28.6	36	11	30.6	6	16.6	6	2	33.3	2	
Tennessee	95	2	2.1	-	123	4.9	6	4	3.3	88	10	11.4	8	9.1	63	13	20.6	18	
Texas	300	4	1.3	-	90	34.4	31	22	24.4	225	24	10.7	27	12.0	43	13	30.2	15	
Utah	36	3	8.3	-	1	-	-	-	-	26	3	11.5	4	15.8	-	-	-	-	
Vermont	14	1	7.1	-	6	-	-	-	-	13	-	-	2	15.4	-	-	-	-	
Virginia	98	1	1.0	-	106	18.9	20	8	7.5	92	8	8.7	7	7.6	66	12	18.2	13	
Washington**	39	12	30.8	-	64	-	-	-	-	49	11	22.4	8	16.3	-	-	-	-	
West Virginia	60	4	6.7	-	7	-	-	-	-	45	-	2.2	2	4.4	-	-	-	-	
Wisconsin**	73	1	1.4	-	50	-	-	-	-	66	10	15.5	15	22.7	3	1	33.3	-	
Wyoming	24	-	-	-	10	33.3	3	-	-	22	5	22.7	3	13.6	-	-	-	-	
TOTAL	3,129	101	3.2	168	5.4	2,532	325	211	8.3	2,558	248	9.7	311	12.2	1,095	385	35.2	251	23.0

\* Based on FES Federal personnel records. Does not include data from five (5) States which do not request Federal appointments for all new professional employees. Does not include employees who transferred between State extension services. Average employment determined by adding number of employees under appointment (including employees on leave without pay) on December 31, 1960 and December 31, 1961 and dividing by two. The rate of turnover was computed by dividing number of employees appointed or separated by average employment.

\*\* Washington, Wisconsin, and Idaho do not use "Associate" or "Assistant" titles for county employees.



TURNOVER OF COOPERATIVE EXTENSION AGENTS DURING THE PERIOD JANUARY 1, 1961 THROUGH DECEMBER 31, 1961\*

STATE	SPECIALISTS (MEN)				SPECIALISTS (WOMEN)				COUNTY 4-H CLUB AGENTS** (MEN)				COUNTY 4-H CLUB AGENTS** (WOMEN)				
	AVER. EMT.	NO. APTS.	RATE	SEPAR.	AVER. EMT.	NO. APTS.	RATE	SEPAR.	AVER. EMT.	NO. APTS.	RATE	SEPAR.	AVER. EMT.	NO. APTS.	RATE	SEPAR.	
:Alabama	50	4	8.0	8	16.0	8											
:Alaska	2																
:Arizona	20	1	5.0														
:Arkansas	42	2	4.8	2	4.8	12											
:Colorado	28	3	10.7	3	10.7	7											
:Delaware	14																
:Florida	41	2	4.9	4	9.8	7											
:Georgia	61	4	6.6	8	13.1	13											
:Hawaii	16	2	12.5	3	18.8	6											
:Idaho	23	1	4.3														
:Illinois	53	10	18.9	5	9.4	13											
:Indiana	81	11	13.6	9	11.1	11											
:Iowa	82	14	17.1	10	12.2	16											
:Kansas	74	12	16.2	6	8.1	16											
:Kentucky	49	12	24.5	2	4.1	17											
:Louisiana	41	1	2.4	3	7.3	15											
:Maine	18	1	5.5	3	16.6	4											
:Maryland	48	3	6.3	3	6.3	9											
:Michigan	83	8	9.6	7	8.4	20											
:Minnesota	43	5	11.6	2	4.7	15											
:Mississippi	42	2	4.8	1	2.4	12											
:Missouri	46	2	4.3	2	4.3	11											
:Montana	17	1	5.9	3	17.6	5											
:Nebraska	47	3	6.4	3	6.4	10											
:Nevada	9																
:New Hampshire	12	1	8.3	5	41.7	5											
:New Jersey	33	2	6.1	2	6.1	9											
:New Mexico	17	1	5.9	3	17.7	5											
:North Carolina	103	9	8.7	5	4.9	20											
:North Dakota	24	1	4.2	1	4.2	7											
:Ohio	71	2	2.8	6	8.5	15											
:Oklahoma	52																
:Oregon	42	2	4.8	2	4.8	10											
:Puerto Rico	51	2	3.9	1	2.0	11											
:Rhode Island	10																
:South Carolina	46																
:South Dakota	33	5	15.2														
:Tennessee	41	6	14.6	3	7.3	12											
:Texas	68	7	10.3	4	5.9	23											
:Utah	19	1	5.3	1	7.1	4											
:Vermont	14																
:Virginia	73	4	5.5	2	2.7	10											
:Washington	32	2	6.3	4	12.5	8											
:West Virginia	23	3	13.0														
:Wisconsin	66	5	7.6	4	6.0	13											
:Wyoming	14	3	21.4	2	14.3	6											
TOTAL	1,874	160	8.5	134	7.2	430	26	6.0	22	5.1	392	20	5.1	30	7.7	131	
																	17

\* Based on FES Federal personnel records. Does not include data from five (5) States which do not request Federal appointments for all new professional employees. Does not include employees who transferred between State extension services. Average employment determined by adding number of employees under appointment (including employees on leave without pay) on December 31, 1960 and December 31, 1961 and dividing by two. The rate of turnover was computed by dividing number of employees appointed or separated by average employment.

\*\* Includes Assistant County 4-H Club Agents.

A STUDY OF FACTORS ASSOCIATED WITH THE EASE OF  
DOING CERTAIN EXTENSION TASKS

by

RICHARD LOUIS JEPSEN

B. S., Kansas State University, 1950

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AN ABSTRACT OF A MASTER'S THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Education

KANSAS STATE UNIVERSITY  
Manhattan, Kansas

1963

## PURPOSE AND PROCEDURE

The purpose of this study was to describe, analyze, and point up relationships of some of the factors associated with the ease of doing certain Extension tasks.

The objectives of the study were: (1), to determine if there were relationships between the ranking of 22 Extension tasks according to difficulty and induction training, previous job experience, undergraduate major, and sex; (2), to determine which variables were associated with the ease of doing certain specific Extension tasks; (3), to determine if there were associations between difficulty of the tasks and how well the agent thought he performed the tasks; and (4), to determine if there were associations between turnover of Kansas Extension Agents and induction training.

A questionnaire was mailed to an equal number of men and women agents in Kansas, with and without induction training, to collect data for the study. Percentage distributions, mean weighted scores and coefficients of rank correlation were the descriptive statistics.

## SUMMARY OF FINDINGS

The 22 tasks were ranked by all agents according to difficulty as follows:

1. Planned the County Extension Program.
2. Developed a Plan of Work.
3. Explained the Philosophy of Extension to Others.
4. Gave a Platform Speech.
5. Prepared an Educational Exhibit.
6. Prepared Written Reports.
7. Evaluated Results of an Extension Event.
8. Gave a Method Demonstration.
9. Secured a Person to Serve as a Leader.
10. Conducted Annual Council Meetings.
11. Conducted a Leader Training Meeting.
12. Prepared an Article for a Newspaper.



13. Presented a Radio Program.
14. Used Files to Locate Extension Subject Matter.
15. Explained My Job to Someone Outside Extension.
16. Assisted with Township Elections.
17. Organized a Formal Group.
18. Prepared and Gave Oral Reports.
19. Established a Result Demonstration.
20. Prepared a Circular Letter or Newsletter.
21. Conducted an Office Visit.
22. Made a Farm or Home Visit.

There was a great deal of agreement among agents as to the difficulty of the tasks.

All of the tasks were easier for the Induction Trained Agents than for the agents Without Induction Training. In four of the five most difficult tasks the agents With Previous Job Experience indicated that they had less difficulty than those Without Previous Job Experience. No one particular Undergraduate Major showed an important relationship to the ease of doing the five most difficult tasks.

In all but one task the Induction Trained Agents showed a lower percentage of those indicating they felt they did a poor job. A larger proportion of agents Without Previous Job Experience expressed a poorer opinion of their performance of these tasks than Agents With Previous Job Experience. Among the Undergraduate Majors, the Agricultural Subject Matter Agents had a lower opinion of their work than either the Home Economics Subject Matter Majors or the Education Majors.

The agents under 35 years of age indicated that they had less difficulty in doing the five most difficult tasks than did the agents over 35. When the amount of time saved to do a job the second time was compared to the first time it was completed there was an indication that Induction Trained Agents were better prepared when beginning their job.

Since the adoption of the Kansas Induction Training Program, the Kansas turnover rate of Extension Agents has dropped faster than any of the bordering states.





Date Due

APR 15 1963		
APR 27 1963		
MAY 10 1963		
MAY 24 1963		
JUN 27 1963		
JUL 20 1963		
AUG 17 1963		
AUG 31 1963		
SEP 20 1963		
SEP 26 1963		
DEC 11 1963		
<del>DEC 11 1963</del>		
JAN 10 1964		