



Research in Brief

Client System Dimensions

Purpose: To determine the nature as well as the scale of the dimensions describing a particular client system for purposes of extension education program planning, including the diagnosis of the present state as a means for understanding the structure and operation of the system.

Method: Three farming barrios in the Phillipines formed the locale of the study. Fifty cases from each barrio, half members of the local farmers' organization and half non-members, were selected at random. Using a prepared interview schedule, socio-economic and other relevant data to the farming operating were obtained.

From the basic data, another set of measures was estimated for each farmer, such as rice production per hectare, total farm production costs, adoption (of farm production practices) scores, etc. Forty-eight variables were isolated to provide the

basic data for the analysis process.

Factor analysis was used to analyze the data, focusing on patterned variation, vector, and dimension. Using a complicated series of statistical procedures, 14 factors were identified which explained 78 percent of the total variance in the data.

These factors were: (1) crop production outlay, (2) lives stock-poultry production outlay, (3) group concern and involvement, (4) credit utilization, (5) extension agent's role, (6) operator's age and experience, (7) nonfarm employment, (8) family size, (9) informational interaction, (10) need level, (11) farm business achievement, (12) farm size adequacy, (13) residential fixity, and (14) farm land capitalization.

Generalizing from the analytical procedures followed, a model of the program management process was developed and operationalized. It visualized the systematic definition of a client system from a set of characteristic

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variables obtained from individuals in planning area.

Factors analysis was used to define the underlying uniformities in the data, yielding a set of factors or dimensions that described parsimoniously the data.

Similarly, the same procedure provided a systematic definition of the underlying clustering of individuals relative to both the original set of characteristic variables or to the transformed factor space.

Findings: After having defined the relevant client system, program planning, implementation, and evaluation were readily visualized.

Planning was concerned mainly with the definition of objectives and goals in terms of the mean scores of the client system or the factor scores of the individuals in the system.

Program implementation was primarily concerned with the actualization of the relevant change strategies and the definition of the particular level of achievement as in the definition of objectives.

Evaluation was concerned with the comparisons of the objective-state(s) and the achievement-state(s) in a particular time segment or over a series of time segments. The study greatly emphasized the inter-disciplinary nature of extension education, and the concomitant conceptual and practical problems.

"Dimensionality of a Client System for Extension Education Program Planning in the Phillipines," Florentino Libereo, Ed. D. dissertation, Louisiana State University, Department of Extension and International Education, Baton Rouge, 1973.

L. Pesson

A Coordinated Training Program for New Agents. J.E. Hutchinson. College Station, Texas: Texas Agricultural Extension Service, 1971. [Order number: ED 066 643. Price: MF 65¢, HC \$3.29.]*

This training program handbook provides a basis for planning a sequence of learning situations during the Extension Service agent's first year of employment. Through this experience, it's hoped that new agents will acquire the knowledge, competencies, and skills thought to be necessary to successfully orient them to the Texas Agricultural Extension Service and to effectively implement an educational program on a county basis.

In addition, the handbook has been designed to help people who train new agents. It provides a means by which decisions can be made about the planning, implementation, and evaluation of a training program.

This training program is designed to provide each new agent with an understanding of: (1) the purpose, objectives, and philosophy of Extension work; (2) their job responsibilities and performance standards; (3) existing organizational procedures; (4) relationships with other agencies and organizations; (5) good office management practices; (6) programming methods and techniques; (7) 4-H Club work in the state; and (8) the organization's expectations regarding professional competencies.

Along with a section containing a check list for training new agents, there are sections defining the responsibilities of: (1) district agents, (2)

trainer agents, (3) training teams, and (4) the trainee.

D. J. Blackburn

"The Extension Officer in Personal Discussion." A. Houttuyn Pieper. *Sociologia Ruralis*, XIII (1973), 55-69.

Reports on preliminary study of personal discussion as a tool for the Extension officer. Use of optimally effective personal discussion techniques would increase the efficiency of Extension.

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The author identifies a tentative list of subroles and Extension officer can perform during contact with a client:

1. One who asks for information.
2. One supplying information.
3. One supplying cut and dried advice.
4. One who sustains the client's confidence in what he intended doing anyway.
5. One who helps the client to think rationally.
6. One who helps the client to overcome his emotions.

It's important for the Extension officer to be aware of these subroles, to know when he's relating to his client in one of them, and what the consequences of each subrole may be.

M. Miller

"A Study of Relative Importance of Communication and Economic Variables in Diffusion: Dwarf Wheats on Unirrigated Small Holdings in Pakistan." Refugio I. Rochin. Paper presented at

the Third World Congress of Rural Sociology, Baton Rouge, Louisiana, August 22-27, 1972. [Order number: ED 072 323. Price: MF 65¢, HC \$3.39.]*

The purpose of this paper was twofold. First of all, it presented some empirical findings of the relative importance of both "economic" and "communication" variables in the diffusion of an innovation (dwarf wheats) in an unirrigated region of Pakistan that was densely populated by smallholders. The sample of farmers reported were representative of a class of low-income farmers who were supposedly left out of the benefits of the Green Revolution.

Secondly, it tried to generate a nexus of opinion between the "development economist" and the "communication specialist." The study data presented showed that both "communication" and "economic" variables were necessary for two main aspects of diffusion: changing farmers' cognitions of new varieties of seed and influencing innovativeness.

It was also found that any program designed to diffuse agricultural innovations must first concentrate on creating awareness among smallholders in general. The smallholders live in such a situation that cognitive changes in knowledge must accompany economically desirable innovations to have a rapid pattern of adoption.

The following were suggested as guides in designing future programs: (1) channels of communication between research outlets and farmers should be strengthened so that smallholders are kept informed of available innovations and (2) since interpersonal contacts

are especially needed to reach the smallest farmers, extension efforts should be enhanced.

L. Pesson

"Pygmalion Black and White."

Pamela C. Rubovit and Martin L. Maehr. *Journal of Personality and Social Psychology*, XXV (No. 2, 1973), 210-18.

This study is a repeat and extension of a previous study that involved observation of teacher behavior following experimental manipulation of their expectations. It resulted in the conclusion that teachers give preferential treatment to gifted children. New dimensions of race and dogmatism were added in the present study.

Method

A total of 66 undergraduate white females enrolled in a teacher training course volunteered to serve as teachers of a special course for 264 seventh and eighth graders. An observational schedule was developed and used by a trained observer to index the quality of the student-teacher interaction. The Rokeach Dogmatism Scale was used to measure the teacher's authoritarianism.

Results

Black students were given less attention, ignored more, praised less,

and criticized more. The gifted black was given the least attention, least praise, and most criticism even when compared to his nongifted black counterpart. High dogmatic teachers were more inclined toward a prejudicial pattern than low dogmatic teachers.

Editor's Note: Does a similar pattern exist in Extension's educational programs? Would anyone care to repeat the study in a 4-H Club?

D. Stormer



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