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dissertation entitled

THE IMAGE OF MICHIGAN STATE UNIVERSITY EXTENSION AS PERCEIVED BY COUNTY EXTENSION ADVISORY COMMITTEE MEMBERS AND EXTENSION FIELD STAFF IN MICHIGAN

presented by

Usman Adamu

has been accepted towards fulfillment
of the requirements for

Ph.D. degree in Agricultural and Extension Education

Frank Robb
Major professor

Date September 9, 1996

THE IMAGE OF MICHIGAN STATE UNIVERSITY EXTENSION AS PERCEIVED BY COUNTY EXTENSION ADVISORY COMMITTEE MEMBERS AND EXTENSION FIELD STAFF IN MICHIGAN

By

Usman Adamu

A DISSERTATION

Submitted to
Michigan State University
in Partial Fulfillment of the Requirements
for the Degree of

DOCTOR OF PHILOSOPHY

Department of Agricultural and Extension Education

1996

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ABSTRACT

THE IMAGE OF MICHIGAN STATE UNIVERSITY EXTENSION AS PERCEIVED BY COUNTY EXTENSION ADVISORY COMMITTEE MEMBERS AND EXTENSION FIELD STAFF IN MICHIGAN

By

Usman Adamu

Image is important. Responsive organizations are and will always be interested in knowing and understanding how their public view them and their services. In this study, the image of the organizational structure, mission, personnel, services, delivery methods, and issues programming of Michigan State University Extension, as perceived by County Extension Advisory Committee Members and Extension Field Staff, were examined. The study attempted to investigate whether demographic variables have influence on the way people view image of an organization. An attempt was also made to determine which of the selected demographic variables are important predictor(s) of image of Michigan State University Extension among Advisory Members as well as Extension staff.

A survey method using a self administered questionnaire was used. Questionnaires with cover letters were mailed to a stratified, randomly drawn sample of 171 participants consisting of 95 Advisory members and 76 Extension staff. Demographic data were analyzed using basic descriptive statistics such as mean, median, and mode. Null hypotheses were tested using t-test and analysis of variance (ANOVA). The research question was answered through the use of multiple linear regression analysis.

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Findings revealed that there were statistically significant differences in the perceptions of Advisory Members based on their age, occupation, and place raised. Younger Advisory members were more positive about the image of services of the Michigan State University Extension than older members. Government employees were more positive about the image of the personnel of the Michigan State University Extension than farmers, business people, and others like homemakers, retirees, etc. No statistically significant differences were observed in gender, educational level, and income among Advisory Members.

Findings showed that place raised was an important predictor of image of the Michigan State University Extension among Advisory members.

Among Extension staff, findings showed that there was a statistically significant difference in the way they perceived the image of the services of the Michigan State University Extension based on their age. Younger Extension staff perceived the image of the services of the organization more positively than did older staff. No statistically significant differences were observed in gender, position, programming area, duration in occupation, place raised, and place of residence among Extension staff.

Findings revealed that the most important predictor(s) of image of Michigan State University Extension among among Extension Field Staff were race and place raised.

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DEDICATION

I dedicated this work to my father Malam Adamu Gungura and mother Malama Hauwa "Auwa" Adamu Gungura who believe in the value of all form of education.

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ACKNOWLEDGMENT

My academic journey have been a very long one. Many people have contributed along the way. Therefore, I wish to expressed my sincere appreciation and gratitude to all who made it possible. Whether your name appeared in this acknowledgment page(s) or not, I want you to know that you are all in my heart. I know who you are and you know who you are.

I am particularly indebted to Dr. Frank Bobbitt, my academic advisor and chairman of the dissertation committee. He has gone above and beyond the call of duty to ensure a successful completion of this degree. At any juncture, he has made himself available. He has advice, assist, guide, and taught me through the years that I have been his student at Michigan State University. My sincere appreciation goes to the rest of my committee members: Dr. Eddie Moore, Dr. Frank Brewer, and Dr. Cas Heilman. Your constructive suggestions, criticisms, and advice have provided insight and elevated the quality of this study.

A special thanks is extended to Dr. Carroll Wamhoff, Chairman of the Department of Agricultural and Extension Education for his advice and support during the process of my data collection. I thank all staff of the Department of Agricultural and Extension Education who have consistently offered services in a professional and friendly manner.

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The author wishes to express his sincere appreciation and heartfelt thanks to Dr. George Peters, Chairman of the Department of Linguistics and Dr. John Eulenburg (Malam Yusuf) for providing graduate assistantship in Hausa language program, and to Dr. Joseph Levine and Dr. Murari Suvedi for providing scholarship for the Summer Research Institute of 1992.

My special appreciation is extend to Dr. Larry Powers of North Carolina A & T State University for his advice and encouragement to come to Michigan State University. My sincere appreciation and heartfelt thanks is extend to our entire families and friends here in United States and at home (Nigeria) for their prayers, support, and understanding during this long period of time.

Finally, I am deeply indebted to my wife Ummul-Khairi for her love, patience, endurance, support, prayers, and understanding during these difficult years of pursuing higher education, to our children Nana-A'ishatu, Imrana, and Maryam for their endurance and understanding. You have made sacrifice and may Allah reward you for that amen.

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CHAPTER I

INTRODUCTION

All living organisms, be it plants, insects, animals, or people, are subject to a phenomenon called life cycles (Adizes, 1988, p.1). They are born, grow, age, and die. Organizations, like any other living organisms go through similar life cycles - birth, rapid growth, maturity, decline, and death. Organizations, however, do not have to decline and die. With leadership and visionary action, an organization can be changed, transformed, renewed, or repositioned to continue the growth, maturity, and regeneration cycle (Strategic Planning Council Report, 1991, p. V, Goens & Clover, 1991, p. 79, Adizes, 1988, p. 4, Kimberly et al. 1980, p. 6-7, & Lippitt, 1969, p. 5). The concept of life cycles of living organisms, which basically consists of four sequential stages (birth, growth, age, and death), can be equated to Daft's entrepreneurial, collectivity, formalization, and elaboration stages of organizational life cycles (Goens & Clover, 1991, p. 79).

The entrepreneurial stage (equivalent to birth or the infant stage) is an exciting time for staff of an organization because at that time, the organization is nonbureaucratic and informal. There are very few established policies and procedures. Employees spend considerable amounts of their time and effort in productive activities relative to clients' needs. The organization rushes ahead in full speed without actually knowing its strengths and weaknesses. The staff are generally enthusiastic and vigorous, which comes from the belief in the organization and its success. The Cooperative Extension Service may have been at this stage when it was first established in 1914 by the Smith-Lever Act.

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The collectivity stage (equivalent to Adolescence or the growth stage) is a critical transition point for any organization partially due to the lack of sufficient and well trained people. As the organization moves from infancy to adolescence, rapid growth occurs and the need for delegation of authority, change of leadership, and goal displacement becomes eminent. At this stage, departments and other important units are established along with some standard policies and procedures. Jobs are defined and fully described. New formal systems with a hierarchy of authority appear. Clear goals and directions are formulated through a strong leadership. At this point, all employees identify with the mission and commit time and talent to the cause. Extension was probably at this stage in the 1940s, when a committee was set up to review its programs, policies, and goals in 1946.

The formalization stage (equivalent to aging or the stable stage) is the level where all rules and procedures are formally established. The structure and climate of the organization becomes more formal including communication procedures. A significant increase or development of mid-level managers occurs as top level management becomes increasingly involved with development of strategy and planning instead of the day to day running of the organization. At this juncture, the organization will start to lose its strengths and flexibility. The spirit of creativity, innovation and encouragement to change that made the organization successful would start to disappear.

The final stage, elaboration, leads to the recognition that the organization needs revitalization and renewal. Rule-driven behavior is questioned and a call for teamwork emerges.

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Managers review bureaucracy and try not to add to it, as well as begin to problem solve and get people to work together again (Goens & Clover, 1991, p. 79-80; Daft, 1992, p. 163-168).

The Cooperative Extension Service appears to be approaching the elaboration stage, if it is not already in it: a level which require a fundamental organizational change. Change is a constant factor, and therefore, inevitable in human and organizational existence. It has been around us since the beginning of time, and has affected the policies, procedures, roles, rules, structure and culture of our institutions and organizations. Change occurs within an organization-or it should occur if survival is to be achieved - as from time to time its goals and circumstances vary. These variances cause the organization's human resources to engage in problem solving as they seek reorientation and try to adapt to new environmental influences (Lippitt, 1966, p. 6). Evidence exists which suggests that every organizational system has within it the potential for either bringing about its own death, maintaining the status quo, or growing into maturity (Lippitt, 1966, p. 12).

In order for any organization (private or public, profit or non-profit) to survive, flourish and grow into maturity, the people within that organization must face each other openly in dealing with the problem(s) under consideration.

For the past few years, the Cooperative Extension Service has been criticized severely and publicly attacked by its and general public. As a result of these criticism, the image of the organization may have been negatively affected. At all levels (national, state, and local), the organization started to experience political, budgetary, and institutional pressure.

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In the mid 1980s, various committees and groups called on the Cooperative Extension Service to change.

In response, the organization is changing. This change, according to Myron Johnsrud (CES Administrator), "is a positive sign of a dynamic organization experiencing transition and rebirth". It is a change that is different from any other changes ever experienced by the organization due to its nature and scope. In fact, these changes can be classified among the recent generation of new changes known as transformational which are characterized by having the changes:- (1) initiated by leaders of the organizations, (2) closely linked to strategic business issues, not just to questions of organizational process and style, and (3) can be traced back rather directly to certain external events such as new sources of competition, new technology, changes in fundamental market structure, etc. (Kilman & Covin, 1988, p. 66).

As pressure from both internal and external groups continued to increase, the leaders of the Cooperative Extension Service initiated a change process. The Secretary of Agriculture and the president of the National Association of State Universities and Land-Grant Colleges (NASULGC) formed a joint committee to scrutinize Extension. The Cooperative Extension's highest policy making body (Extension Committee on Organization and Policy) also formed two national committees to evaluate Extension. These two national committees were:

(1) the future task force

(2) the national program initiatives task force

The future task force was charged with the responsibility to examine the need for organizational and structural changes of the Extension system. The national program initiatives task force was asked to review the direction of Extension's programs. These parallel efforts clearly reflect a system proactively concerned with effectively working toward a positive future (Future Task Force Report, 1987).

In 1983, the joint study committee, set up by the Secretary of Agriculture and the President of the National Association of State University and Land-Grant Colleges (NASULGC), issued a report entitled "Extension in the 80's: A perspective for the future". The report reinstated the value and need of the land-grant system, including the Cooperative Extension Service (p. 4). However, Extension was criticized for its inadequate job of reporting or relating with the general public or state, county and national decision makers. In 1987, the future task force, a committee formed by the Extension Committee on Organization and Policy (ECOP), issued its report entitled "Extension in transition: Bridging the Gap Between Vision and Reality." The 32 recommendations report called for a system wide change from the mission of the organization to its program planning and delivery. The change was a profound and fundamental change that was similar or equal to what Kuhn referred to as a paradigm shift. According to Lawler in Kilmann & Covin (1988), a paradigm is basically a set of assumptions about how the world works; these assumptions produce a congruent and often tightly interconnected system of policies and practices in an organization. And usually when new paradigms arise, they have to compete with the older, more established ones for acceptance.

Typically, for a new paradigm to succeed and triumph over an old one, there must be a fundamental restructuring of people's thought processes and the way they operate (Kilmann & Covin, 1988, p. 46-47).

Getting an organization to change or shift its paradigm is a very difficult, challenging, and time consuming task. It is like changing the course of a large ship. The pilot turns the wheel, but it takes a long time to see the results.

Theoretical Foundations of the study

One of the primary purposes of establishing theoretical foundations for a study is to relate it with other theories and concepts that are relevant to the research. Merriam & Simpson (1984, p. 8) indicated that "recognizing and discussion of theories, concepts, and factors that are part of the study are essential to developing a useful problem statement". Thus, establishing theoretical foundations in general helps to bring into focus the theoretical basis upon which the study is based.

Extension is an interdisciplinary field. Its fundamental concepts, theories, and principles are drawn from the concepts of the social sciences, including sociology, anthropology, human psychology, economics, education, community development, political science, organizational development, management, etc. (Blackburn, 1989, p. vii-vii). It has linkages and relationships with other disciplines. This underlying principle of Extension as well as its programming concept, is closely related to the principle of the General Systems Concept.

Therefore, the theoretical foundations of this study were derived primarily from the field of General System Theory, a relatively new discipline as well as concept. The idea was first introduced by Ludwing von Bertalanffy (a theoretical biologist) in 1937 at the University of Chicago (Bertalanffy, 1968, p.32, 38, & 90). Bertalanffy's statement of the late 1920's forms the foundation of the discipline, as well as the concept.He wrote:

> "Since the fundamental character of the living thing is its organization, the customary investigation of the single parts and processes cannot provide a complete explanation of the vital phenomena. This investigation gave us no information about the coordination of parts and processes. Thus the chief task of biology must be to discover the laws of biological systems (at all levels of organization). We believe that the attempts to find a foundation for theoretical biology point at a fundamental change in the world picture. This view, considered as a method of investigation, we shall call "organismic biology" and, as an attempt at an explanation, "the system theory of the organism" (Bertalanffy, 1975, p.152)".

The underlying notion of the concept and its discipline is the Aristotelian principle of the whole being more than its parts. In order to understand an organized whole we must know both the parts and the relations between them (Bertalanffy, 1975, p. 152-153). The general system theory is a general science of wholeness which states:

(1) There is a general tendency towards integration in the various sciences, natural and social.

(2) Such integration seems to be centered in a general theory of systems.

(3) Such theory may be an important means for aiming at exact theory in the nonphysical fields of science.

(4) Developing unifying principles running "vertically" through the universe of the individual sciences, this theory bring us nearer to the goal of unity of science.

(5) This can lead to a much-needed integration in scientific education (Bertalanffy, 1968, p. 38).

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The concept of general systems has found its use and application in various fields including engineering, education, economics, management, etc. In general and organizational management, the concept has been used under the name of "systems" to broadly look at organizations. The need and importance of the concept in organizational management becomes apparent as the complexities of our society, organizations, and technology increase. Today's organizations are becoming increasingly complex. Their management requires the coordination and management of technical, physical, and financial resources to produce and deliver products and services suitable to the needs of their customers.

Lippitt (1982) describes the concept of general systems as a necessary idea for understanding and renewing complex organizations. It is an interdisciplinary concept identifying developments in other areas, and showing how these developments can be used or can be useful in other fields. For example, Extension uses concepts from sociology, management, education, economics, etc. Management science utilizes concepts from mathematics, statistics, engineering, and information. The concept does not prescribe concrete terms or techniques for resolving problems, but rather, it provide conceptual suggestion, or idea that the multidisciplinary approach might be useful for solving today's problems. Its possible contribution to the solution of multivariable, socioeconomic problems facing many organizations today is attracting a great deal of attention.

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The overall concept and philosophy of the general system (shown in figure 1-1) is built on the broader traditional view of the management process, management science, and behavioral science, so as to provide an integrated approach to managing the basic elements of people, techniques, information, structure, and purpose (Lippitt, 1982, p. 32-48).

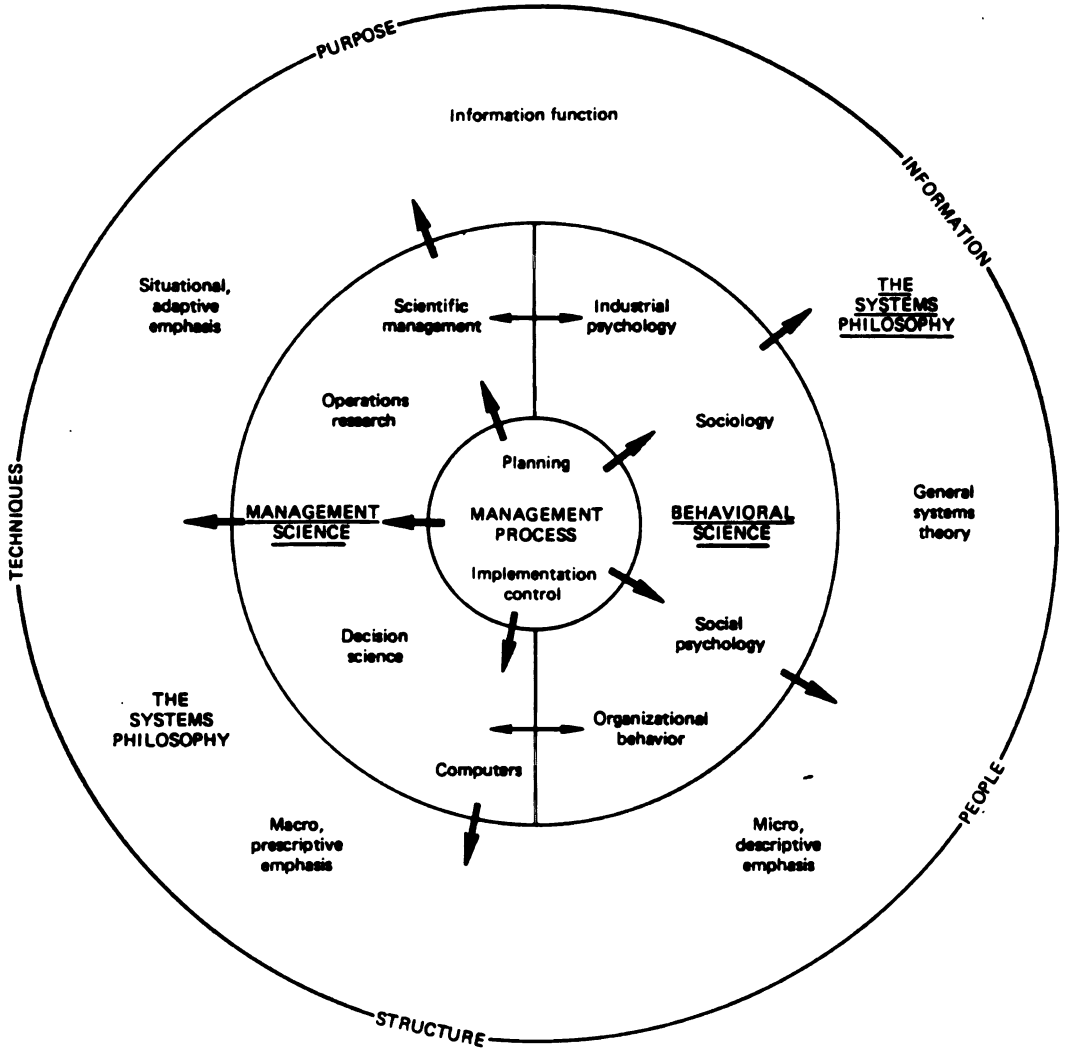

Figure 1-1 General Systems Philosophy

(Source: Organizational Renewal, Lippitt, G.L.1982)

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Statement of the Problem

Image is important to all organizations. If the image of an organization is negative, it impacts a variety of aspects of that organization including staff morale, clients and customers support and commitment just to a mention few. Any responsive organizations, institutions, or agencies have a strong interest in their reputation, or "image" as it is now popularly called. They are always making concerted efforts through various means to know how the public (both internal and external) views the organization, its products and services. If that image is negative, the effects could be devastating.

The Cooperative Extension Service has an image which evolved overtime through contact and familiarity with the organization and its programs (Warner & Christenson, 1984, p. 43). As a publicly funded organization, the future of Extension is very much dependent on how the public (both internal and external) perceives the organization. Warner & Christenson (1984), also stressed that "the Extension's vitality in the future will rest with its ability to develop, maintain, and enhance a positive and viable public image".

Today, the entire Cooperative Extension Service at national, state, and local levels is at the crossroads and so is the image of the organization. Its reasons for continuing its existence at all levels (federal, state, and local) have been seriously challenged by its clients and customers, including Farm Organizations, the Congress, White House, Office of Management and Budget, and Land Grant Colleges. Nationwide, the cohorts of Extension are questioning the validity of the organization's mission and objectives. Currently, the organization is struggling to redefine itself.

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As the organization struggles to define its proper function and purpose in a rapidly changing society, the issues of defining appropriate target audiences, delivering quality programs in the most efficient manner, projecting a positive organizational image, and maintaining an adequate support base have been discussed openly (Warner & Christenson, 1984, p. 1).

To convert these multiple problems (of which image is a among them), the organization (CES) at the national and state levels embarked on a multiple efforts of restructuring itself, its policies and programs to effectively and efficiently address issues of wide public concerns through the process of issues programming. Issues programming was a strategically designed process capable of achieving several objectives that may include, but are not limited to, the following:

(1) public image enhancement of the Cooperative Extension Services;

(2) improvement of efficiency and productivity; and

(3) increment of visibility and viability of the organization

As Extension organizations throughout the country were reorganizing and restructuring themselves to adjust to the challenges of the 21st century, it was therefore consequential to study the image of the organization (CES) as it continued with various processes of change through issues programming and others. There were indications from staff surveys conducted in many states, where issues programming and other organizational changes were implemented, which showed that changes actually occured especially in the roles and responsibilities of staff members.

But, do these organizational changes and restructuring have any impact on the image of the organization, its mission, programs, and services? - this was the main question of this study.

Purpose and Objectives of the Study

The purpose of this study was to assess the image of Michigan State University Extension as perceived by County Extension Advisory Committee Members and Extension field staff who participated in the issues programming process. The areas assessed were the organization structure, mission, personnel, services, delivery methods, and issues programming. The specific objectives of the study were to:

(1) Determine the perceptions of County Advisory Committee Members regarding the image of Michigan State University Extension.

(2) Determine the perceptions of Extension Field Staff regarding the image of the Michigan State University Extension.

(3) Identify demographic variables among Advisory members and Extension staff that are important predictor(s) of image of the Michigan State University Extension.

Research Hypotheses and Question

This research was guided by the following three hypotheses and one research question. The alpha level was set at .05 percent

(1) There were significant differences in the perceptions of County Extension Advisory Committee Members towards the image of Michigan State University Extension based on the demographic variables of gender, age, level of education, occupation, place raised, and income per annum.

(2) There were significant differences in the perceptions of Extension Field Staff towards the image of Michigan State University Extension based on the demographic variables of gender, age, position with Michigan State University Extension, programming area, duration in occupation, place raised, and place of living.

(3) There were significant differences between the perceptions of County Extension Advisory Committee Members and Extension Personnel regarding the image of Michigan State University Extension.

(4) What demographic variables among Advisory members and Extension staff are important predictor(s) of image of Michigan State University Extension?

Importance of the Study

This study focused on one of the major concern of the Cooperative Extension Services - its image. As Kotler (1985) mentioned that any responsive organization has a strong interest in how its publics see the organization, its services and programs. And in most cases, organization's leaders have a different view of the image of their organizations than their own publics.

This study hoped to investigate and report the current image of the organizational structure, mission, personnel, services, delivery methods, and issues programming of the Michigan State University Extension as perceived by two of the most important groups of its publics. The identification of the perceptions of these groups of people was particularly important considering the fact that they were all involved with issues programming, a key piece of the restructuring process in Extension.

Assumptions and Limitations

This study was based on the following assumptions and limitations:

Assumptions:

(1) Respondents have sufficient knowledge of Extension in order to make meaningful responses.

(2) Respondents will respond objectively to the questionnaires.

(3) Respondents perceptions will yield useful and valid information.

Limitations

(1) The findings of this study are limited to the Michigan State University Extension only.

(2) The study will be limited to the information seek in the questionnaires

Definition of Terms Used

For the purpose of this study, definitions of key words and concepts used throughout the study included:

Life cycle

A series of changes in form undergone by an organism in development from its earliest stage to the recurrence of the same stage in the next generation (Webster, 1976 1957).

Organization

The pattern of way in which large numbers of people, too many to have immediate face-to-face contact with all others, and engaged in a complexity of tasks, relate themselves to each other in the conscious, systematic establishment and accomplishment of mutually agreed purpose (Pfiffner & Sherwood, 1960).

Change

Any planned or unplanned alteration of the status quo in an organism, situation, or process (Lippitt, 1969).

Image

Is the sum of beliefs, ideas, and impressions that the Extension Advisory Members, Extension Directors, and Agents have on the Cooperative Extension Service.

Cooperative Extension Service

A unique publicly funded, informal adult education and development organization.

Public

A distinct group of people and/or organizations that has an actual or potential interest in and/or effect on an institution (Kotler & Fox, 1985).

Perception

The mental grasp of objects, qualities, etc. by means of the senses; awareness; comprehension (Webster, 1988)

County Extension Advisory Committee

A group of locally selected people who advise in planning local extension programs.

County Extension Advisory Committee Member

Any selected individual who served in the county advisory committee during the issues identification process.

Extension Field Staff

Those persons employed by the Michigan State University Extension and work primarily in the county.

County Extension Director

The administrative head incharge of all extension programs, personnel, and budget of the county extension office.

Issues programming

An extension program development process that focus on issues.

Issues

Matters of wide public concern arising out of complex human problems (Dalgaard et al, 1988).

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Programming

The development of the plan for implementing and evaluating educational programs directed toward a particular clientele of the Cooperative Extension Service.

CHAPTER II

LITERATURE REVIEW

This chapter is divided into four major Sections. Each section covers a specific literature on the theories and concepts relevant to the two most important subjects of this study - these are: (1) Extension image and (2) Issues programming.

The theoretical background and concepts of issues programming and organizational image are rarely found in the literature of Extension. Most, if not all, of the literature on image and issues programming concepts are found in the literature of issues management, public policy, strategic management, long range planning, marketing, etc. Therefore, most of the literature reviewed for this study is not from the traditional main stream literature of Extension and other related fields such as Adult Education, Continuing Education, Outreach etc. It is from the area of corporate management, strategic and long-range planning, and public policy.

The four major sections are: (1) innovation and change, (2) organizational transformation and renewal, (3) image: definitions, theories and concepts, and (4) issues programming: general background, concepts, and theories.

Section I: Innovation and Change

The Cooperative Extension Service is an industrial-age organization established in 1914 during the formative era for the traditional industrial corporation. Kanter (1983), described the traditional industrial-age organization as any organization that was established in the 1890's through the 1920's. According to Rowe and Boise (1973), most of these organizations were segmentally structured and designed to be innovation and change resistant. The traditional industrial-age organizations such as the CES, IBM, General Motors, the U.S. Department of Treasury and the U.S. Department of Defence, were large and successful organizations (Stanley, 1989, p. 76). Most of these types of organizations (large, old, and successful) have been the most difficult to change (Lippitt, 1982, p. 7). Today, the environment within which these types of organizations exist or operate has been rapidly changing as a result of numerous economic, social, and technological factors. The change these organizations have been facing is more extensive, more far-reaching in its implications, and more fundamental in its transforming quality than anything since the "modern" industrial system took shape (Kanter 1983, p 37).

The environmental change has caused a change in what these organizations must do to be successful - in the tasks they must perform to survive and prosper. Society, in general, is non-static. It is constantly changing and being rejuvenated. Organizations designed to provide goods and services in yesterday's world are discovering that what made them successful in the past no longer applies. The most important question now and in the future is, what does this constant change mean to organizations in general, and Extension in particular?

Can the Cooperative Extension Service (a 1914 industrial-aged organization) make the adjustments necessary to survive the rapid and pervasive changes occurring in American society? According to Margulies and Wallace, the lesson is clear for any modern organization. Given the facts of rapid, unplanned change, a static organization cannot survive. Yesterday's success mean very little in a world of rapidly changing markets, customers, products, values, life-styles and so forth (Margulies & Wallace 1973, p 1). Today's organizations must to regularly evaluate themselves in relation to their present environment. They must change, renew, and transform themselves by examining where they are, what they are, what they need to be, and how to make the required changes.

Dillman (1985) noted that within this century, the American society has gone through two eras of significant social change, and is now entering a third era that has profound implications for how society is organized and the social arrangements that govern the use of available technology.

The first era called "community control" started in 1900 and remained dominant until the 1940s. Within this period, the Cooperative Extension Service was established by the Smith-Lever Act of 1914.

The second era called the "mass society" started around 1920s and continued through the late 1980s. This was a period of unprecedented economic and social growth as a result of the impact of the Industrial Revolution of the early 1800s. In this period, emphasis was placed on building larger organizations and corporations such as IBM, General Motors, etc. And finally, the new era called the "information age", just started in the early 1980s.

This era is expected to dominate and overshadow the two previous eras as well as the social and technological organization of society at the turn of the century.

Clearly, society is gradually shifting from a traditionally industrialized society to what many authors sometimes label as either the post-industrial era, post-modern era, information age, new age or simply the next age. Each one of these terms describes a society which de-emphasizes agriculture and manufacturing, although these sectors exist, and emphasizes information processing instead. For a society to achieve post-industrialism, Quilling states it must go through various stages of development with a change in emphasis from one stage to another. The five stages with their predominant emphases are identified by Quilling as:

Stage 1: Mining, forestry, agriculture, foodstuffs and raw materials
Stage 2: Manufactured goods
Stage 3: Transportation, communication, and public utilities
Stage 4: Banking, finance, and commerce
Stage 5: Abstract activities, which include education

Currently, the American society seems to be approaching Stage 3, a stage in which communication and information are among the major emphases. In 1950, Harvard Sociologist Daniel Bell predicted that the most important products of the post-industrial society would be information, knowledge, and service. His prediction proved to be accurate. Drucker (1988) states we have moved away from the "command and control" phase that was prevalent in the 1920s through the 1950s and are moving toward an "information bond" in organizations.

Information sharing and availability can alter the structure and responsiveness of institutions in profound ways (Goens & Clover 1991, p. 5).

As the society gradually moved into the well predicted information age, the traditional industrial-age organizations, such as the Cooperative Extension Service, often found their structures, approaches, and practices incompatible with the information-age era of the 21st century. Their organizational structures, and their old approaches and practices were becoming obsolete and therefore no longer as effective in solving today's problems as they could be. For most of these organizations, the challenge was not only that of their survival, but also their relevancy to the age or period in which they now lived (Lippitt 1982, p. ix).

Many organizations were now simply overwhelmed. They were adrift, unable to adjust and respond to change and the challenge of the information age era. However, what each organization needed to adjust and respond appropriately to the changing environment, of course, varied from one organization to another, with the exception of one thing - innovation. This point is perhaps captured best by Kanter R. Moss, who stated:

> "The total scope of what needs to be done is, of course, highly variable, in large part because it depends on the particular organization and industry. What is clear, however, is the need for innovation at every level--innovation not merely in the traditional sense of new products and services, but in the very ways that organizations operate, in their view of themselves, and in the mechanisms that can develop and engage their resources to the maximum extent possible. Most important, organizations need innovation to shift from the present tendency to deal with their tasks in a relatively single-minded, top-directed way and to a capacity to respond innovatively, locally, and promptly to a whole variety of organizational contingencies--to change shape, so to speak" (Kanter 1983, p 41).

The term "innovation" has been defined and used widely and ambiguously. It is important at this juncture to review some its definitions to see how it relates to the entire scope of organizational changes of the Cooperative Extension Service and the issues programming process.

In Rowe and Boise's Organizational and Managerial Innovation (1973), Thompson defined innovation as "the generation, acceptance, and implementation of new ideas, processes, products, and services". This definition suggested an organization with a successful process of invention, proposal, review, decision, and utilization. In arguing that innovation implies a capacity to change or to adapt, Thompson stated: "an adaptive organization may not be innovative (because it does not generate many new ideas), but an innovative organization will be adaptive (because it is able to implement many new ideas)". Generally, innovations are not safe, bound, or easy. They involve extreme amounts of resources, risk, time, commitments and challenges.

In a comparative study of innovative accomplishments versus basic nonentrepreneurial ones, Kanter found that people involved with innovative accomplishments perceive them as being riskier and more controversial - they generate stronger feelings around the organization both pro and con (Kanter 1983, p 214). Lundstedt and Colglazier (1982), give the operational definition of a technical innovation as a complex activity which proceeds from the conception of a new idea (as a means of solving a problem) to the solution of a problem, and then to the actual utilization of a new item of economic or social value. These authors stress the importance of distinguishing the difference between innovation, scientific discovery, invention, and diffusion of technology.

A scientific discovery, according to Lundstedt and Colglazier, involves the observation of a previously unknown or unobserved phenomenon, or the acquisition of new knowledge; although relevant discoveries may be incorporated into an innovation. An invention is the creation of a novel product or process, or the concept of a means of satisfying a need. And finally, diffusion of technology which is the evolutionary process of replacement of an old technology by a newer one (Lundsted and Colglazier 1982, p. xxi).

In their definition of organizational and managerial innovation, Rowe and Boise (1973), refer to organizational innovation as the successful utilization of processes, programs, or products which are new to an organization and which are introduced as a result of decisions made within that organization. Rowe and Boise define managerial innovation as those decisions and tasks which are new to an organization which result in the successful solution of one or more problems related to management's responsibilities. In describing the word innovation and how people think of its meaning, Kanter concluded that, typically, the word "innovation" creates an image of an invention, a new piece of technical apparatus, or perhaps something of a conventionally scientific character. In fact, very few people could imagine or consider the new tax laws, enterprise zones, quality circle, and the proposed empowerment zones as innovations. Kanter refers to innovation as the process of bringing any new, problem-solving idea into use. Ideas for reorganizing, cutting costs, putting in new budgeting systems, improving communications, or assembling products in teams (Kanter 1983, p. 20).

Innovation, no matter what type it is, whether in products, market strategies, technological processes, or work practices, is designed not by machines but by people. Thus, the human resources of an organization working together collaboratively are responsible for the thinking, generation, and developing new ideas and responses. Together, they push for change before the opportunity disappears and disappears for good.

From all sides, come are reminders about the rapidity of change, the need to adapt to new conditions and the exhortations to try new things (Pattorn 1985, p. 4). Organizations simply must poise themselves to innovate, to change, or they risk decline and death. Resources are finite not infinite. The extent to which organizational structures and policies encourage people within the organization to participate in solving problems, to seek new ideas, to challenge established wisdom, to experiment, and to innovate is crucial to the survival of today's organizations, more especially, the publicly funded organization like Extension.

Studies have shown that during the past decade, interest in organizational and managerial innovation has increased rapidly. Organizational scholars are actively engaged in developing concepts, building models, formulating hypotheses, and conducting empirical studies for the purpose of identifying the correlates of innovation in formal organizations (Rowe and Boise 1973, p 2). In their book entitled, In Pursuit of Excellence, Peters and Waterman assert that excellent organizations are characterized by the ability to change. They were "continually innovative", geared to "quick action and regular experimentation":

> "Innovative companies (organizations) are especially adroit at continually responding to change of any sort in their environments...As the needs of their customer shift, the skills of their competitors improve, the mood of the public perturbates, these companies tack, revamp, adjust, transform, and adapt. In short, as a whole culture, they innovate" (Peters and Waterman 1982, p 12).

In discussing the general characteristics of an organization with a high capacity to innovate (innovative organization), Thompson, in Rowe and Boise (1973), stated that the innovative organization will be or must be characterized by structural looseness, with less emphasis on narrow, non-duplicating, non-overlapping definitions of duties and responsibilities, freer communication, and less stratification. Group processes will be highly encouraged and openly practiced leading to freer communication within the organization. The freer communication system, broader work assignments, lack of pre-occupation with overlap and duplication, and lessened emphasis on authority will all work toward a greater amount of interpersonal communication, team work and multiple group membership. Multiple group membership will facilitate innovation by increasing the amount and diversity of input of ideas and stimulation (Thompson, in Rowe & Boise, 1973, pp.23-28).

An organizational environment which permits, encourages, and legitimizes multiple-group membership will reduce the risk of innovation by a single individual. The credit for generating new ideas will then be or should be shared by all the people involved, and likewise the burden of promoting them (new ideas) will be shared as well. The more people are involved in the process, the wider the acceptance, participation, and implementation of the new ideas will be.

Section II: Organizational transformation and Renewal

In their definitions and antecedents, the terms transformation and renewal show some fundamental differences in scope and focus (Goens & Clover, 1991, p. 10). However, the two words have been used synonymously for reform and change. These terms are also closely related to organizational change, the type that the Cooperative Extension Service has undertaken. In Webster's Collegiate Dictionary, transformation is defined as "a change in the shape, structure, nature of something". On the other hand, the academicians and practitioners view transformation as a systemwide change in an organization that demands new ways of perceiving, thinking, and behaving by all its members (Kilmann & Covin, 1988, p. 2).

This new concept of transformation was actually based on ten areas perceived or envisioned by the scholars, consultants, and executives who study, facilitate, and direct corporate transformation (Kilmann & Covin, 1988, p. xiv-13). These ten agreed upon areas follow:

(1) Transformation is a response to environmental and technological change by different types of organizations.

(2) Transformation is a new model of the organization for the future.

(3) Transformation is based on dissatisfaction with the old and belief in the new.

(4) Transformation is a qualitatively different way of perceiving, thinking, and behaving.

(5) Transformation is expected to spread throughout the organization at different rates of absorption.

(6) Transformation is driven by line management.

(7) Transformation is on going, endless, and forever.

(8) Transformation is orchestrated by inside and outside experts.

(9) Transformation represents the leading edge of knowledge about organizational change.

(10) Transformation generates more open communication and feedback throughout the organization.

As a large scale systemwide process, organizational transformation requires a new perspective. And to embark on it, organizations must examine themselves in relation to their environment, -thus evaluating critically where they were, what they are, what they need to be and how they will make all the required changes (Goens & Clover, 1991, p. 10). These changes are not just in one section or unit of a section of the organization. They involve all the elements or pieces of the organizational system (strategy, work, people, formal and informal processes and structures) over a long period of time. One of the major assumptions underlying the concept of transformation was that "transformation is expected to spread throughout the organization at different rates of absorption". The best, and probably most preferred approach is to start the process in all parts of the organization at the same time. However, it can also be approached through a pilot project as well, to test the chosen strategies and methods, and later, to transfer the results of the pilot project to the remaining units of the organization. The difference in the rate of absorption each unit may require must be recognized. Some units within the organization may have capable individuals who can learn and change quickly, and others who may not. Failure to recognize and understand these differences can lead to unhappy results (Kilman & Covin, 1988, p. 5).

According to Belgard et al. (1988), transformation occurs in two phases: (1) the formal phase, and (2) the informal phase.

The formal phase of transformation consists of a sequential process that is managed in a top-down manner and requires a clear understanding of three unique states of transformation: the current state, the desired future state, and the transition state. Needed along with the defined states are clear strategic plans that outline major steps in the transition. The plans must reflect necessary steps which will lead to the creation of the future state. This is the most effective and efficient process when implemented rightly because of the support from top leadership it usually receives in addition to the strategic planning nature of the process which ensures its sequentiality.

The informal phase of transformation is unlike the systematic, sequential planning process associated with top-down change. It is an approach often used by change influencers (people with limited hierarchical power e.g. lower level staff). Their goals are: first, to get their change initiative into the agendas and discussions of the leaders of the organization; second, to make sure, to the greatest extent possible, that there is at least a change of direction or some movement toward the desired future state that they envision (Kilmann & Covin, 1988, p. 131-134).

Renewal on the other hand is the process of initiating, creating, and confronting needed changes so as to make it possible for organizations to become or to remain viable, to adapt to new conditions, to solve problems, to learn from experiences, and to move toward greater

organizational maturity (Lippitt, 1982, p. xiv). In a similar definition, Goens & Clover (1991) define renewal as a process designed to restore, reestablish, recreate, or rebuild (p. 10).

The focus of the process is the renewing of vigor through reorganization and renovation of the human, financial, and technical resources of the organization. It is a process most suitable for those organizations that have been viable, creative, and relevant, and who intend to, or want to remain as such. The Cooperative Extension Service has been a viable, creative, and relevant organization. It is, without a doubts, an organization that intends to remain viable and relevant to people whom it has served diligently for over eight decades.

Renewal is similar to transformation in that its process is also holistic involving three levels (individual, group, and total organizational levels) of human systems. The process does not occur by chance. It has to be initiated, planned and carried out by the organization itself, due to the commitment, energy, time, money, skill, feedback, practice, competence, and professionalism required (Lippitt, 1982, p. ix-x). Organizational renewal cannot be achieved at any level without achieving an opened-system orientation and practice. A closed-system oriented organization cannot successfully implement a renewal process.

According to Lippitt (1969), the expected results of renewal are:

(1) Continuous examination of the growth of the organization, together with a diagnosis of the multiple internal and external influences affecting its state of being.

(2) Improvement in the manner in which problems are solved at all levels of the organization.

(3) Development within the organization of formal and informal groups that are effective and communicative.

(4) Development of leadership that is appropriate to the situation facing the organization at any giving time.

(5) Maturity of individuals and groups within the organization, as well as maturity of the organization itself.

(6) A way for people within the organization to learn from their experiences of success
and failure.

(7) Development of a climate that encourages and channels creativity by people throughout the organization.

(8) Development of a system to which all employees of the organization feel committed, thereby securing their motivation.....(p.6).

Section III: Image: Definitions, Theory, and Concept

The English word "image", which comes from the Latin word imago, is related to the Latin word imitari, which means "to imitate". According to common American dictionary definitions, an image is an artificial imitation or representation of the external form of any object, especially of a person (Boorstin, 1961, p. 197). The image, according to the ancient Romans, is an imitation, copy, likeness, picture, conception, thought, or idea. More abstractly, they defined it as "a mental representation of something not by direct perception, but by memory or imagination; a mental picture or impression; an idea, conception". On the other hand, the Greeks defined "image" as a "phantom", or a "likeness" (Stuart, Jones, and McKenzie, 1951, p. 51).

Boorstin (1962), views image as a pseudo-ideal. An image, according to Boorstin's theory, is composed of six dimensions: synthetic, believable, passive, vivid, simplified, and ambiguous (Boorstin, 1962, p. 185 - 197).

(1) An image is synthetic. It is planned and created to serve a purpose, or to make a certain kind of impression. For example, trademarks and brand names have both become very important in the twentieth century. As the use and importance of image continue to increase with time, more and more abstract images are becoming commonly accepted. An abstract image, in this sense, is not simply a trademark, a design, a slogan, or an easily remembered picture. It is a studiously crafted personality profile of an individual, institution,

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corporation, product, or service. It is shaped in three dimensions of synthetic materials; it is fabricated and reinforced by new techniques in the graphic revolution. When one uses the term "image" in this new sense, one admits a distinction between what is seen and what is really there, and one expresses a preferred interest in what is to be seen. Thus, an image is a visible public "personality" distinguished from an inward private "character". By using the term, it is implied that something can be done to it. Thus it can be more or less successfully synthesized, doctored, repaired, refurbished, and improved, quite apart from (though not entirely independent of) the spontaneous original of which the image is a public portrait.

(2) An image is believable. Image serves no purpose if people do not believe it. In their own minds, they must make it stand for the institution, organization, agency, or the person imaged. Yet, if an image is to be vivid and to succeed popularly in overshadowing its original, it must not outrage the ordinary rules of common sense. The most effective images are usually those that are simply designed for believability.

(3) An image is passive. Image is supposed to be congruent with reality. Both the producer of the image (organizations and institutions) and the consumer of the image (clients and customers) are expected to fit into the image. These relations are basically passive. The "projection" of an image is itself a way of touting reputed virtues. Both the subject (organization) and the object (customer) will assume that a portrait so persuasive and so popular must be taken from real life. In the beginning, the image is a likeness of the organization, and then the organization becomes a likeness of the image. It is the kind of ideal which becomes real only when it becomes public.

Traditionally, the ideal image of an organization is very much dependent on the inward convictions and decisions of the inner executives of the organization. But now this is not sufficient. Because of its passive nature, the image has very little to do with the activities of the organization itself. In old-fashioned language, image building is the building of reputations, not character. It can represent on the organization by itself, as was the case for the Brunswick Corporation, or it can represent the chief executive, like Charles Luckman, President of Lever Brothers.

(4) An image is vivid and concrete. Image serves its purpose best by appealing to the senses. The key point to understand here is that image is limited. An institution, organization, or an individual may have many qualities, but only one, or a few, of those qualities should be selected for vivid portrayal. It must be more graspable than any specific lists of objectives. Today's commercials are filled with appeals to the senses, e.g. "Meijer the store built on common sense", "KFC we do chicken right", etc.

(5) An image is simplified. Image must exclude undesired and undesirable aspects, and therefore must be simpler than the object it represents. An effective image design must be simple, distinctive and have the capacity to become hackneyed. In other words, it must be a strong, vigorous symbol that can be easily remembered.

(6) An image is ambiguous. Image floats somewhere between the imagination and the senses, between expectation and reality. It is ambiguous, for it must not offend. It must suit unpredictable future purposes, unpredictable changes in taste, and receptacle to different wishes of people.

Boulding (1961), uses different analogies (analogies of location in space, location in time, location in a field of personal relations, location in the world of nature, location in the world of how things operate, etc.) to abstract the concept of image. Based on his knowledge and beliefs, Boulding describes his experiences and activities, which explain his image of the old. For example, in his analogies of location in space and time, Boulding writes:

> "As I sit at my desk, I know where I am. I see before me a window; beyond that some trees; beyond that the red roofs of the campus of Stanford University; beyond them the trees and the red tops which mark the town of Palo Alto; beyond them the bare golden hills of the Hamilton Range. I Know, however, more than I see. Behind me, although I am not looking in that direction, I know there is a window, and beyond that the little campus of the Center for the Advanced Study in the Behavioral Sciences; beyond that the Coast Range; beyond that the Pacific Ocean. I am not only located in space, I am located in time. I know that I come to California about a year ago, and I am leaving it in about three weeks. I Know that I have lived in a number of different places at different times. I know that about ten years ago a great war came to an end, that about fourty years ago another great war came to an end. Certain dates are meaningful: 1776, 1620, 1066. I have a picture in my mind of the formation of the earth, of the long history of geological time, of the brief history of man. The great civilizations pass before my mental screen. Many of the images are vague, but Greece follows Crete, Rome follows Assyria" (p. 3 - 5).

Each of these different analogies describe the process of image formation - the mental pictures in the minds of people which govern their behavior. This process of creating mental pictures (image) is found in all human activity. It is based on someone's knowledge and beliefs. In other words, the image that people have of an object, be it an institution, person, or organization, is developed through knowledge and experience.

According to Boulding (1961), image is what we believe to be true. It is a subjective knowledge that largely governs our behavior. In describing the concept of image and the process of building it, Boulding states:

> "The image is built up as a result of all past experiences of the possessor of the image. Part of the image, I suppose, consists of little else than an undifferentiated blur and movement. From the moment of birth if not before, there is a constant stream of messages entering the organism from the senses. At first, these may merely be undifferentiated lights and noises. As the child grows, however, they gradually became distinguished into people and objects. He begins to perceive himself as an object in the midst of a world of objects. The conscious image begun...(p. 6)".

In discussing image causation, Kotler asserts that there are two opposite theories of image formation. The first theory holds that image is largely object-determined, and the second theory holds that images are largely person-determined. In the first theory (object-determined), the persons are simply perceiving the reality of the object. Their view of images assumes that:

- People tend to have first-hand experience with the object.
- People get reliable sensory data from the object.
- People tend to process the sensory data in a similar way in spite of having different backgrounds and personalities.

Their assumptions, therefore, suggest that organizations cannot easily create false images of themselves. In other words, they cannot hide their true images. They cannot create images that are different from their real images. People usually form their image of an organization on the basis of the actual behavior of that organization. If an organization is

responsive, it will be seen as responsive. Conversely, if it is non-responsive and inefficient, it will be perceived as such.

In the second theory (person-determined), people holds the view or opinion that:

- People have different degrees of contact with the object.
- People placed in front of the object will selectively perceive different aspects of the object.
- People have individual ways of processing sensory data leading to selective distortion.

The assumptions here suggest that people are likely to hold different images of the same object. Therefore, due to the variances in experience and ways of processing sensory data by people, organizations have little control over the image that people hold. This indicates further that there is a weak relationship between the image and the actual object.

Both theories are extreme, the truth therefore lies in the middle. So, an image is influenced by both the objective characteristics of the object and the subjective characteristics of the perceiver. When the object is frequently and directly experienced, fairly stable in its characteristics, and simple, one might expect people to hold similar images of the object. On the other hand, when the object is complex, infrequently and indirectly experienced, and its characteristics keep changing with time, one might expect people to hold different images of the object (Kotler, 1975, p. 137 - 138; Kotler & Fox, 1985, p. 41 - 42).

The concept of image has been introduced and well defined in the business world. Its meaning is basically the same. It is merely the picture which an organization has created in

the minds of its public (Bristol, 1960, p. xiii). The word "image", according Kotler, came into popular use in the 1950s. Presently, it is used in a variety of contexts: organization or corporate image, national image, brand image, public image, self image, etc. It has also been used to describe products (Ford Mustang, MacIntosh Computer), institutions (Harvard, McDonalds, the United Way, IBM), individuals (Donald Trump, George Bush), and places (San Francisco, Thailand, Brooklyn)... (Kotler, 1975, p. 130; Kotler & Fox, 1985, p. 38; Kotler & Andreasen, 1989, p. 202).

In this study, the concept of organizational image, corporate image, institutional image, corporate personality, and public image are important because, image is the main subject of the study. Organizational image, or what is sometimes labeled as corporate image, or corporate personality, is defined by Marquis (1970, p. 2), as the sum of all impressions of the organization in the public consciousness. It is formed by the combined opinions of the general public, employees, customers, competitors, etc. Marketing experts have persistently emphasized the importance of an organization's publics. What or how these groups of people think about their organization have numerous effects. In fact, what they think may even have more effect than what they realize.

The concept of corporate image is not new. It has been around for some time. It is recognized as one of the most powerful and effective concepts that can be used as a tool in clarifying relations with others. It allows one to view these relationships in a much larger perspective than what one is used to - the more limited, departmental point of view. It also helps us to understand or pick up other unrelated pieces of our operation and put them together in a more meaningful and effective manner (Bristol, 1960, p. xiii).

In defining the meaning of the concept of corporate personality (corporate image, organizational image), Bristol defines it in terms of an analogue with individual personality. It sounds complex, diverse, and abstract. Bristol writes:

> "Basically, most people like or dislike other persons for the same kinds of reasons they are attracted to, or repelled by, a corporation. And just as most people judge other individuals on the basis of the clothes they wear, the car they drive, their home, their personal appearance, diction, manners, and various physical attributes, so does the public form opinions of stores based on their window displays, size, location, credit personality, friendliness of clerks, counter displays, and the physical appearance of their advertising. Most people are likely to judge a book by its cover, a product by its packaging, and a corporation by their personal knowledge of its employees, products, services, profit-and-loss statements, or of the content and appearance of its advertising, public relations, and other communications. The most important point to keep in mind when considering individual or collective attitudes is that most of these judgments are formed on the basis of symbols rather than facts. People do not react with reality. Rather, they react with their subjective knowledge of reality."..(p. 5)

This abstract definition is in congruent with Kotler's object-determined theory and Boulding's image theory and definition. In general, all the theories and definitions seem to indicate that every organization, institution, or corporation has an image. And that image consists of many facets.

For large organizations and corporations that have multiple divisions, programs, services, and publics, it is almost impossible for them to have a single image. As Pierre Martineau points out in Bristol, 1960, there cannot be a single corporate image, because every corporation has a different public. However, Marquis believes the opposite. He describes a single image of a corporation or an organization as the sum of all impressions of the firm in the public consciousness (Marquis, 1970, p. 2). It is a conglomerate of attitudes the various publics have toward the organization.

These aptitudes and impressions are based upon the functional meanings that some aspect of the organization has for individuals who make up the various publics the organization makes contact with - as well as the emotional overtones carried by the messages the organization communicates to these persons (Bristol, 1960, p. 6).

Previous Studies on Extension Image

The Cooperative Extension Service has always been concerned about its image. As a publicly funded organization, its continuing success depends very much on its image. Since its establishment, various studies have been conducted to assess the image of the organization and the awareness level people have with the Extension programs. However, the scope of these studies has been narrow, focusing mostly on a particular state or county, or on a particular program of Extension such as 4-H, Home Economics, Agriculture, Community Development, or the Extended Food and Nutrition Program.

The first, and probably the only, comprehensive national research that extensively assessed Extension including its image and program areas was the Warner and Christenson's study of 1984 entitled "The Cooperative Extension Service: A National Assessment". The study addressed some of the most fundamental questions important to Extension. The study responded to the questions: - What ought to be the role of Extension in the 21st century?, How should the Extension mission be redefined? (narrow or broad), What is Extension's public image?, Who should be the primary audience of Extension? (rural, urban, farm or nonfarm people), What should be the primary means of communicating Extension programs?, and who will lead Extension in securing solid

support for the future. Obviously, all these questions were important to the organization as it approached the new information age.

The overall study was important to this study, particularly the findings from the question about image and awareness of Extension and its programs. On that subject (image and awareness), the Warner and Christenson's study revealed that Extension, like any other large complex organization has a diverse publics. Its public includes clients and customers (user), non-users, and cost-bearers. The clientele and customers of Extension, according to that study, were the individuals being served directly by the organization. These groups of people know and make use of the organization, its programs and services. The non-users include individuals who are aware of the Extension Service, but who do not use it, as well as individuals who may be completely unaware of the organization. The cost-bearers are all the taxpayers who contribute to Extension through taxes.

The organization has a very high visibility. Approximately 87% of the U.S. population, or 9 out of 10 adults in the U.S., are aware of, or recognize Extension and its programs. Even though the level of awareness varies from one region to another and from one person to another, there seems to be a uniform level of awareness across the country. The organization is known by about 47% of the population. This group of people (47%) recognize Extension by the name of either the Cooperative Extension Service or the Agricultural Extension Service. However, there are a few other individuals who identify the organization by descriptors such as:

- Agricultural Agents

- The county Extension office

- The 4-H agent

- Name of the county Extension staff

This indicates that Extension is known by many different names. One of the most surprising findings of the Warner and Christenson's study was that people were more cognizant of the core program areas (agriculture, 4-H, home economics, and community development) of Extension than the organizational name (the Cooperative Extension Service). Among the core program areas, the study showed that the 4-H program had the highest recognition, with 77% of the population indicating that they had heard of the name. They associated the high level of recognition of 4-H with the consistency of the name and its shortness which makes it easy to remember. It is then followed by agriculture with 52% recognition, and home economics and community development with 45% and 46%.

Through a well developed profile of the individuals who were knowledgeable of Extension, the researchers found that half of the people who were aware of the Extension Service had a family income between $10,000 and $30,000, with a small percentage having lower or higher incomes. Approximately 8% of the knowledgeable people had a grade school education, 50% had a high school education, one third had some college, and 9% had advanced college degrees. About 86% were white, 9% black, and 5% were from other racial groups.

Some selected sections of the summary of major findings of the Warner and Christenson study relevant to this study are presented in figure 2:1 below. This summary provides a brief and concise information about the major findings of the study.

Extension's diverse image
- High level of visibility (87% of the public)
- Multiple identity
- 4-H program most visible

Americans use Extension
- One-quarter of households have used Extension
- Over 11 million households used Extension in 1981
- Many clients are multiple users

Extension serves urban and rural people
- Two-thirds of clientele reside in urban areas
- Higher proportion of rural and farm residents are users
- Many urban users have rural roots

Users are highly satisfied
- Satisfaction fairly constant throughout U.S.
- Satisfaction uniformly high across all programs
- Satisfaction with Extension higher than most public agencies

Non-users have mixed sentiments
- One-half are satisfied
- One-third are "holding their vote"
- Most unsure reside in urban areas
- One out of seven is negative
- Rural non-farm somewhat negative

Agricultural program
- Largest program-one-third of staff and budget
- More frequent users
- Greatest support for Agriculture

Home Economics program
- Almost one-third of staff and budget
- One-quarter of clients are male
- Support for Home Economics Lowest of four programs

4-H program
- Highest visibility
- Serves more upper-middle class persons
- Greatest number of contact
- Previous 4-H involvement increases present use

Community Development program
- Smallest program (6% of staff)
- Serves greater proportion of minorities

Public support present
- Most want support to remain unchanged
- Few want funding cut
- Use closely related to support
- Heavy users most supportive

Organizational support fragile
- No unified voice speaking for Extension
- Loss of rural congressional seats
- Dependence upon agriculture
- Fragmented farm bloc

Figure 2-1 Selected Summary of Major Findings from the National Study

(Source: Warner and Christenson, 1984).

These findings suggest that the Cooperative Extension Service does not have a single image. It has multiple images which provide a base that is not dependent on a single client group. The organization has been communicated to the public as - "The Cooperative Extension Service", "Extension Service", "4-H", "Ingham County Cooperative `Extension Service", "Michigan Sate University Extension", etc. These different names have contributed to some misunderstanding over the name of the organization.

The Cooperative Extension Service has the potential to improve upon its existing image and overall awareness since the findings indicate that most segments of the U.S. population are at least aware of the organization and its programs. The most important task at hand is to consolidate the identity of the organization. This effort to consolidate Extension's image can only be achieved with the support and commitment of the organizational leadership of

the Extension Service. In the private sector, consolidating image was successful. Various corporations consolidated and built single images for their organization. They achieved this by using either a single corporate name or brand name along with an extensive media campaign. The consolidation of the multiple identities will reduce the complexity and or multiple images of the organization by:

(1) avoiding the proliferation of different identities, and

(2) establishing closer ties between the different programs and the organization.

A statewide survey conducted by the marketing committee of the Cornell Cooperative Extension Service showed that the organization was projecting numerous images, a similar finding to Warner and Christenson's nationwide study. In an effort to address this problem, the marketing committee recommended that the new statewide name become Cornell Cooperative Extension, followed by the county name. Cornell was included in the new name to represent or identify the state land-grant college (Cornell University), Cooperative Extension was included to identify with the national system (the Cooperative Extension Service), and the name of the county was included to identify the local funding partner. The program areas (4-H, Agriculture, Home Economics, and Community Development) were asked to display the new name prominently along with their own name on all outreach materials. A vague graphic "E" logo was designed which replaced the old logo (Cornell University emblem) of the New York Cooperative Extension Service. Figure 2-2 below depicts the new and old logos of the Cornell Cooperative Extension.

Figure 2-2: New and Old logo of Cornell Cooperative Extension (Adopted from William, Bodt., Journal of Extension, Spring, 1988)

The new "E" logo ties Extension visually to the land-grant university. Alon with the new name and logo, the committee recommended the development of outreach materials and training programms that projected a unified, consistent, and unique image of the Cornell Cooperative Extension Service (Journal of Extension, Spring 1988, pp.27 - 28). The committee's recommendation was in line with what Warner and Christenson (1984) suggested because it consolidated the identity of the New York Cooperative Extension Service by establishing ties between the organization at all levels (federal, state, and local) with its programs. Besides New York, several other states like Oregon, North Dakota, Montana, Minnesota, etc. have adopted similar ideas.

Cornett (1958) conducted a study in Michigan to assess the public understanding of the Cooperative Extension Service. The objectives of the study were to determine:

(1) how well Extension is known and used by urban leaders and farm people ;

(2) some of the things people think the Extension Service should be doing;

(3) the attitude of the available public on how well they appreciate and support Extension work; and

(4) some pointers for improving Extension program planning.

At the beginning of the study, Cornett assumed that financial support for the Cooperative Extension Service depended on the understanding of more than just those engaged in agriculture. Expanded use of mass communication methods made it possible for the general public to know more about publics affairs. Increased awareness of tax dollar use could be expected to curtail any public program that was not understood by the voters. A favorable feeling toward a tax-supported program was helpful for support, but understanding and appreciation of its usefulness were needed for a firm foundation that would hold support against competition.

All these points indicated a need for the Cooperative Extension leaders to know and understand people's awareness and use of the programs as well as factors which may influence its support.

Cornett's study consisted of general groups (farmers, social clubs, businesses and professional clubs) in Jackson County and non-agricultural faculty at Michigan Sate University. Cornett's findings revealed that most people were aware of some sort of program in agricultural Extension. Approximately all farmers, 82% of the city clubs, and 78% of the non-agricultural faculty were aware of Extension programs. 4-H and home economics were the most popular programs. Despite these high statistics, there were some

indications of misunderstanding of Extension and its programs among people. In other words, there were people who did not know what Extension does or what services are available to people through Extension.

Both rural and urban people seem to feel that extension work is basically a rural program and any other usage is secondary. Approximately one fourth of the questionnaires returned showed a feeling of approval for Extension work in the city, and about the same number opposed city service. In terms of support, the study showed that 65% of the respondents felt that Extension is definitely helpful, 19% considered it probably helpful, 8% considered it doubtful, and 8% had no opinion. The strongest support came from those who actually participated in Extension programs, and the support increased as awareness and use of Extension programs increased.

Another study whose findings have direct implications for this study is the 1986 Hanenburg study which assessed the public awareness, perception and use of the Michigan Cooperative Extension Service. The overall purpose of the Hanenburg study was to determine the image of the Michigan Cooperative Extension Service by assessing the awareness and perception of residents in two Michigan counties (Kent and Ottawa).

Based on the completed telephone interviews of a random sample of 388 residents of Kent and Ottawa counties, Hanenburg found that 98.5% of the respondents were aware of the Michigan Cooperative Extension Service and its programs. The organization and its programs were highly visible. The most widely recognized name was the 4-H program, which was identified by 96.1% of the respondents. The Cooperative Extension Service was the second most widely recognized name with 39.9% recognition, followed by home

economics with 38.4%, then agriculture with 21%, and natural resources-public policy at the bottom with 13.7% (p. 81 - 83).

Hanenburg found that, similar to the national system, the organization in Michigan was also struggling with the problem of multiple images. The findings revealed that more respondents recognized the 4-H program area name (96.1% of the respondents) than the organizational name (Michigan Cooperative Extension Service). More individuals (39.9% of the respondents) recognized the organization name "Michigan Cooperative Extension Service" than the other three program areas (agriculture 21.9%, home economics 38.4%, natural resources 13.7%). These findings suggest that ties between the programs and the organization do exist.

The respondents who had contacted or used Extension according to Hanenburg's study indicated their awareness of the mission of Extension. More than 65% of these individuals agreed or strongly agreed that the Cooperative Extension Service should rank agriculture and marketing programs as first priority. The most frequently used program area was home economics, followed by agriculture and marketing, then 4-H, and finally, natural resources. The largest group of respondents (47.8%) agreed or strongly agreed that Extension is an agricultural agency for farmers and rural people, while 42% disagreed with that statement. Over 94% of the same group of individuals agreed to the following two statements:

(1) The job of Extension is to get practical, university-tested information into the hands of people who need it; and

(2) The Cooperative Extension Service provides educational programs to bring research findings to the people of the United States.

Hanenburg's study also revealed that respondents were satisfied with the educational services and programs offered by the Michigan Cooperative Extension Service. Approximately 51.5% of those who responded to this question were satisfied, 36.8% did not know enough about Extension to respond to this question, and 11.8% were dissatisfied. Both rural and urban respondents viewed the organization as a primarily agricultural agency designed to help farmers and rural residents.

In general, most of the findings of Hanenburg's study are closely related with the findings of Warner and Christenson (1984). In both studies, respondents had a very high level of awareness of the organization and its programs. Among the four program areas, the 4-H program was recognized as the most visible program. People from rural areas, farms, and small towns were the most loyal and supportive customers of Extension.

The summarized data from Hanenburg's study comparing the awareness of the Michigan Cooperative Extension Service and its programs with that of the National Extension Service and its programs follow:

	Michigan Survey	National Survey
Cooperative Ext. Service	39.9%	40%
Agriculture-marketing	21.9%	52%
Home economics	38.4%	45%
Natural res. public policy	13.7%	
Community development		46%
4-H youth	96.1%	77%
Combined total	98.5%	87%

The recommendations from these previous studies, specifically Hanenburg's which suggests that a more comprehensive study be conducted, provided the impetus for this study. According to Hanenburg, a second study should be statewide in scope, with a sample population consisting of residents from each Michigan county. A survey of Extension staff members should also be conducted to assess their image of the Michigan Cooperative Extension Service. The data should then be compared for similarities and differences between how the public views Extension and how its members view the organization.

Section IV: Issues Programming: general background, concept, and theories.

Issues programming is a new program development concept in Extension, often described as Extension's paradigm shift. Issues programming is a major change in Extension programming. According to Boyle, a major change program is a programming effort in which resources are focused on important needs or problems. It requires an interdisciplinary approach because most of today's important problems are complex and interrelated with each other, and therefore, need the cooperative efforts of diverse professionals and resources from various disciplines, agencies, and organizations (Boyle, 1981, p. 14).

The idea of issues programming was developed in the mid 1980s by a group of experts from a variety of fields that include agronomy, agricultural education, agricultural economics, agricultural extension, rural sociology, home economics, clothing and textile, animal science, and computer science (Ladewig, ..., p. 226, and Moore & Harrison, 1990-1991, p. 7). It is a well-defined, soundly conceptualized idea which focuses on broad and complex societal issues, nontraditional audiences, and interdisciplinary faculty involvement (Baker & Varma, 1993, p. 20; Task Force Report, 1987; Dalgaard et.al., 1985). The theories and concepts of issues programming were also drawn from a wide variety of literature from the fields of education, public policy, issues management, corporate management, public relations, and strategic planning. The interdisciplinary nature of issues programming, its theories and philosophy, is similar to a systems concept from the field of General Systems pioneered by Ludwig von Bertalanffy and James G. Miller.

The fundamental ideas of the General Systems was built on the traditional views of the management process, management science, and behavioral science to provide an integrated approach to managing the basic elements of people, techniques, information, structure, and purpose (Lippitt, 1982, p. 29).

To comprehend the General Systems concept, a conceptualization and understanding of the meaning of a system is essential. The dictionary definition of the term "system" is "a group of things or parts working together or connected in some way so as to form a whole; an established way of doing something; method; procedure, etc." (Webster, 1972, p. 760). A system is made up of parts called subsystems. It denotes plan, method, order, and arrangement. Consequently, system means both the structure and the process of the association of people with which we work - not only the components of an organization, but also the interrelationships among those components.

Its fundamental theory rests on the view that the system is a whole that functions as a whole by virtue of its interdependent parts. Unlike the physical sciences, which tend to isolate phenomena and classified variables, General Systems theory, which applies to the biological and social sciences, observes phenomena within the context of whole systems (Lippitt, 1982, p. 27-31). As a holistic concept, it deals with the management process as a unified whole by attempting to conceptually model a set of theoretical constructs that describe and explain general relationships within the real world.

Issues programming is a well planned change effort that draws from the theories of planned change, a concept that is also synonymous with Extension and Extension work.

For decades, the concept has been used and proved to be effective in changing individuals and group situations in Extension. However, it is now becoming increasingly clear that the idea of systematic planned change can also be applied to change, transform, and renew an organization. Gordon Lippitt confirmed this by saying that, "in the last half of the twentieth century, we have seen the emergence of both research and action in applying planned change efforts to organizations, whereas in the past, planned change was directed mainly and specifically on either individuals or group situations" (Lippitt, 1969, p. 26). The issues programming process in Extension is an example of that effort. Essentially, issues programming is Extension's planned response to issues (Dalgaard et. al., 1985; Maurer et. al., 1990). And any well planned response is a well orchestrated effort usually directed toward change.

Boone (1985) defines planned change as, "a purposeful decision to make improvements in a system, usually with the help of a change agent". Similarly, Bennis et. al. defines planned change as a "conscious, deliberate, and collaborative effort to improve the operation of a system, whether it be a self-system, social system, or cultural system," (Boone, 1985, p. 10). As a planned response, issues programming is therefore a strategic, conscious, deliberate, and collaborative process designed to improve the operation of the Cooperative Extension System. Its concepts, theories, and principles are robust, and solidly built on sound educational and managerial theories that have proved to be effective. The proponents of the issues programming process strongly believe that it reinforces the concepts and principles of the nine major programming models in adult education proposed by Beal et al., 1966; Boone et al.,

1971; Boyle, 1981; Freire, 1970; Houle, 1972; Kidd, 1973; Knowles, 1970, Lippitt et al, 1958; and Taylor, 1971 (Boone, 1985, p. 20; Dalgaard et al, 1985, p. 4).

As mentioned previously, issue was the foundation of the Extension's issues programming concept. Its literature is outside the main stream literature of Extension, consequently, understanding the meaning of this interdisciplinary term in its totality is crucial to all Extension professionals. The understanding of the concept and theories of issue as written in the literature of corporate management and public policy, should help extension professionals: (1) understand the different meaning of the term and the rationale of its concept, and (2) see how the concept was applied in the corporate world to forecast and anticipate social and political concerns that could impact their external environment.

The concept of issue which provides fundamental bases for Extension's issues programming, can be said to have been born out of need when the external environment of business started getting complicated in the 1960s and 70s due to the effects of certain socio-political issues. According to Stanley, (1985, p. 185), "the list of whole industries (not just businesses) crippled, laid waste, or dramatically transformed by issues is a long one: steel, automobile, nuclear power are among the most important. As more and more businesses and industries a affected by issues outside their own environment than inside, many questions were raised such as: How can businesses and industries avoid unpleasant surprises and threats of potentially dangerous issues?, Can the business leaders be able to anticipate issues with sufficient lead time to effectively and efficiently manage their resources to create a strategic vision for their organizations?.

Ostensibly, it may not be an over statement to say that the birth and development of the concept of issue was an effort to respond to those questions and others similar to them. Renfro (1993) stressed this point by mentioning that the

premise of the concepts of issues and issues management was to improve an organization's ability to anticipate and manage issues.

In the literature of public policy and corporate management, the word "issue" has been used widely and ambiguously. Some of the reasons for the ambiguity of the term is probably associated with the characteristics of the word (issue) itself. Issues takes many different forms ranging from those with an extremely narrow, limited focus that affect only few people, to those with a broad general focus that affect large numbers. Heretofore, a single definition inclusive of all issues has not been developed in the professional literature and may not be necessary (Renfro, 1993, p....). However, a working definition of issues is essential. Among the workable definitions commonly found in the literature includes, but is not limited to, the ones developed by Howard Chase, The Conference Board, Guy Stanley, Buchholz Rogene, and Raymond Erwing. According to Howard Chase, who has been broadly considered as the "father" of issues management, the term "issue" is "an unsettled matter which is ready for decision" (Chase, 1984, p. 38). The Conference Board, a body which periodically studies corporate issues management practices, defines issue as "a condition or pressure, either internal or external to an organization, that, if it continues, will have a significant effect on the functioning of the organization or its future interests", (Stanley, 1985, p. 50-51). Their studies indicate that all issues are divided into three categories (current, emerging, and strategic) based on their stage of development.

In his definition, Stanley (1985) states that "issues are matters of public dispute in which the public interest is unclear". Similar to the Conference Board, Stanley also classifies issues into three levels: current issues (those now before us); emerging issues (issues, the traces of which are now discernible and which are likely to be current issues in two or three years); and the strategic issues (those which can be predicted with trend analysis, scenario generation and other techniques) that will likely emerge as issues three to four years from now (Stanley, 1985, p. 18, 185-187).

Buchholz et al. (1985) describe issues as concerns that affect many individuals and groups which require some kind of collective action to be resolved successfully. They categorize issues as latent, emerging, current, or institutionalized issues. A latent issue is one that is not widely discussed in the media or by public interest groups or other stakeholders. But one might detect that pressures are building with respect to the issue or that trends are developing that may make the issue important in the future. It is to the advantage of organizations to anticipate issues and catch them in this stage.

An emerging issue is a public policy question with three essential characteristics: (1) its definition and contending positions are still evolving; (2) it is likely to be the subject of government action in the next three to five years; and (3) it can be acted on by affected corporations. At this level, the issue is not fully politicized, but it is the subject of discussion by many groups and affected parties. This is the best stage at which businesses can have a direct impact on the issue by participating in the discussion to help shape the outcome of the discussion.

A current issue is one that is being debated or otherwise acted on in local, state, or federal government institutions. The issue is fully politicized at this point, and specific public policies to address the issue are being formulated and debated. At this level, there are very limited things a business can do to change the policy that may result.

Finally, the institutionalized issue refers to issues for which public policy has already been formulated, and the approved policy is now being implemented. There are no options available for businesses to consider (p. 1-8). The idea of an issues's life cycle was developed in 1970s, and has grown in acceptance, utility, and complexity. It is based on the recognition that issues move and develop within a given framework, whether they are major national or international issues, state or local issues, or specific industry or product issues; they pass through particular stages regardless of their subject or content (Renfro, 1993, p....). In anticipating issues, much effort in terms of financial, human, and other resources, should be directed to current issues because these are considered to be the most important by businesses and organizations. An estimated 30-55 % of the resources are spent on this area. Emerging issues follow in importance accounting for about 15-30 % of the resources. Finally, the strategic issues consume 0-15 % (Stanley, 1985, p. 185-187). This is depicted in Figure 2-3.

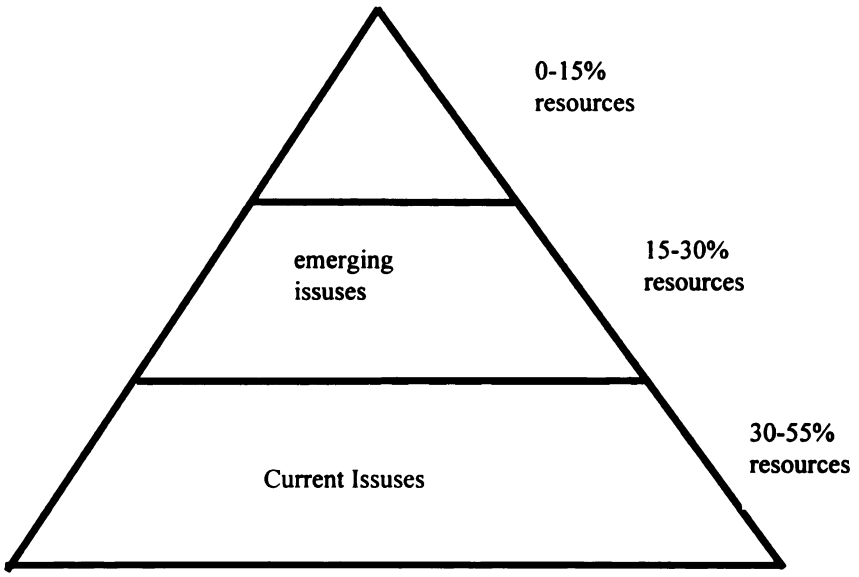

Figure 2-3: Issues and Resources

(Adopted from Stanley, Guy D.D., 1985)

The above categories of an issue's life cycle are in fact more applicable and useful to businesses, industries, and other organizations.

Society also has a different perspective on issue. From the society's point of view, an issue develops through four different stages of life a cycle - (1)the discussion stage, (2)the political stage, (3)the legislative stage, and (4)the litigation stage (Buchholz et al., 1985, p. 7-8). Erwing (1987) names these the societal expectation stage, the political development stage, the legislative action stage, and the regulation/litigation stage.

The first stage, which is usually considered as the beginning of an issue, starts with changing public expectations which creates a gap between corporate performance and what the public expects from its institutions. The issue starts to grow when the gap increases to affect large numbers of people and leads to dissatisfaction with the performance of the corporation/organization. Grassroots discussions increase and opinions start forming. At this point, if not resolved, an issue will move to the second stage.

At the second stage, the issue has already become completely politicized through extensive open discussion in the media. At this point, it will become a concern to interest groups and some politicians. It will then be introduced into the formal public policy process, then to the public policy agenda where official action will be taken.

The third stage involves the enactment of legislation on the issue and its implementation. This stage signals a peak in public attention to the issue, when it is defined in operational or legal terms and solutions, and frequently results in the passage of law and promulgation of regulations. The fourth stage is the implementation stage. It is described as a plateau in public attention, when the actual laws are put to the test. Enforcement of the laws become routine and violation leads to prosecution (Buchholz et al, 1985, p. 7-8; Erwing, 1987, p. 49-50; Renfro, 1993, p....).

From the preceding discussions, it is apparent that issues are categorized into different levels and stages according to timing or development. They go through different stages in their life cycle as they evolve. And it is of great importance for any manager or organizational leader to understand, or at least, to have an idea of where an issue is with respect to its life cycle because that will help him or her know what type of actions or

strategies should be considered in response to the issue. There are at least four different types of response patterns or strategies identified by Buchholz et al. These are: (1)the reactive response pattern, (2)the accommodative response, (3)the proactive response, and (4)the interactive response. The selection of either of these strategies will be based on the analysis of the issue or issues at hand by using different matrix models. In summary, the selection of a reactive strategy by a corporation or organization suggests fighting change, while accommodative strategies favor adopting change; proactive strategies indicate influencing change, and interactive strategies lean toward adjusting to change (Buccholz et al., 1985, p. 53-55).

The literature in the corporate and public policy sectors seems to suggest that issues:

(1) exist mostly in the external environment, affecting large numbers of diverse individuals and groups,

(2) are complex, and difficult and subject to shifting public opinion and or perceptions;and

(3) are often controversial.

In Extension and Extension programming, issues are defined as mattes of wide public concern arising out of complex human problems (Dalgaard et el., 1988, p. 5). They are conceived as topics of wide public concern because of their broadness, complexity, and extensive impact on large numbers of people that include both traditional and non-traditional audiences of Extension. Issues cannot be acted on single handedly or individually; collective action is needed to deal with them.

Across the country, the Cooperative Extension leaders have come to conclude and agree upon the fact that the organization must be able and capable to respond quickly and effectively to a broad set of issues important to the economic, social, and environmental progress of its public. For example, at the national level, the Cooperative Extension Service selected nine areas (alternative agricultural opportunities, building human capital, competitiveness and profitability of American agriculture, conservation and management of natural resources, family and economic well-being, improving nutrition, diet, and health, revitalizing rural America, water quality, and youth at risk) as national priority initiatives. These were areas which the National Extension Service (ES-USDA) planned to concentrate its programming for the next three to five years. In each of these areas, there were critical issues that were identified for action (Rasmussen, 1989, p. 231, CES National Initiatives, 1988). For example, under the area of alternative agricultural opportunities, the issues of maintaining profitability while protecting the environment were identified as critical; under family and economic well-being, the issue of family financial instability was identified as being critical (CES National Initiatives, 1988).

At the state level (for example, in Michigan), the issues of the environment, economic development, and children, youth and families were identified as the three top issues of wide public concern in the state. Maurer et al. (1990) identified food quality and safety as another example of major Extension issue because of its multiple problems such as food pathogens, fat and cholesterol content, spoilage, and chemical and hormone residues. Each of these issues and their problem areas require different skills and knowledge, both inside and outside of the agricultural and extension disciplines, in order to solve them.

The adoption of the concept of issue from the corporate sector and public policy, allows Extension to apply, link, and integrate the concept into the issues programming process. This new concept of issue programming in Extension identifies complex human problems (issues) in their own context - that is, outside the organization - without prior regard for traditional Extension subject matter, audiences, and methods of program delivery (Dalgaard et al., 1985, p. 5). The function of issue programming in Extension may be similar to the one envisioned for issues management processes in the Corporate sector - to provide crucial intelligence on social, economic, political, and technological trends, events, and developments affecting the corporation's current success and future viability (Ewing, 1987, p. 48). Issues programming is basically an organized Extension effort to respond effectively to issues of wide public concern at the national, state, and local levels by applying the elements of programming process.

Like any other living organisms, all issues have definite life cycles - birth, maturity, and death. In other words, they all begin, flourish, and end. The challenge to all Extension professionals is therefore, not only to decide when to begin programming around an issue, but also (and perhaps more importantly) to know and decide when to conclude or end the program (Dalgaard et al., 1985, p. 15). In a paper, "entitled the Integration of Issues Programming into Program Development", Maurer et al. identified the following three stages of an issue's life cycle:

Phase I (identification of issue) is of course the stage where issues are born. They begin to appear as people become aware of the problem(s). As time goes on, the importance, as well as the intensity of these problem(s) increases as more people become aware of the problem(s) and start forming opinions. At this stage, the issues programming process starts by identifying those emerging issues that seem to be of concern to the public, and have the potential of gaining wide public support such as - teenage pregnancy, drug abuse, and school dropout under the broad issue of youth at risk, and food pathogens, fat and cholesterol content, spoilage and chemical and hormone residues under a broad issue of food quality and safety. After all the emerging issues have been identified, they must then be prioritized to select those that programming efforts will be directed toward before the issues reach their peak. This stage resembles the planning component of Boone's conceptual programming model, and the problem/need definition level found in most of the traditional models of program development.

Phase II (program design & implementation) is the maturity level where issues reach their highest peak. It is the level where most of the issues programming process will take place in terms of designing and implementation of the program(s) for selected issue(s) of wide public concern. This is similar to the design and implementation subprocess of Boone's conceptual programming model.

Phase III (future program direction) is the dying level. After a period of time, the popularity and support of issues usually starts to decline. At this point, programs that focus around such issues should either be integrated into ongoing programs or discontinued.

Issues are either solved or they decline in importance as others begin to appear. This is depicted in Figure 2-4.

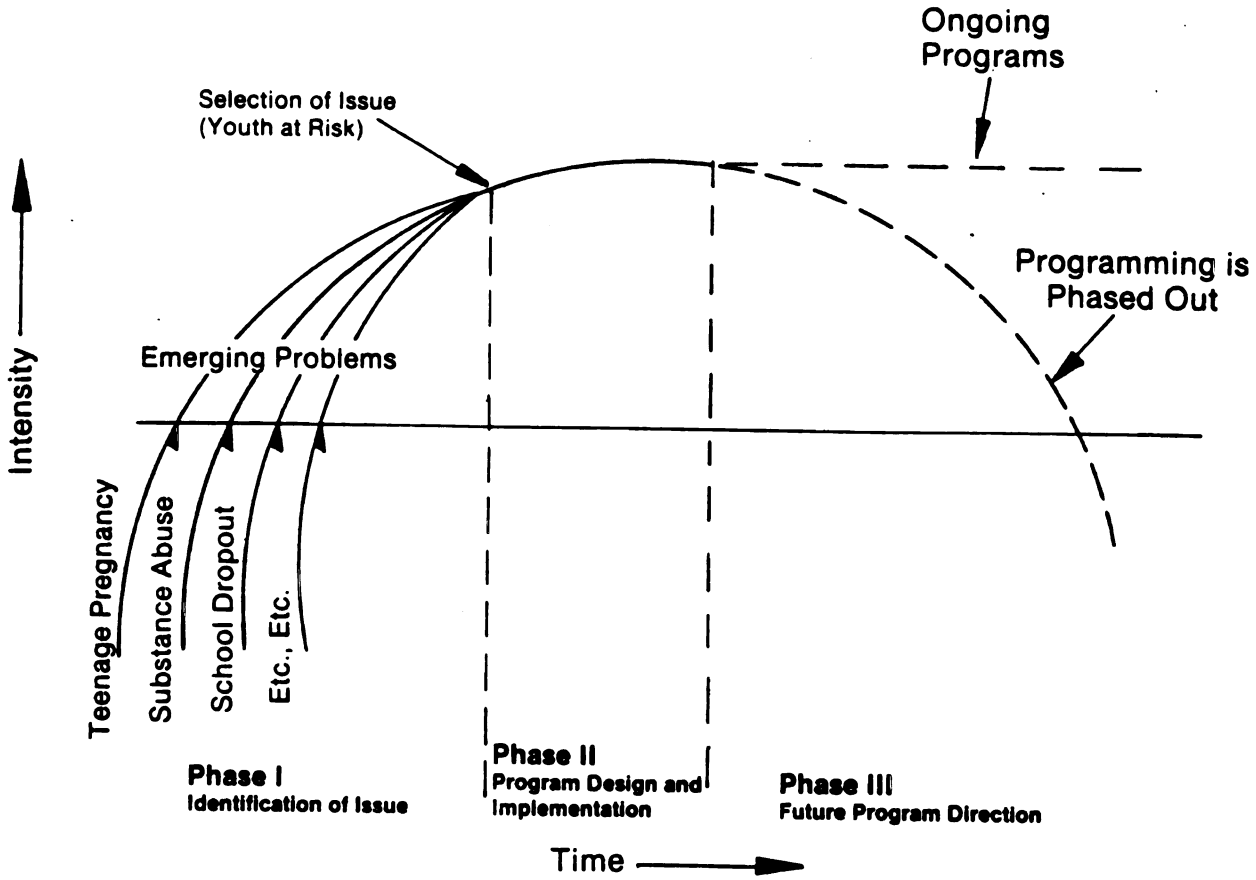

Figure 2-4 Life Cycle of an Issues

(Source: Integration of Issues Programming into Program Development, Maurer et al., 1990)

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Genesis of Issues Programming

According to Kosecoff and Fink (1982, p. 19), the growth and development of program evaluation, both as a field as well as a process, can be linked to the commitment to use tax payer's money to establish and maintain programs for alleviating economic, social, health, and educational problems. The Cooperative Extension Service is an educational service organization established: to design and implement various educational programs and activities to improve the social and economic well-being of families and communities. After the second world war, there was a sudden increase in the number of human service programs throughout the United States. This rapid increase alerted both the government and concerned citizens alike to request comprehensive evaluations of these programs to assess their impact, merit or worthiness. As a result of these evaluations, many programs and policies in health, education, and other related social services have either been changed or completely stopped.

Constant evaluation, change, and criticism are not all that new to the Cooperative Extension Service. Since its establishment in 1914, the organization has been subjected to constant criticism, and regular evaluations and reviews. However, the recent criticisms and attacks are different. They are more intense and much wider in scope than any other time in history.

Beginning with the Carter and Reagan administrations, their budget recommendations called for substantial cuts in the Extension budget. For example, in his 1986 budget plan, President Reagan called for a 47% reduction in Smith-Lever funds and nearly 60% overall (Dillman, 1986; Vitzthum, 1991). His administration's attitude toward the Extension

budget was, in short, suggesting "Do we really need an Extension service?". Other attacks from farm organizations, the United States Department of Agriculture, the Office of Management and Budget, the General Accounting office, Congress, and Land-Grant Universities called for Extension to review its mission, structure and programs (Task Force Report, 1987). Prior to these recent requests for evaluation and change, the Cooperative Extension Service, as mentioned earlier, was involved in examining itself, its structure and programs on a regular basis.

According to the 1987 Task Force Report, approximately every 10 years since the 1940s the Cooperative Extension Service re-examined its organizational structure and programs, and recommended modifications to effectively cope with the future (p. 31). In all of the evaluation reports, Extension leaders continue to discuss and attempt to find answers to the fundamental questions:

(1) What kinds of new problems, issues, needs, or concerns will Extension clientele be facing in the years ahead?

(2) Which of those problems, issues, needs, or concerns will fall within the charter and resources of Extension?

(3) What should Extension be doing now to anticipate and prepare for the changes that will influence its programs for the future?

Consistently, the analyses from these reports have led to the broadening of the mission of Extension.

The first in-depth long range evaluation of Extension was conducted in 1948 by a joint committee. In the first report entitled, "Joint Committee Report on Extension Programs, Policies, and Goals" three traditional programming areas of extension such as agriculture, 4-H, and home economics were identified as important. In addition to these three areas, community and rural leadership were also identified as important.

In 1958, a second evaluation was conducted and a report entitled "A statement of scope and responsibility, the Cooperative Extension Service today", was issued by the committee. The mission of Extension was further broadened by adding farm and home management, conservation of resources, community development and public affairs (Baker, 1992, p....). Extension clientele were also expanded to include urban, non-farm rural residents, related farm organizations, and those who supplied services and produce to farm people (Future Task Force, 1987, p. 31).

A third evaluation report of extension entitled: "People and A Spirit" (1968) was written during the time when the United States community was undergoing massive economic and social change. The committee members felt that Extension had a duty and responsibility to help people solve these problems. For this reason, the committee recommended a major expansion of activities in programs and activities dealing with social and economic development and quality of living (People and Spirit Report, 1968, P. 89).

A fourth report on the evaluation of the economic and social consequences of cooperative extension programs in 1980 showed the organization as local and responsive to local needs. Two factors (networking and referral) were identified as important in meeting the needs of the local people (Future Task Force Report, 1987, p. 31-32).

In 1983, a fifth evaluation report entitled, "Extension in the 80s: A perspective for the future of the Cooperative Extension Service," re-emphasized the mission of the organization as educational and identified individuals, families, and communities as the main clientele groups. In response to this evaluation, the mission of Extension programs did not broaden per see, nor did it retreat from those expressed in the former reports (Ratchford, 1984, p....).

And finally, a report by the Future Task Force entitled " Extension in transition: Bridging the gap between vision and reality" was written after an evaluation in 1987. This report contained 32 recommendations for change in the structure, mission, programs and programming, training, and funding of Extension. In fact, they can be viewed as laying a firm foundation for issues programming in Extension, specifically recommendation #4 which states:

> "The compelling issues facing people must drive the system. These issues must constitute the basis upon which all decisions regarding programs, training, delivery methods, funding, and audience selection are made"...(ECOP report, 1987, p. 6).

This was in view of the fact that times had changed, and Extension Service could no longer afford to continue with the fragmented, discipline-oriented approach to educational programming. The organization must transcend and focus on issues of wide public concern which tend to be broad, complex, and interdisciplinary in nature.

The Process of Issues Programming in Extension

The summative definition of programming or program development in Adult Education literature is, "a comprehensive, systematic, and proactive process encompassing the total planned, collaborative efforts of the adult education organization, the adult educator in the roles of change agent and programmer, representatives of the learners, and the learners themselves in a purposive manner and designed to facilitate desirable changes in the behavior of learners and the environment or system in which they live" (Boone, 1985, p. 41). Boyle (1985) defined programming as, "a deliberate series of actions and decisions through which representatives of the people affected by the potential program are involved with a programmer to:

(1) Develop an organizational structure for analyzing, interpreting, and making decisions about problems or situations that should be changed;

(2) Establish priorities for the problems and situations in which desirable changes should be identified in the plan of action;

(3) Identify resources and support for effective promotion and implementation of the program;

(4) Design and instructional plan that provides for extensive involvement of the learners in appropriate learning environment; and

(5) Develop appropriate accountability approaches so as to make effective judgments about the value of the program, among others.

In Extension, program development is defined as a process that delineates the educational work of the Cooperative Extension Service. It encompasses a series of steps involving planning the program, preparing plans for teaching, carrying out the plans, and evaluating to determine accomplishments (Pesson in Sanders, 1966, p. 94). Maurer et al.

refers to programming as a complex process of forming representative groups to assist in analyzing situations, identifying community needs, establishing program priorities, determining long-range and short-range goals, designing and implementing specific activities and evaluating overall program effort. These suggest that programming and its processes are similar across education and education related fields.

Issues programming is an educational programming of matters of wide public concern. Its process resemble that of core programming (described above) and is consonant with established Extension program development processes (Dalgaard et al., 1987; Maurer, 1990). Since its adoption, Extension systems throughout the country have used different processes; however, its basic principle and process (similar to issues management process) is still the same. According to Dalgaard et al. 1988 and Maurer, 1990; the fundamental process of issues programming involves the following sequential stages:

(1) Identification of issues

This is the stage where relevant issues are identified by using different environmental scanning techniques and procedures. In the corporate sector, most of the scanning is done by reading current periodicals, books, newsletters, and reports, and by attending meetings and conferences (Erwing, 1987, p. 55-56). Others may include surveys, interviews, nominal group processes, and delphi processes. The environmental scanning process is reliable and can produce more credible results, especially if two or more techniques are employed (Dalgaard, 1988, p. 13).

In Extension, issues are mostly identified through group processes such as the delphi process. The Extension, staff along with planning/advisory groups, lay volunteers,

representatives of private and public organizations, and others with expertise are grouped to form what is called an issues task force or an issue team. These groups have been the vehicle for change. The most important thing at this stage is to make sure that a broad cross section of the public is included in the process. Members must reflect all segments of the population.

The primary task of this group is to identify and recognize issues, particularly emerging issues, and to make constructive brief statements about the issues. Dalgaard et al. called the issue statement the starting point of issues programming. And all issue statements must contain the following three essential elements: -(1)who is involved or affected; (2)what does the problematic situation consist of; and (3) what are the consequences of the situation (Dalgaard et al, 1988, p. 12).

(2) Issues prioritization

Because of the fact that there are many issues that could be identified during the identification process, and Extension does not have sufficient resources to focus on all of them, therefore, the number of issues to program on should be limited by prioritizing and selecting the top rated ones. The number of issues recommended varies from a minimum of three issues to a maximum of five (Dalgaard, 1988; Erwing, 1987). These top issues are selected from the identified issues in stage one after they have been prioritized on the basis of importance, availability of resources, and perception of issues impact. Prioritization allows Extension to divert its resources (both human and financial) on major issues of wide public concern.

(3) Identification of audiences

The term "issue" by its definition and nature, involves more than one audience. An issue may have two, three, or five different audiences, each of them having a different program thrust (Maurer, 1990). For example, the issue of improving health may interest family members, health officials, and individuals as audiences, or the issue of solid waste may interest homeowners, business owners, and industries as audiences. The audiences are not determined prior to the identification of the issue but after it has been fully identified and described, because by that time, the scope and nature of the issue to be addressed is known. The audiences should include all people who are affected or who expect to be affected by the problems, as well as others who will be helpful in providing solutions to the problems. In other words, all of the public which may have a stake in the issue (Dalgaard, 1988).

(4) Designing the program

Issues programming means developing educational programs for a variety of relevant audiences that are impacted by an issue. At this stage, the focus is on designing a series of interrelated educational programs and activities suitable for each target audience, and their delivery methods. In developing these learner-centered educational programs, all characteristics of the audience such as age, education, place of residence, learning style, needs, motivation, etc., must be considered (Boone, 1985; Dalgaard et al, 1988; Boyle, 1981). These factors help programmers establish objectives and instructional strategies for providing meaningful learning experiences to the learners or participants. Of critical importance is the statement of objective(s). It or they must be stated in a clear and measurable form to provide a benchmark for evaluation later.

Because issues programming involves multiple audiences and focuses mainly on problem solving skills, different instructional methods with emphases on experiential learning should be employed. All available resources (financial and human) inside and outside the community must be explored.

(5) Evaluation of the outcome

The overall purpose of any educational program is to produce changes in the knowledge, skills, and attitudes of the learners (Boone, 1985, p85). In order to know whether changes have actually occurred as a result of a program, evaluation must be conducted throughout to review progress. Preferably, all groups involved in issues identification processes should be involved in the evaluation. In issues programming, both types of evaluation (impact and process evaluations) are needed.

The process evaluation is performed during the program to monitor general progress or direction of the program and its accomplishment of goals on an issue. An impact evaluation is performed at the end of a program to see the effects of the program. In both evaluations, the issue statement guides the process. Evaluations of different programs should be conducted separately focusing on observing or identifying changes in knowledge, skills, attitudes, and aspiration of the participants. The results are then shared with all stakeholders and, thus, serve as a means of accountability. It also helps to determine the end point of a program. The process is depicted in Figure 2-5.

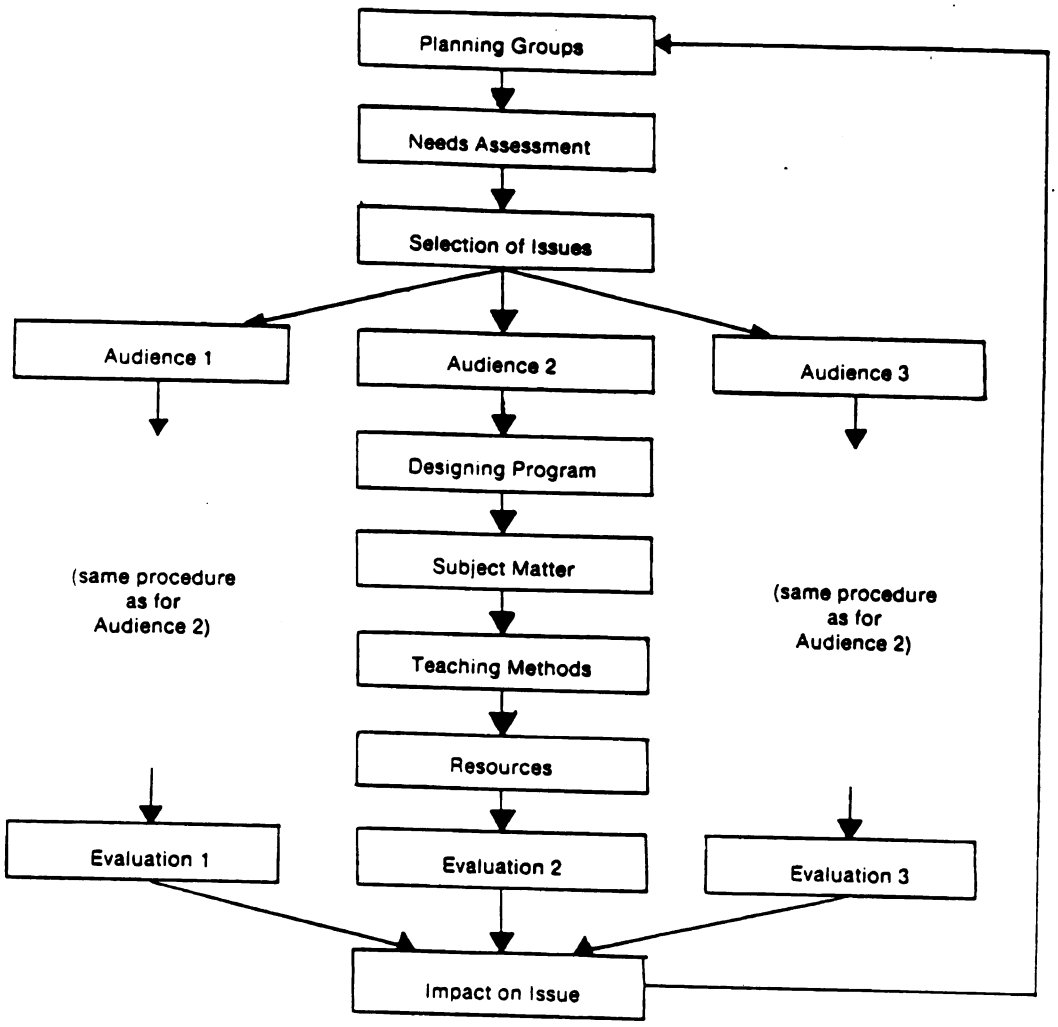

Figure 2-5 Issues Programming Process

(Source: Integration of Issues Programming into Program Development Process, Maurer et al., 1990)

Issues Programming in Michigan: Background and Process

The concept of issues programming can be said to have been officially introduced to the then Michigan Cooperative Extension Service in 1991 by its Director at the fall conference of the Michigan Extension. In presenting this new idea which came primarily from the "Framework of Recommendations", the Director considered and drew upon all inputs she received from the public leaders, individuals, groups, Extension personnel, and other faculty members outside Extension (Vlasin & Fear, Working Document, October 1992).

Consequently, the incentive for issues programming in the state of Michigan can be said to have come primarily from two sources:

(1) The "Framework of Recommendations", and

(2) The 1987 Future Task Force Report (a national report introduced earlier in the introduction section).

The "Framework of Recommendations" is a multi input, locally generated, strategic report of the Michigan Cooperative Extension Service. The report consists of numerous components and focuses on changing the Cooperative Extension Service into a values-based, vision-driven organization. In general, the components of the "Framework of Recommendations" centers on change through the strategic process of issues programming. It is believed that by re-focusing Extension programs on major issues of wide public concern, all Extension stakeholders (new and old) would be empowered, participation and involvement would increase and broaden, and linkages and support for the organization and its programs would increase.

In a summarized statement of the strategic vision of the Michigan Cooperative Extension Service, Ray Vlasin highlighted some of the key points of the major components of the "Framework of Recommendations" as follows:

- Re-focus Extension on locally-determined problems and issues.
- Vest local communities or advisory groups with enlarged roles for identifying issues to be addressed cooperatively by citizens and organizations, MSU Extension and other knowledge sources.
- Empower local leaders through leadership development.
- Create an issues assessment process, linking communities, regions and campus.
- Create issue-based educational programs to respond to priority issues that are within Michigan State University's capabilities.
- Reorganize Extension's structure to facilitate interdisciplinary programming.
- Adjust Extension operations to enhance issues based programming, increase program support and improve campus/off-campus linkages.
- The clientele of MSU Extension will be identified through a process that selects the most critical issues within the scope of expertise available to the system.

This indicates the willingness and readiness of the organization (Michigan Cooperative Extension Service) to commit itself to change through the process of issues programming. The Extension organization is an agency of change and for change. It has both the tradition of change, and the ability to change. Over the years, the organization at all levels (Federal, State, and Local) has demonstrated its capacity to change during periods of major crisis and challenge, such as World War II, the Great Depression, drought, and the Farm Depression (Rasmussen, 1989, p. 14).

The adoption of issues programming by the Cooperative Extension Service of Michigan State University is yet another indication of the organization's continuing commitment to public service. It is not in anyway an indication of withdrawal from its traditional audiences and programs (Agriculture, 4-H, Home economics, and Community Development). As Vlasin clearly stated in the section about the future expectations of a 1992 working document of the Extension, "In addition, Extension will focus on the larger, most compelling issues facing people, which tend to be broad-based and cross-disciplinary in nature and within the scope of the land grant system. And at the same time, Extension will continue to be responsive to more specific problems, needs and opportunities of clientele who now look to it as their educational resource," (Creating a 21st Century Extension Service, p. 6). The entire effort of issues programming resulted from a realization of change in the scope and nature of the problems of Michigan citizens who Extension has served for over eighty years. The modern social, economic, and educational problems of the citizens of Michigan were complex and diverse. Their solutions required the expertise of numerous disciplines and the collaboration of many partners, both inside and outside Extension and University.

At the foundation of the overall change effort that was expected to transform the Michigan Cooperative Extension Service into the best Extension organization in the country are:

> (1) A change in name from the Cooperative Extension Service (CES) to Michigan State University Extension (MSUE) signifying that the organization is willing to draw upon the resources of the entire university and work jointly in a new and different way with colleagues and partners on and off campus to address Michigan citizens' concerns (MSU Extension Helps People, 1993, p. 4);

(2) A change in the guiding mission from the old one which stated, "to help people to help themselves through education", to a new which states " to helps people improve their

lives through an educational process that applies knowledge to critical issues, needs and opportunities";

(3) A new set of values that comprise excellence, diversity, integrity, openness, accessibility, collaboration, and balance, and

(4) A new set of guiding principles that are customer/issue-focused, anticipatory, community-based, knowledge-driven, and empowering/building in capacity.

Several different processes exist in issues programming. Across the country, different states have used different processes. At the top of the Michigan processes are:

(1) Comprehensive identification, clarification, and prioritization of local, regional, and state issues, and

(2) The design and conduct of programs and technical assistance.

The first step of the process started with the identification, clarification, and prioritization of the most important local issues in each county. The purpose was to identify and determine current and emerging issues (Focus on Michigan's Future, p. 1). All issues that the local leaders and citizens believe will have an impact on young people, families, agriculture, natural resources, business, communities, organizations, and government were identified, discussed, and stated in the form of an issues statement. In accomplishing this goal, each county Extension office facilitated its own local process. Counties across the state used their already established local advisory committees which reflected their county's population, a critical factor in establishing issues teams or any other planning groups in Extension programming.

Members of the county Extension advisory committee were opinion leaders, Extension users and non-users, volunteers, agency representatives, teachers, farmers, parents, and business people who share a common concern for the future of their respective communities (Focus on Michigan Future, p. 1).

At the end of the local process, one representative from each county advisory committee submitted their locally identified issues (in a form of issue statements) to their respective regions for further deliberation and consideration by their respective multicounty and regional issues teams. Each county was allowed to identify up to ten issues.

For efficiency and better management, the state was partitioned into six regions: Southwest, Southeast, West, East central, Upper peninsula, and North regions. With the help of the County Extension Directors, each region established its own multicounty regional issues teams comprised of key community leaders, faculty from colleges and universities in the region, business communities, etc. Their task was to review and aggregate those issues statements by identifying their main themes, e.g. economic development, drug abuse, the environment, etc. (Southwest Regional Issues Report, 1993). The six regions identified their issues as follows:

(1) Southwest Region

- Economic development
- Environment
- Children, Youth, Adolescents & Families
- Intergovernmental & Community Collaborations

(2) Southeast Region

- Family Stability & Community Supports
- Economic Development/Poverty & Employment
- Environmental Qualities
- Youth Development Opportunities
- Quality Education/Workforce Preparation
- Future Agriculture
- Community Development/Crime & Violence
- Leadership Development/Local Government
- Health Care
- Diversity/Multi-Culturalism

(3) West Region

- Economic Development and Jobs
- Education - Quality & Financing
- Environment
- Family Stability & Youth
- Affordable Housing
- Agriculture Support/Concerns
- Health Care - Costs & Access
- Intergovernmental Cooperation/Funding of Public Services
- Leadership, Citizenship & Community Development

(4) East Central Region

- Economic Development (Job Diversification)
- Economic Development (Agricultural Viability)
- Education (Systemic Change)
- Environment
- Youth-at-Risk

(5) Upper Peninsula Region

- Community Development
- Economic Development
- Youth & Family
- Education and Training
- Infrastructure

(6) North Region

- Local Government/Finance & Administration
- Environmental Quality/Land Use/Planned Community Growth/Waste Management
- Health Care
- K-12 Education/Quality & Funding
- Economic Development/Employment/Housing
- Children, Youth & Families

At the end of the regional process, the lists of prioritized issues themes with their comprehensive statements which briefly highlighted the situations were developed and submitted to a state review team for further deliberation and consideration.

Members of the state review team consisted of members of the county advisory committees, Extension agents, university faculty and administrators. Their task was to review the findings of the six regional teams by identifying and prioritizing issues that the citizens of Michigan through their representatives, said are important to them. The state team reviewed the findings, and recommended that economic development, environment, and children, youth and families form the basis for Michigan State University outreach initiatives. As a result of this comprehensive process, the organization (Michigan State University Extension) therefore committed itself to focus special attention over the next two to three years on these three issues (economic development, environment, and children, youth, and families) identified as statewide issues of public concern. The results of the entire process were expected to serve Michigan State University Extension at all levels (county, region, and state) - thus counties and regions had the liberty to initiate their own local programs based on issues that were most important to their communities.

It was also expected that citizens and other human service organizations in the state could use the results in solving problems.

To facilitate the process of turning the identified issues into programs, three interdisciplinary state issues response teams were created for each of the three issues areas (environment, economic development, and children, youth and families). Their primary responsibilities were to explore, analyze, and develop responses in terms of educational programs and activities around these three issues. They also had to identify and involve all possible stakeholders inside and outside Michigan State University, as well as all funding sources and other programs that were important to the issues.

Differences between Issues Programming and Disciplinary Programming

A change in organizational paradigm is a fundamental change involving the underlying structure, values, and mission of an organization. The Cooperative Extension Service was undergoing a paradigm shift, changing from disciplinary programming to issues programming. As the Cooperative Extension Systems nationwide were gradually changing into their new paradigm (issues programming), changes were also taking place in the structures, values, and missions of the organizations.

Differences existed in a fundamental way as to how Extension work should get done under the two paradigms despite the fact that problems, disciplines, program delivery methods, audiences, and teamwork among people from the same and different disciplines were central in both of them (Dalgaard et al, 1988, p. 6). In a 1990 paper entitled, "The Integration of Issues Programming Into Program Development", Maurer, et al. seems to support Dalgaard's views on the differences between the two paradigms, stating that, "generally speaking, the same programming processes apply to both issues programming and core programming". However, these elements (planning groups, needs assessment, selecting issues, identifying target audiences, designing programs, selecting subject matter, selecting educational methods and activities, securing resources, and evaluation) were implemented differently (p. 7 - 11).

Both Dalgaard and Maurer acknowledged that there were differences between the two paradigms. However, the differences were slight and lead many people who briefly skimmed the concepts to come to the conclusion that there were in fact few differences of consequence between the issues and disciplinary paradigms (Dalgaard, 1988, p. 6).

The differences were obvious in the way the major elements of programming were operationalized in disciplinary programming as compared to issues programming. The selection of issues and problems, audiences, resources, delivery methods, and organization of resources were operationalized and /or implemented differently in the two paradigms (Dalgaard et al., 1988, p. 6 - 10; Maurer et al., 1990, p. 7 - 11), beginning with:

(1) Selection of Issues and Problems: Under disciplinary programming, the needs and problems on which Extension programs focused on were centered on traditional disciplines mainly from the College of Agriculture and specifically from the four traditional areas of Extension - Agriculture, 4-H, Home Economics, Community Development. Established program delivery methods, existing audiences, and ways of organizing resources were all pre-established and kept in tack. All problems were "owned" by a discipline, department, or program area (Dalgaard, 1988, p. 7; Richardson, 1989, p. 1). While in issues programming, the focus of programming is on issues conceived as topics of wide public concern. They may or may not have originated from the traditional discipline areas. Thus, issues programming focuses on the public, which includes but extends beyond existing Extension structures and concerns (Richardson, 1989, p. 2). The resources, delivery methods, audiences are not pre-determined. They were selected strategically on the bases of the issues to be addressed.

(2) Audiences: Under disciplinary programming the audiences were predetermined and were mostly clients, customers, and supporters of Extension and Extension Program. For example, programs of Agriculture were designed to fits the needs of farmers, and those of Home Economics were directed to toward farmer's home makers. All decisions about needs/problems which Extension focused on were based on what was important to these traditional audiences. While under issues programming, the concept of traditional audiences is no longer used in defining the clientele for programs (Dalgaard et al. 1988). The audiences are not pre-determined on the basis of discipline. Their composition varies depending on the issues to be addressed by the program. Therefore, traditional and non-traditional audiences are likely to be served.

(3) Resources: Under disciplinary programming, human resource skills and knowledge from other departments and collges across the land-grant university and outside the university were limitedly sought in developing disciplinary programs. The programs were deliberately tailored to fit the skills, knowledge, and interest of the faculty from the fields of Agriculture, Rural Sociology, Extension Education, Home Economics, etc (Dalgaard et al., 1988, p.7).

While in issues based programming, programs are developed on the basis of issues of wide public concern. Because various issues affect large numbers of people, some of them will therefore require the skills and knowledge of people beyond the traditional fields of the College of Agriculture. Depending on the issue, human resource skills from outside the land-grant university may be sought to collaboratively and cooperatively develop issue

orientated programs. The key is that resources for addressing specific issues are selected to make an effective difference on the issue (Dalgaard et al., 1988).

(4) Delivery Methods**:** In disciplinary programming, the traditional methods of delivering information and knowledge such as home study, group study, demonstrations, and meetings, were used. They were linked to the traditional disciplines and audiences of Extension.

While in issues programming, different innovative techniques of delivering information are used such as computers, satellite, and other experiential learning techniques to meet the diverse needs of different audiences. Delivery methods are not fixed. Their overall selection is based on the issue to be addressed, the characteristics of the audiences, and their learning needs.

(5) Organization of Resources**:** In disciplinary programming, an emphasis was placed on individual activity rather than on team effort. Human resources from the same and different disciplines (multidisciplinary team) work together occasionally on problems. There was a very limited interaction and communication among the individuals. While in issues programming, the emphasis is on teams rather than on individuals. The teams are interdisciplinary, working together on solving problems. There is a high interaction and synthesis among individuals during the process of planning, implementation, and evaluation of programs (Dalgaard et al., 1988, p. 9).

Summary

In this chapter, the researcher reviewed literature that was pertinent to the subject of this study. To provide broader, deeper, and better conceptual and theoretical understanding of some of the underlying reasons for the current organizational changes in the Cooperative Extension Service, the researcher started with presenting the general concepts and theories of innovation and change, and organizational transformation and renewal in sections one and two. In general, these theories suggest that change, despite its inevitability in the life history of an organization, is still very difficult to achieve. However, today's environment is forcing many organizations, especially the traditional industrial-age organizations like the Cooperative Extension Service, to change through organizational and managerial innovations like issues programming. Most organizations need innovation to shift from old paradigms to a new ones. The shift not only helps the organizations to revive, renew, and revitalize themselves but also help to improve their public image.

From the general theories in section one and two, the researcher then moved to the more specific subject areas of importance in sections three and four. In section three, the theories and concepts of image as they relate to organizations were presented. The theories mentioned that the image of an institution, person, or organization is built as a result of the collective past experiences and contacts of the processor of the image. Therefore, people usually form their image of an organization on the basis of the actual behavior of that organization. If an organization is good, people will perceive it as good. Likewise if it is bad, people will perceive it as such.

Finally section four focused on the concepts, theories, and process of issues programming. This is a new interdisciplinary programming concept in Extension that focuses on issues of wide public concerns rather than on the traditional discipline areas of agriculture. As an interdisciplinary concept, the theories of issues programming are drawn from the literature of corporate management, issues management, public relations, and education. Issues programming is a deliberate, well planned change effort involving the identification of issues, prioritization of the issues, identification of the issues audiences, designing and implementation of programs around the issues, and evaluation of the impact of the programs.

CHAPTER III

METHODOLOGY

This chapter contains a description of the methods and procedures used in conducting this study in order to attain its major purposes and objectives.

Research Design

The research design was descriptive, employing sample survey methodology. According to Ary et al. (1972, p.295), descriptive research studies are designed to obtain information concerning the current status of phenomena. They are directed toward determining the nature of a situation as it exists at the time of the study. In other words, the main purpose of descriptive research is to describe systematically the facts and characteristics of a given population or area of interest, factually and accurately (Isaac & Micheal, 1971, p. 46). Moving a step further, Long and Heiss (1975: p.81), posit that descriptive research both describes and interprets what is.

Population

In any research, the identification of the population is critical. A researcher must start with careful identification and specification of his or her population. Glass and Hopkins (1984, p. 174) defined population as any large collection or aggregation of things that we wish to study or about which we wish to make inferences. According to Ary et al. (1972, p. 130), there are two types of populations: a target population and an accessible population.

The target population is the collection of elements (people, events or objects) that a researcher would like to study. While the accessible population, or survey population as sometimes called, is the portion of the population to which the researcher can have access. It is the population that is actually sampled and from which data may be obtained. In his definition of target and survey populations, Babbie (1983) defines the target population as all the numbers of real or theoretical and hypothetical sets of people to which we wish to generalize the results of our research, and the survey population as the aggregation of elements from which the survey sample is actually selected (p. 146). Figure 3-1 below summarizes the concept of population and sample in social science research.

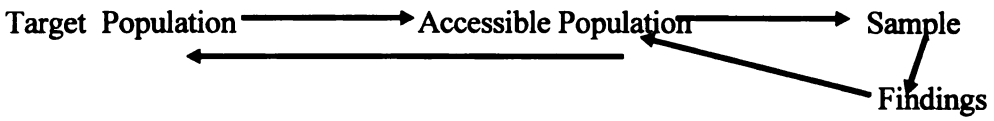

Figure 3-1: Concept of Population and Sample

(Adopted from Introduction to Research in Education, Ary et al., 1972)

For this study, the target population consisted of all County Extension Advisory Committee Members and Extension Field staff in Michigan. However, because of the time, money, and effort required, it was not possible to deal with or study the whole of the target

population (Ary et al., 1972, p. 130). A researcher must therefore identify the portion of the target population to which he or she can have access. As mentioned earlier, it was beyond the scope of this study to cover the target population due to insufficient time and scarce resources. Therefore, the accessible or survey population for this study consisted of all members of the Michigan County Extension Advisory Committee (1636 subjects) who participated in the issues programming process and all Field Staff of the Michigan State University Extension (298 subjects) excluding 10 staff from the Kellog Biological Station, Kuttunen Center, and North and Southeast MSU Lifelong Education.

Sample and Sampling Technique

According to Glass and Hopkins (1984, p. 174), a sample is a part, or subset, of a population. It must be selected, assigned, and thoroughly defined by the researcher. The size and quality of a sample is of primary concern to all researchers. Because of time, effort, and cost considerations, a sample should be as small as possible; but, at the same time, it should be representative of the population from which it is drawn (Long and Heiss, 1975, p. 98). Various techniques are available for estimating sample size. It can be estimated based on the size of the population (# of target population), or it can be calculated algebratically using a standardized equation. Sample size is also influenced by the type of analysis to be performed by the researcher. Each one of these techniques takes into consideration the researcher's willingness to tolerate certain errors in accepting or rejecting the null hypothesis (Long and Heiss, 1975 p.).

According to Ary et al. (1972, p. 135), authors generally suggest that one should include at least thirty subjects in a sample since this number permits the use of large sample statistics. However, this is more ideal in experimental research. In descriptive research, generally, large samples are used. Usually 10 to 20 percent of the accessible population is recommended. According to Sudman (1976, p. 30), the general rule is that the sample should be large enough so that there are 100 or more units in each category of the major breakdowns and a minimum of 20 to 50 in the minor breakdowns.

For this study, the sample size was determined by the size (#) of the population using a standardized table for determining sample size for +3%, +5% and +10% precision levels where confidence level is 95% (Smith, M.F., 1983). The sample of County Extension Advisory Committee Members was drawn from the list of County Advisory Committee Members in Focus on Michigan's Future: An Identification Process, May 1993. For the Extension Field Staff, the sample was drawn from the 1995 Directory of Field and Campus Staff obtained from the personnel office of Michigan State University Extension.

To guarantee representation of the two groups (County Extension Advisory Committee Members and Extension Field Staff) in the study, a stratified, systematic random sampling technique was used. So, after all the lists of the accessible population (Sampling frames) were secured and closely examined, they were then organized into two homogeneous groups (strata) from which each sample was randomly drawn. This method decreased a probable sampling error since sampling error is reduced by two factors: (1) large sample size and (2) homogeneous population. In drawing a sample from a population some sampling error is

always expected to occur. As Ary et al. (1972) indicated, some sampling error (difference in value between a population parameter and a sample statistic) can always be expected when a sample mean is used to estimate a population mean (p. 136-137). Small samples are more susceptible to sampling error than large ones. For this study, the sample size was estimated for 10 percent sampling error with a 95 percent level of confidence. Based on the table used for determining sample size, the estimated sample size for the two groups in the study were: 95 subjects for the County Extension Advisory Committee and 76 subjects for the Extension Field Staff.

The use of a stratified random sampling technique in this case permits every element in the target population to have an independent and equal chance of being selected into the sample. Levin (1984, p. 274) emphasizes that stratified sampling is appropriate when the population is already divided into groups of different sizes, and such is the case in this study. The stratified random sampling has more advantages than simple random sampling. The respondents of the study will constitute all the individuals randomly drawn from each group (stratum).

Instrument Development

The instrument for the study was developed based on the review of literature and the purpose and objectives of the study. Some of the questions were newly developed, and some were adopted from the studies of Crunkilton et al. (1986); Hanenburg (1986); and Warner and Christenson (1984).

The questionnaire consisted of structured (Likert scale) questions comprised of a few statements about the Michigan State University Extension organization, its mission, personnel, services, delivery methods, and issues programming. The Likert-scale is one of the most commonly used rating scale formats that provide respondents with an opportunity to pinpoint their opinion or perception within a range of possible responses. Thus, a researcher can derive the intensity of the respondent's perception, view, opinion, or practice (Andrews, 1978 p.). It has also been shown to assess image adequately (Crunkilton et al., 1986).

The researcher chose the questionnaire, not only because it is widely used in social science research, but it is also the most efficient and practical means of collecting data for research purposes (Ary et al., 1972, p.174). The questionnaire and the cover letter that accompanied each of the questionnaires were reviewed and approved by the University Committee on Research Involving Human Subjects (UCRIHS) before using it for data collection. Copies of the questionnaire, cover letter and approval letter from the University Committee on Research Involving Human Subjects can be seen in Appendix C.

Validity and Reliability

Research is always dependent upon measurement (Ary et al., 1972, p. 196). And it is generally agreed that "good" measures must be both reliable and valid. According to Ary et al., every measuring instrument (test, questionnaire, interview guide, etc.) should possess these two important characteristics: reliability and validity. Reliability is the extent to

which a questionnaire, or any other measuring tool, is consistent in measuring whatever it measures.

Validity is the extent to which a questionnaire measures what it is intended to measure. In other words, reliability is concerned with consistency and stability of response, while validity is concerned with whether or not the information elicited through the response is what was intended. A researcher must investigate the reliability and validity of his or her questionnaires and report the results in a research report (Ary et al., 1972, p. 196).

To ensure validity (content and construct) of the instrument, the questionnaire was reviewed by a panel of experts and graduate students in the Department of Agricultural and Extension Education at Michigan State University. Changes were made based on the suggestions and comments made by these individuals.

To ensure reliability of the instrument for this study, the questionnaire was pre-tested in Jackson County using subjects that were in the population of the study, but not among the selected sample. The administration of the pre-test was done by Jackson County Extension Director, Mr. Lester Schick, and changes were made accordingly.

The reliability of the instrument was statistically assessed using Cronbach's alpha, one of the internal-consistency measures of reliability. This procedure measures the inter-item, or homogeneity, of the items. The more heterogeneous the domain, the lower the inter-item consistency, and conversely, the more homogeneous the domain, the higher the inter-item consistency. For this study, Cronbach's alpha was the most suitable because it is used when measures have multiple scored items, such as attitude scale or essay tests (Ary et al., 1990). The results of the reliability analyses are reported in Table 3.1.

Table 3.1: Cronbach's Alpha Reliability Results

Section	Construct Measured	Reliability
1	Organizational Structure	0.79
2	Mission	0.79
3	Personnel	0.85
4	Services	0.88
5	Delivery Methods	0.57
6	Issues Programming	0.97

Data Collection

In this study, a self-administered mail questionnaire comprised of a series of statements describing the organizational structure of Michigan State University Extension, its mission, personnel, services, delivery method, and issues programming was used to collect the data. On a five point, Likert-type scale, respondents were asked to rate their level of agreement or disagreement with the statements. The five point scale used was: 1 = strongly agree, 2 = agree, 3 = disagree, 4 = strongly disagree, and 5 = uncertain.

To maximize the quantity and quality of the responses, Dillman's total design method (TDM) was employed in administering the questionnaire. The Total Design Method has a

specific set of mailing/contact procedures which, if followed correctly, will increase response by about 70 to 90 % as compared to 25 to 40 % in regular mail surveys. In summary, Dillman's procedure involves:

(1) Sending a pre-card or telephoning the individuals in the sample informing him or her of being selected to participate in the study.

(2) Making the initial mailing of the questionnaire.

(3) Sending a follow-up postcard or telephoning the non-respondents after the deadline in the cover letter. In this study, the researcher did (postcard and telephoning).

(4) Sending a second mailing of questionnaire to all non-respondents.

(5) Sending another follow-up postcard at the second deadline.

(6) Using all means of communication possible to remind non-respondents.

After the sample was drawn, a memo was sent to all County Extension Directors affected requesting them to provide the addressees of the advisory members (who participated in the 1993 issues identification process) in their county whose name(s) fall into the sample for the study. For the Extension field staff, their current local office addresses in the 1995 staff directory were used.

On August 16, 1995, the first contact letter was mailed to all participants notifying them of being selected to participate in the study. First class mail was used for advisory members and campus mail was used for extension field staff. This first letter substituted for the pre-card or telephone call suggested in Dillman's Total Design Method (TDM).

The initial mailing of the questionnaire was done on September 21, 1995, using first class mail and campus mail. And the follow-up post cards were sent to all respondents on October 2, 1995, to thank those that already responded and to remind those that didn't to do so. Approximately three weeks after the initial mailing of the questionnaires (October 18, 1995), a second follow-up letter with a replacement questionnaire were mailed out to all non-respondents. The letter basically reminded non-respondents of the absence of their response, and an appeal was made to them to fill out the questionnaire and return them back. And finally on November 7, 1995, the third and final follow-up letter with replacement questionnaire were mailed out to advisory members using registered mail and to Extension staff using regular campus mail. Copies of memos, cover letters, post cards, and questionnaires are in Appendix A-F.

All completed questionnaires were checked thoroughly prior to entering the values in the computer for analysis. Out of the 171 questionnaires mailed out, 142 (83%) were returned. The breakdown of the response rates on a group basis are summarized in Table 3.2 below.

Table 3.2: Summary of Response Rate by Group.

	# of Questionnaires Mailed	# of Questionnaires Received	Response Rate
Advisory Group	95	75	78.94%
Extension Field Staff	76	67	89.33 %

Non-response was controlled in a two-fold manner. First, a careful and well designed process of getting as much responses as possible through the total design method (TDM) was followed. Secondly, early and late respondents were compared on twelve selected demographic variables using a t-test. No significant differences were found at .05 level of significance, except in the educational level of the respondents. This permits the results to be generalized to the survey population.

Data Analysis

Collected data were analyzed using the Statistical Package for Social Science Research. First, the assumption that the data came from a normal population was tested using explore procedures to visually examine the distribution of values for various groups, and to test for normality and homogeneity of variance. This basic preliminary procedure in data analysis is important because of the fact that normal distribution is central to statistical inferences , and many statistical procedures require that all groups come from normal populations with equal variance (Norusis, Marija J., 1993). All tests indicated that the data of this research came from a normal population.

In the second part of the analysis, basic descriptive statistics using frequency and crosstabulation tests were performed to describe the demographic characteristics of the respondents. Mean, median, mode, variance, standard deviation, etc. were generated. These analyses also helped in identifying and locating miscoded data. The demographic characteristics of gender, race, age, occupation, duration in occupation, position, programming area,

education, place raised, place of residence, income, and marital status were used in describing the respondents.

In the third part of the analysis, t-tests and one-way analyses of variance were used to test the following three null hypotheses:.

Ho:1 There were no significance differences in the perceptions of County Extension Advisory Committee Members towards the image of Michigan State University Extension based on the selected demographic variables of gender, age, level of education, occupation, place raised, and income per annum.

Ho:2 There were no significance differences in the perceptions of Extension Field Staff towards the image of Michigan State University Extension based on the selected demographic variables of gender, age, position with Michigan State University Extension, duration in occupation, place raised, and place of living.

Ho:3 There were no significance differences between the perceptions of County Extension Advisory Committee Members and Extension Field Staff regarding the image of Michigan State University Extension.

In the fourth and final part of the analysis, a multiple linear regression analysis was performed to answer the research question:

What demographic variables among Advisory members and Extension staff were important predictor(s) of image of Michigan State University Extension?

CHAPTER IV

FINDINGS

This chapter presents and discusses the findings of the data collected from a random sample of the Advisory Committee Members and the Extension Field Staff from the state of Michigan pertaining to their perceptions of the image of the organizational structure, mission, personnel, services, delivery methods, and issues programming of the Michigan State University Extension. The findings are arranged according to: (a) demographic characteristics of respondents, (b) three major hypotheses, and (c) one research question.

(a) Demographic Characteristics of Respondents

Gender

Respondents were asked to identify their gender. Table 4.1 below revealed that the majority of respondents in both groups (Advisory Members and Extension Staff) were females. Among Advisory Members, 40 (54.1%) were females and 30 (45.9%) were males, while 40 (61.5%) were females and 25 (38.5%) were males among Extension Staff.

Table 4.1: The Gender of Extension Advisory Committee Members and Michigan State University Extension Field Staff

Gender	Adv. Members (n=74) Number	(%)	Ext. Staff (n=65) Number	(%)
Male	34	(45.9)	25	(38.5)
Female	40	(54.1)	40	(61.5)
TOTAL	74	(100.0)	65	(100.0)

Race

Data in Table 4.2 confirmed that an overwhelming majority of respondents were whites. The other group classified as non-whites was comprised of blacks, Hispanics, Orientals, and native Americans. Whites constituted 91.9 % of Advisory Members and 89.1 % of Extension Staff, while non-whites consisted only 8.1 % of Advisory Members and 10.9 % of Extension Staff.

Table 4.2: The Distribution of Race of Extension Advisory Committee Members and Michigan State University Extension Field Staff

Race	Adv. Members (n=74)		Ext. Staff (n=64)	
	Number	(%)	Number	(%)
Whites	68	(91.9)	57	(89.1)
Non-Whites	6	(8.1)	7	(10.9)
TOTAL	74	(100.0)	64	(100.0)

Age

Respondents were collapsed into five age groups (23 to 33 years, 34 to 44 years, 45 to 55 years, 56 to 66 years, and 67 to 77 years). According to the data in Table 4.3, the modal age for both Advisory Members and Extension Staff is 45 to 55 years. The age category of 45 to 55 years was comprised of 53.1% of Advisory Members and 42.2% of Extension Staff. Approximately 5% of both groups (Advisory Members and Extension Staff) were between the age of 23 to 33 years. About 5 (6.8%) of the Advisory Members were between the ages of 67 to 77 years, while this age category was absent among Extension Staff because of retirement.

Table 4.3: The Distribution of Age of Extension Advisory Committee Members and Michigan State University Extension Field Staff

Age Category	Adv. Members (n=74) Number	(%)	Ext. Staff (n=65) Number	(%)
23 to 33 Years	4	(5.4)	3	(4.7)
34 to 44 Years	15	(20.3)	19	(29.7)
45 to 55 Years	26	(35.1)	27	(42.2)
56 to 66 Years	24	(32.4)	15	(23.4)
67 to 77 Years	5	(6.8)	-	-
TOTAL	74	(100.0)	64	(100.0)

Occupation

The data in Table 4.4 below describes the occupations of the respondents. The data showed that 27 (37.5%) of the Advisory Members were business people, 22 (30.6%) were in other professions such as home makers, and approximately 11 (15.3%) each were either government employees or farmers, respectively. Of the 64 Extension Staff who responded to this question, 58 (90.6%) identified themselves as government employees, 2 (3.1%) were business persons, and 4 (6.3%) were others.

Table 4.4: The Distribution of Occupation of Extension Advisory Committee Members and Michigan State University Extension Field Staff

Occup. Cat.	Adv. Members (n=72) Number	(%)	Ext. Staff (n=64) Number	(%)
Farmer	12	(16.7)		
Government Employee	11	(15.3)	64	(100.0)
Business Person	27	(37.5)		
Other	22	(30.5)		
TOTAL	72	(100.0)	64	(100.0)

Duration in occupation

Table 4.5 below describes respondents' duration in their current occupation. Among Advisory Members, majority 17 (23.9%) spent over 30 years, followed by 15 (21.1%) who spent 12 to 17 years, and approximately 10 (14.1%) spent 0 to 5 years. Most of the Extension Staff 18 (28.1%), spent approximately 12 to 17 years in their current occupations, followed by 17 (26.6%) who spent 6 to 11 years, and only 1 (1.6%) person spent over 30 years.

Table 4.5: The Distribution of Duration in Occupation of Extension Advisory Committee Members and Michigan State University Extension Field Staff

Dur. in Occup.	Adv. Members (n=71)		Ext. Staff (n=64)	
	Number	(%)	Number	(%)
0 to 5 years	10	(14.1)	13	(20.3)
6 to 11 years	14	(19.7)	17	(26.6)
12 to 17 years	15	(21.1)	18	(28.1)
18 to 23 years	7	(9.9)	8	(12.5)
24 to 29 years	8	(11.3)	7	(10.9)
Over 30 years	17	(23.9)	1	(1.6)
TOTAL	71	(100.0)	64	(100.0)

Position with Michigan State University Extension

Position was classified into five categories: Advisory Committee Member, District Extension Director, County Extension Director, Extension Agent and others. The data reveals that 74 (100%) identified themselves as Advisory Members. This is not a regular paid position within the Michigan State University Extension. Among the Extension Staff, 45 (70.2%) were Extension agents, 16 (25%) were County Extension Directors,(3.2%)

were District Extension Directors, and 1 (1.6%) classified himself or herself as "other" such as paraprofessionals.

Table 4.6: The Distribution of Position of Extension Advisory Committee Members and Michigan State University Extension Field Staff

Position in MSU-E	Adv. Members (n=74) Number (%)	Ext. Staff (n=64) Number (%)
Advisory Member	74 (100.0)	
Dist. Extension Director		2 (3.2)
County Extension Director		16 (25.0)
Extension Agent		45 (70.2)
Other		1 (1.6)
TOTAL	74 (100.0)	64 (100.0)

Programming Area

Michigan State University Extension conducted its programs in four core areas: Agriculture and Natural Resources, 4-H Youth, Community Development and Home Economics. Extension staff were asked to identify the area in which he or she worked. The data in Table 4.7 below reveals that out of the 65 Extension Staff who responded to the questionnaire, the largest percentage, 21 (33.3%), were from Agriculture and Natural Resources, 17 (27.0%) each from 4-H Youth and Home Economics, and 8 (12.7%) were from Community Development.

Table 4.7: The Distribution of Michigan State University Extension Field Staff by Programming Area

Programming Area	Number	Percent
Agric. & Natural Resources	21	33.3%
4-H Youth	17	27.0%
Community Development	8	12.7%
Home Economics	17	27.0%
TOTAL	65	100.0%

Educational Level

The data in Table 4.8 presents the level of education of the respondents by groups. The data revealed that the majority of respondents were well educated. Approximately 18 (25.4%) of the Advisory Members had a graduate education, 21 (29.5%) had finished two year colleges, and only 13 (18.3%) had high school education. The level of education was higher among Extension Staff than among Advisory Members. Nobody with only a high school education was found among Extension Staff. And only one person with a two year college education was found. An overwhelming majority 43 (67.1%) of Extension staff had finished graduate school and 20 (31.3%) had a four year college education.

Table 4.8: The Distribution of Educational level of Extension Advisory Committee Members and Michigan State University Extension Field Staff

Educ. Level	Adv. Members (n=71) Number (%)		Ext. Staff (n=64) Number (%)	
High School	13	(18.3)		
2 Year College	21	(29.5)		
4 Year College	19	(26.8)	21	(32.9)
Graduate School	18	(25.4)	43	(67.1)
TOTAL	71	(100.0)	64	(100.0)

Place Raised

The distribution of respondents based on the place where they were raised is shown in Table 4.9 below. According to the data, the majority of respondents were raised on farms. For Advisory Members, 28 (39.5%) of them were raised on farms, followed by 19 (26.8%) in cities, then 15 (21.1%) in rural but non-farm areas, and finally 9 (12.7%) in towns. For Extension Staff, 22 (34.3%) were raised on farms, followed by 20 (31.3%) who were raised in rural, but non-farm areas.

Table 4.9: The Distribution of Extension Advisory Committee Members and Michigan State University Extension Field Staff by Place Raised

Raised Place	Adv. Members (n=71) Number (%)		Ext. Staff (n=64) Number (%)	
Farm	28	(39.4)	22	(34.3)
Rural Non-Farm	15	(21.1)	20	(31.3)
Town	9	(12.7)	9	(14.1)
City	19	(26.8)	13	(20.3)
TOTAL	71	(100.0)	64	(100.0)

Place of Residence

Sometimes the place where one was raised is different from where he or she is currently living. Respondents were asked to tell where they were currently residing be it on a farm, a rural non-farm, a town or a city. The data in Table 4.10 show that the majority of respondents were living in rural but non-farm areas. Among Advisory Members, 27 (37.0%) were residing in rural but non-farm areas, followed by 20 (27.4%) who were living on farms. Among Extension Staff, 30 (46.2%) were residing in rural but non-farm areas, followed by 20 (30.8%) who lived in cities.

Table 4.10: The Distribution of Extension Advisory Committee Members and Michigan State University Extension Field Staff

Place of Residence	Adv. Members (n=73) Number (%)	Ext. Staff (n=65) Number (%)
Farm	20 (27.4)	5 (7.7)
Rural Non-Farm	27 (37.0)	30 (46.2)
Town	16 (21.9)	10 (15.4)
City	10 (13.7)	20 (30.7)
TOTAL	73 (100.0)	65 (100.0)

Income Per Year

Annual income varied from one socio-economic group to another. Table 4.10 summarized the income of respondents in both groups. Among Advisory Members, the model group was making over $48,000 and half that number, 11 (16.7%), were making under $17,000 per annum.

Among Extension Staff, the majority, 18 (30.5%), were earning $36,000 to $41,000, and only one person was identified as making under $17,000.

Table 4.11: The Distribution of Income of Extension Advisory Committee Members and Michigan State University Extension Field Staff

Income Level	Adv. Members (n=66) Number	(%)	Ext. Staff (n=59) Number	(%)
Under $17,000	11	(16.6)	1	(1.7)
$18,000 - $23,000	4	(6.1)	4	(6.8)
$24,000 - $29,000	6	(9.1)	7	(11.9)
$30,000 - $35,000	12	(18.2)	12	(20.3)
$36,000 - $41,000	5	(7.6)	18	(30.5)
$42,000 - $47,000	6	(9.1)	6	(10.2)
Over $48,000	22	(33.3)	11	(18.6)
TOTAL	66	(100.0)	59	(100.0)

Marital Status

Data in Table 4.12 shows that most of the respondents were married. Among Advisory Members, married people numbered 62 (85.9%) of the respondents, and the remaining categories (single, divorced, separated, and widowed) combined accounted for the other 11 (14.1%). Of the Extension Staff, married people consisted of 48 (76.1%) of the respondents, and single, divorced, separated, and widowed together made up the remaining 15 (23.9%). These data reflect the background of the respondents.

Table 4.12: The Distribution of the Marital Status of Extension Advisory Committee Members and Michigan State University Extension Field Staff

Marital Status	Adv. Members (n=73) Number	(%)	Ext. Staff (n=63) Number	(%)
Married	62	(85.9)	48	(76.1)
Single	5	(6.9)	10	(15.9)
Divorced	2	(2.7)	3	(4.8)
Separated	1	(1.4)	1	(1.6)
Widowed	3	(4.1)	1	(1.6)
TOTAL	73	(100.0)	63	(100.0)

(b) Findings Relevant to the Hypotheses

The findings presented in this section are results of statistical tests performed on the data collected. The hypotheses were tested through the use of t-tests and one-way analyses of variance with tukey-b test procedure at 0.05 level of significance to determine where differences exist.

A five-point likert-type scale was used and coded as follows: 1 = Strongly agree, 2 = Agree, 3 = Disagree, 4 = Strongly disagree, and 5 = Uncertain. The values of the scale were reversed in all negatively stated statements/questions, and the response category of Uncertain, which was assigned a value of 5, was not used in computing the mean scores. In the final analysis, four point scale was used ranging from 1 to 4 (1 = strongly agree) and (4 = strongly disagree). A composite mean score for the overall (total) and for each of the six sections were computed and used to measure and interpret the image perceptions. A low mean score near 1 would indicate strong positive image while a high mean score near 4 would indicate a strong negative image. Figure 4.1 presents graphically the scale used graphically.

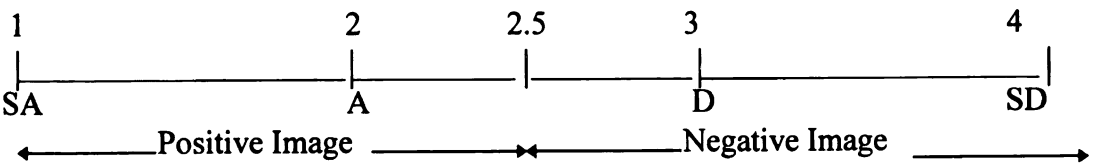

Figure 4.1: Scale of image measurement

The analysis of the composite mean scores for the overall (total) and for each of the six sections (organizational structure, mission, services, personnel, delivery methods, and issues programming) gives a description of the overall image of the organization and those particular sections. A similar method of analysis of institutional and program image was done by Huddleson and Karr (1982), Struckman-Johnson and Kinsley (1985) and Crunkilton, Miller, and Lee (1986).

The reported findings of this study, represent only the perceptions of those who participated in this study. It may be related to a human tendency towards cognitive dissonance rather than to any absolute measure of the status of image of the Michigan State University Extension. However, perceptions are the closest thing there is to reality.

Findings relevant to Hypothesis 1

Hypothesis 1 stated that there were significant differences in the perceptions of Advisory Members regarding the image of the organizational structure, mission, personnel, services, delivery methods, issues programming, and overall (total) image of Michigan State University Extension when grouped by selected demographic variables. For statistical analysis, the hypothesis was converted to a null hypothesis which stated that there are no significant differences in the perceptions of Advisory Members regarding the image of the organizational structure, mission, personnel, services, delivery methods, issues programming and the overall (total) image of Michigan State University Extension.

The selected demographic variables used in testing the null hypothesis were: gender, age, level of education, occupation, place raised, and income per year.

Perceptions of Advisory Members by Gender

A t-test was performed to determine the differences of perceptions between male and female Advisory Members. Table 4.13 presents the data pertaining to the respondents perceptions toward the image of the organizational structure, mission, personnel, services, delivery methods, issues programming, and the overall (total) image of Michigan State University Extension based on their gender. No statistically significant differences were detected at .05 percent level of significance in either the overall (total) score or in any of the subsections based on the observed significance levels associated with the t-values. In general, the mean scores across the table were below 2.50. This indicated that both male and female Advisory Members who participated in the issues identification process of 1993 held relatively positive perceptions of the overall (total) image of Michigan State University Extension, its organizational structure, mission, services, personnel, delivery methods, and issues programming.

The mean scores in Table 4.13 further revealed that female Advisory Members, with the mean score of 2.13, were slightly more positive regarding the overall (total) image of Michigan State University Extension than male Advisory Members with a score of 2.11. And in the rest of the six sections studied, Section 2 which deals with the image of the mission of Michigan State University Extension was the most positively rated section with females indicating the most positive image (1.79), than did males (1.81).

The most negatively rated section was Section 5 (delivery methods) with a mean score of 2.27 for males and 2.35 for females, followed by the section on services (Section 4) with 2.22 for males and 2.17 for females. All of the scores are below 2.50 putting them on the positive continuum.

The null hypothesis failed to be rejected in all sections including Section 1 (organizational structure), Section 2 (mission), Section 3 (personnel), Section 4 (services), Section 5 (delivery methods), Section 6 (issues programming), and the overall image of Michigan State University Extension.

Table 4.13: t-test results for the differences of perception of Advisory Members towards the image of the organizational structure, mission, personnel, services, delivery methods, issues programming, and the overall image of Michigan State University Extension (MSU-E) by gender on a scale of 1-4 (1=Strongly Agree, 2=Agree, 3=Disagree, and 4=Strongly Disagree)

Section	# of Male	# of Female	$\overline{X}$ for Male	$\overline{X}$ for Female	SD for Male	SD for Female	t-value	2-Tail Sig.
1. Organizational structure	34	40	1.98	1.87	.26	.33	1.53	.129
2. Mission	33	40	1.81	1.79	.38	.47	.24	.813
3. Personnel	33	40	2.32	2.38	.21	.26	-.94	.352
4 Services	33	39	2.22	2.17	.28	.48	.49	.622
5. Delivery methods	34	39	2.27	2.35	.34	.32	-.98	.332
6. Issues programming	31	32	2.21	2.10	.34	.38	1.15	.254
Total	34	40	2.13	2.11	.20	.22	.36	.716

= number, $\overline{X}$ = mean, SD = standard deviation

** Significant at .05 percent level

Perceptions of Advisory Members by Age

There were five categories of age in the study. Category 1 included respondents between the ages of 23 to 33 years, Category 2 between 34 to 44 years, Category 3 between 45 to 55 years, Category 4 between 56 to 66 years, and Category 5 between 67 to 77 years. An analysis of variance using tukey-b post hoc procedure at .05 level of significance was used to determine where the differences were among and between the categories of respondents. The mean scores of the Advisory Members are presented in Table 4.14. There was a disparity in the number of respondents among these categories. Therefore, caution must be exercised when interpreting the results. The number of respondents in category 1 (aged 23-33) and category 5 (aged 67-77) were small compared to the rest of the three categories.

The overall (total) perceptions of the image of Michigan State University Extension across all age categories of Advisory Members were positive, with those aged 56 to 66 indicating the most positive perceptions (2.10). It should also be noted that the mean scores were all below 2.50 making them fall within the positive continuum. The section on organizational structure (section 1) was the most positively rated section with the mean score of 1.78 for those aged 23 to 33 years, 1.95 for 34 to 44 years, 1.88 for 45 to 55 years, 1.96 for 56 to 66 yeas, and 1.92 for 67 to 77 years. These scores were also below 2.50 confirming their positive perceptions of the image of the organizational structure. On the other hand, the least positively rated section was personnel (Section 3) with those aged 23 to 33 years scoring least positive (2.47), followed by those aged 34 to

44 years with (2.42), then ages 45 to 55 years and 67 to 77 scoring 2.38 and 2.31 respectively, and finally those aged 56 to 66 years with 2.21. These scores all fall within the range of the positive region.

A review of the F-Probability statistics in Table 4.14 showed that there were no statistically significant differences detected in the overall (total) image of Michigan State University Extension. Similarly, no significant differences were found in Section 1 (organizational structure), Section 2 (mission), Section 3 (personnel), Section 5 (delivery methods), and Section 6 (issues programming). However, statistically significant differences were present in Section 4 which dealt with the image of the services of Michigan State University Extension. The youngest age category (23 to 33 years) was significantly different from the rest of the categories. That category had a mean score of 1.33, the most positive, as compared to 2.09 for those aged 34 to 44 years, 2.30 for those aged 45 to 55 years, 2.22 for those aged 56 to 66 years, and 2.25 for those aged 67 to 77 years. This led to the rejection of the null hypothesis in Section 4 (services) and the acceptance of the alternative hypothesis that there was a difference in the perception of Advisory Members regarding the image of services of Michigan State University Extension.

On the other hand, the null hypothesis was not rejected in Section 1 (organizational structure), Section 2 (mission), Section 3 (personnel), Section 5 (delivery methods), Section 6 (issues programming), and the overall image of Michigan State University Extension.

Table 4.14: Analysis of variance of perception of Advisory Members towards the image of the organizational structure, mission, personnel, services, delivery methods, issues programming, and the overall image of Michigan State University Extension (MSU-E) by age on a scale of 1-4 (1=Strongly Agree, 2=Agree, 3=Disagree, and 4=Strongly Disagree)

Section		23-33 yeas	34-44 years	45-55 years	56-66 years	67-77 years	F-Ratio	F-Prob.
1. Organizational structure	N = $\overline{X}$ = SD =	4 1.78 .75	15 1.95 .24	26 1.88 .28	24 1.96 .28	5 1.92 .27	.444	.776
2. Mission	N = $\overline{X}$ = SD =	4 2.06 1.09	15 1.86 .35	25 1.82 .31	24 1.69 .45	5 1.82 .28	.793	.533
3. Personnel	N = $\overline{X}$ = SD =	4 2.47 .46	15 2.42 .25	25 2.38 .21	24 2.27 .23	5 2.31 .087	1.36	.254
4. Services	N = $\overline{X}$ = SD =	3 1.33 .57	15 2.09 .41	25 2.30 .30	24 2.22 .36	5 2.33 .32	5.28	.000**
5. Delivery methods	N = $\overline{X}$ = SD =	3 2.41 .36	15 2.20 .38	26 2.31 .25	24 2.39 .38	5 2.25 .27	.862	.491
6. Issues programming	N = $\overline{X}$ = SD =	3 2.01 .23	15 2.09 .34	19 2.24 .40	21 2.14 .39	5 2.16 .12	.496	.738
Total	N = $\overline{X}$ = SD =	4 2.13 .58	15 2.11 .22	26 2.15 .13	24 2.10 .21	5 2.12 .12	.133	.969

N = number, $\overline{X}$ = mean, SD = standard deviation

** Significant at .05 percet level

Perceptions of Advisory Members by Educational Level

An analysis of variance using tukey-b post hoc test with .05 percent alpha level was performed to determine the differences in perceptions between and among the categories of Advisory members who have either a high school, 2 year college, 4 year college, or graduate level of education. Table 4.15 presents the data. Based on the F-Statistics, there were no statistically significant differences found in the perceptions of Advisory Members pertaining to the overall image of the Michigan State University Extension, its organizational structure, mission, personnel, services, delivery methods, and issues programming.

A review of the mean scores across the table indicated that the overall image of Michigan State University's Extension was, in general, positive (mean below 2.50). Those with high school and graduate educations were the most positive with a mean score of 2.06, while those with 2 year and 4 year educations were the least positive with a close mean scores of 2.17 and 2.15, respectively. The mean scores in Section 1 (Organizational structure) and Section 2 (Mission) were significantly lower than the rest of the scores in the other sections. This indicateed that, the Advisory Members held a slightly more positive image of the organizational structure (Section 1) and mission (Section 2) of the organization than of its personnel, services, delivery methods, and issues programming (sections 3, 4, 5, 6, and overall image of the organization, respectively). But, it should be noted that most of the mean ratings were below 2.50 putting them on the positive side of the continuum.

The most positively rated section was Section 2 (mission) showing mean score ratings of 1.68 for those with a high school education, 1.97 for those with a 2 year degree, 1.83 for those with a 4 year degree, and 1.63 for those with a graduate school education. It should be noted that respondents' scores were below 2.00. The least positively rated section was Section 3 (personnel) showing a mean score of 2.25 for those with a high school, 2.46 for those with a 2 year degree, 2.21 for those with a 4 year degree, and 2.38 for those with a graduate school education.

In the overall image of the organization and in the rest of the six sections (organizational structure, mission, personnel, services, delivery methods, issues programming), the resulting F-Probability revealed that the null hypothesis failed to be rejected.

Table 4.15: Analysis of variance of perceptions of Advisory Members towards the image of the organizational structure, mission, personnel, services, delivery methods, issues programming, and the overall image of Michigan State University Extension (MSU-E) by level of education on a scale of 1-4 (1=Strongly Agree, 2=Agree, 3=Disagree, and 4=Strongly Disagree)

Section		High School	2 Year College	4 Year College	Graduate School	F-Ratio	F-Prob.
1. Organizational structure	N = $\overline{X}$ = SD =	13 1.85 .29	21 2.02 .34	19 1.92 .32	18 1.82 .20	1.65	.185
2. Mission	N = $\overline{X}$ = SD =	13 1.68 .45	20 1.97 .53	19 1.83 .30	18 1.63 .37	2.29	.086
3. Personnel	N = $\overline{X}$ = SD =	13 2.35 .26	20 2.36 .25	19 2.35 .22	18 2.33 .26	.055	.982
4. Services	N = $\overline{X}$ = SD =	13 2.11 .47	19 2.21 .30	19 2.22 .52	18 2.19 .33	.208	.890
5. Delivery methods	N = $\overline{X}$ = SD =	13 2.36 .43	21 2.26 .29	18 2.32 .20	18 2.32 .36	.298	.826
6. Issues programming	N = $\overline{X}$ = SD =	13 2.06 .38	17 2.13 .35	17 2.23 .34	13 2.13 .41	.541	.655
Total	N = $\overline{X}$ = SD =	13 2.06 .19	21 2.17 .25	19 2.15 .20	18 2.06 .17	1.30	.278

N = number, $\overline{X}$ = mean, SD = standard deviation

** Significant at .05 percent level

Perceptions of Advisory Members by Occupation

The analysis of variance of the perceptions of Advisory Members toward the overall (total) image of the Michigan State University Extension, its organizational structure, mission, personnel, services, delivery methods, and issues programming based on their occupation is presented in Table 4.16. According to the F-statistics, no statistically significant difference was observed in the overall (total) image of the organization, nor in its organizational structure (Section 1), services (Section 4), delivery methods (Section 5), and issues programming (Section 6). On the other hand, significant differences were found in Sections 2 and 3 which dealt with the image of the mission and personnel of Michigan State University Extension, respectively.

In Section 2 (mission), which was also the most positively rated section, significant differences were found between respondents in other occupations such as home makers and those in business. With a mean score of 1.63, respondents in the "other" category of occupations, such as homemakers, indicated more positive perceptions of the image of the mission than those in business professions, who scored 1.98. In Section 3 (personnel), significant differences were found between government employees with the mean score of 2.14, and all others (2.39), and likewise between government employees (2.14) and gusiness persons (2.42). According to the data of Section 3 (personnel), the Advisory Members who were government employees perceived the image of personnel slightly more positively than business people and all others.

In general, the section regarded least positively was Section 5 (delivery methods) showing a mean score of 2.25 for farmers, 2.46 for government employees, 2.21 for

business persons, and 2.38 for those in other professions. Among the respondents categories in this section, business persons, whose mean score was 2.21, seemed to held a slightly more positive image of the delivery methods than did farmers who scored 2.25, government employees at 2.46, and others at 2.38.

The null hypothesis was not rejected in four sections: Section 1 (organizational structure), Section 4 (services), Section 5 (delivery methods), Section 6 (issues programming) and in the overall image of Michigan State University Extension.

Table 4.16: **Analysis of variance of perception of Advisory Members towards the image of the organizational structure, mission, personnel, services, delivery methods, issues programming, and the overall image of Michigan State University Extension (MSU-E) by occupation on a scale of 1-4 (1=Strongly Agree, 2=Agree, 3=Disagree, and 4=Strongly Disagree)**

Section		Farmer	Govt. Employee	Business Person	Other	F-Ratio	F-Prob.
1. Organizational structure	N =	12	11	27	22	.852	.470
	$\overline{X}$ =	1.90	1.89	1.99	1.86		
	SD =	.28	.29	.33	.29		
2. Mission	N =	12	10	27	22	3.01	.035**
	$\overline{X}$ =	1.75	1.71	1.98	1.63		
	SD =	.31	.35	.51	.36		
3. Personnel	N =	12	10	27	22	4.06	.010**
	$\overline{X}$ =	2.30	2.14	2.42	2.39		
	SD =	.24	.17	.25	.21		
4. Services	N =	12	10	26	22	.845	.473
	$\overline{X}$ =	2.25	2.33	2.18	2.09		
	SD =	.35	.25	.30	.57		
5. Delivery methods	N =	12	11	27	21	2.41	.074
	$\overline{X}$ =	2.25	2.46	2.21	2.38		
	SD =	.28	.20	.38	.25		
6. Issues programming	N =	11	7	22	21	.217	.883
	$\overline{X}$ =	2.09	2.20	2.18	2.12		
	SD =	.40	.53	.39	.24		
Total	N =	12	11	27	22	.900	.445
	$\overline{X}$ =	2.09	2.10	2.17	2.08		
	SD =	.19	.17	.25	.19		

N = number, $\overline{X}$ = mean, SD = standard deviation

** Significant at .05 percent level

Perceptions of Advisory Members by Place Raised

In Table 4 .17, data pertaining to the analysis of variance of perceptions of Advisory Members toward the overall image of Michigan State University Extension and its organizational structure, mission, personnel, services, delivery methods, and issues programming based on place raised, can be found. The analysis was based on the place where respondents were raised, either on a farm, in a rural but non-farm area, in a town, or in a city. As the F-Probability statistics on the table reveal, a statistically significant difference existed with regard to the perceptions of Advisory Members on the image of the mission (Section 2) of Michigan State University Extension. All together, two categories were found to be different in the way they perceived the image of the mission of the organization. Advisory Members who were raised on farms differed significantly from those raised in rural but non-farm areas. As expected, those raised on farms with the mean score rating of 1.65 were more positive about the image of the mission of Michigan State University Extension than those raised in rural but non-farm areas. Those who had rural but non-farm backgrounds were less positive (2.05) about the image of the organization than those raised on either farms (1.65), in towns (1.92), or in cities (1.75).

This section (Section 2) was also a positively rated section, followed by organizational structure (Section 1). Section 3 (personnel) was the least positively rated section with the mean scores of 2.32 for those raised on farms, 2.38 each for those raised in rural but non-farm areas as well as in towns, and 2.36 for those raised in cities. However, the scores were all below 2.50 which put them on the positive side of the continuum. Overall, the scores illuminate a positive image of the organizational

structure, mission, personnel, services, delivery methods, issues programming and overall image of Michigan State University Extension. Based on the F-Probability statistics, the null hypothesis was not rejected in Section 1 (organizational structure), Section 3 (personnel), Section 4 (services), Section 5 (delivery methods), Section 6 (issues programming), and the overall image of the Michigan State University Extension. However, significant differences were found in Section 2 (mission) which led to the rejection of the null hypothesis and the acceptance of the alternative hypothesis, that there is a difference in the perceptions of Advisory Members regarding the image of the services of Michigan State University Extension.

Table 4.17: Analysis of variance of perceptions of Advisory Members towards the image of the organizational structure, mission, personnel, services, delivery methods, issues programming, and the overall image of Michigan State University Extension (MSU-E) by place raised on a scale of 1-4 (1=Strongly Agree, 2=Agree, 3=Disagree, and 4=Strongly Disagree)

Section		Farm	Rural Non-farm	Town	City	F-Ratio	F-Prob.
1. Organizational structure	N =	28	15	9	19	2.13	.103
	$\overline{X}$ =	1.87	2.07	1.96	1.83		
	SD =	.31	.29	.34	.25		
2. Mission	N =	28	14	9	19	3.03	.035**
	$\overline{X}$ =	1.65	2.05	1.92	1.75		
	SD =	.41	.51	.41	.35		
3. Personnel	N =	28	14	9	19	.308	.818
	$\overline{X}$ =	2.32	2.38	2.38	2.36		
	SD =	.24	.31	.26	.21		
4. Services	N =	28	13	9	19	.626	.600
	$\overline{X}$ =	2.20	2.18	2.03	2.26		
	SD =	.42	.49	.44	.31		
5. Delivery methods	N =	28	14	9	19	.198	.896
	$\overline{X}$ =	2.34	2.28	2.25	2.32		
	SD =	.23	.28	.37	.42		
6. Issues Programming	N =	26	12	8	14	.875	.459
	$\overline{X}$ =	2.15	2.24	2.19	2.02		
	SD =	.44	.32	.26	.29		
Total	N =	28	15	9	19	2.01	.120
	$\overline{X}$ =	2.08	2.23	2.13	2.07		
	SD =	.22	.26	.22	.11		

N = number, $\overline{X}$ = mean, SD = standard deviation

** Significant at .05 percent level

Perceptions of Advisory Members by Income

Table 4.18 contains the results of the analysis of variance of the perceptions of Advisory Members toward the image of the organizational structure, mission, personnel, services, delivery methods, issues programming, and the overall image of the Michigan State University Extension according to income. The categories of income used in the analysis were: (1) under $17, 000, (2) $18,000 to $23,000, (3) $24,000 to $29,000, (4) $30,000 to $35,000, (5) $36,000 to $41,000, (6) $42,000 to $47,000, and (7)Over $48,000. It should be observed that the number of respondents in some of these categories were small. Caution should therefore be exercised in interpreting this data. No significant differences were detected in any of the sections.

A close review of the data in Table 4.18 indicated the absence of statistically significant differences in either the overall (total) image of Michigan State University Extension or in the other six sections studied. However, the mean scores revealed that respondents across income categories perceived the overall (total) image of the organization positively, with mean scores all below 2.50. The most positively rated section was Section 2, which dealt with the image of the mission of Michigan State University Extension for those making $42,000 to $47,000, indicating the most positive image (mean 1.50), followed by those making $36,000 to $41,000, with a mean of 1.71. The least positively rated section was Section 3 which dealt with the image of the personnel of the organization. Those making $36,000 to $41,000 perceived the image of the personnel more negatively (mean score 2.55) than any of the seven categories. In fact, their mean score rating of 2.55 was the first

score to be on the negative side of the continuum. A perusal of Table 4.18 will show that all of the mean scores were below 2.50, revealing an image perception that is positive.

Also, a review of the F-probability statistics showed that the null hypothesis failed to be rejected in the overall (total) image of Michigan State University Extension as well as in Section 1 (organizational structure), Section 2 (mission), Section 3 (personnel), Section 4 (services), Section 5 (delivery methods), and in Section 6 (issues programming).

Table 4.18: Analysis of variance of perceptions of Advisory Members towards the image of th

Table 4.18: **Analysis of variance of perceptions of Advisory Members towards the image of the organizational structure, mission, personnel, services, *delivery methods, issues programming,* and the overall image of Michigan State University Extension (MSU-E) by income per year on a scale of 1-4 (1=Strongly Agree, 2=Agree, 3=Disagree, and 4=Strongly Disagree)**

Section		Under $17,000	$18,000 to $23,000	$24,000 to $29,000	$30,000 to $35,000	$36,000 to $41,000	$42,000 to $47,000	Over $48,000	F-Ratio	F-Prob.
1. Organizational structure	N =	11	4	6	12	5	6	22		
	$\overline{X}$ =	1.82	2.05	1.97	1.97	1.88	1.85	1.97	.456	.837
	SD =	.46	.22	.26	.25	.42	.26	.24		
2. Mission	N =	11	4	5	12	5	6	22		
	$\overline{X}$ =	1.82	1.96	1.84	1.82	1.71	1.50	1.87	.699	.651
	SD =	.71	.24	.23	.28	.54	.54	.31		
3. Personnel	N =	11	4	5	12	5	6	22		
	$\overline{X}$ =	2.37	2.14	2.36	2.44	2.55	2.26	2.37	1.51	.189
	SD =	.28	.17	.03	.16	.28	.27	.24		
4. Services	N =	10	4	5	12	5	6	22		
	$\overline{X}$ =	2.06	2.29	2.18	2.28	2.04	2.20	2.22	.445	.844
	SD =	.64	.51	.39	.36	.11	.31	.31		
5. Delivery methods	N =	10	4	6	12	5	6	22		
	$\overline{X}$ =	2.24	2.39	2.26	2.33	2.12	2.42	2.36	.520	.790
	SD =	.27	.18	.21	.45	.45	.27	.36		
6. Issues programming	N =	8	3	6	10	5	6	17		
	$\overline{X}$ =	2.09	1.98	2.14	2.39	2.13	1.99	2.18	1.04	.411
	SD =	.15	.37	.11	.45	.45	.22	.42		
Total	N =	11	4	6	12	5	6	22		
	$\overline{X}$ =	2.10	2.15	2.14	2.21	2.06	2.03	2.15	.662	.680
	SD =	.32	.18	.10	.13	.25	.19	.19		

N = number, $\overline{X}$ = mean, SD = standard deviation

** Significant at .05 percent level

Findings Relevant to Hypothesis 2

The second hypothesis stated that there were significant differences in the perceptions of Extension staff regarding the image of the organizational structure, mission, personnel, services, delivery methods, issues programming, and the overall (total) image of Michigan State University Extension when grouped by selected demographic variables. For statistical analysis, the hypothesis was converted to a null hypothesis which stated that there are no significant differences in the perceptions of Extension staff regarding the image of the organizational structure, mission, personnel, services, delivery methods, issues programming, and the overall (total) image of Michigan State University Extension. A total of seven demographic variables (gender, age, position with Michigan State University Extension, programming area, duration in occupation, place raised, and place of living) were used in testing the null hypothesis.

Perceptions of Extension Staff by Gender

The first analysis performed on the responses of Extension staff to determine whether significant differences existed between the perceptions of male and female Extension staff toward the image of the organizational structure, mission, personnel, services, delivery methods, issues programming, and the overall (total) image of Michigan State University Extension, was a t-test. The results of the analysis are presented in Table 4.19.

According to the F-statistics, no statistically significant differences were found at .05 percent level in either the overall image, nor in any of the six sections. Nevertheless, an examination of the mean scores across the table show that the scores were below 2.50

indicating a positive perception of the image. Beginning with the overall (total) image of the organization, the mean scores for male and female staff were about even, 2.25 and 2.26 respectively. In Section 2 (mission) and Section 4 (services), male staff members rated these sections more positively than did female staff members. The mean scores were 1.67 and 2.36 for males and 1.74 and 2.42 for females.

The least positively rated section was Section 5 which dealt with the image of the delivery methods of Michigan State University's Extension. The mean scores were 2.49 for males and 2.50 for females. The most positively rated section was section 2 (mission) with a mean score of 1.67 for males and 1.74 for females.

The observed significance levels associated with the t-values in Table 4.19 showed that the null hypothesis failed to be rejected in the overall (total) image of the organization as well as in the image of its organizational structure (Section 1), mission (Section 2), personnel (Section 3), services (Section 4), delivery methods (Section 5), and issues programming (Section 6).

Table 4.19: t-test results for the differences of perceptions of Extension Staff towards the Image of the organizational [illegible] services, delivery methods, issues programming, and the overall image of Michigan [illegible] (1=Strongly Agree, 2=Agree, 3=Disagree, and 4=[illegible]

Table 4.19: ***t-test results for the differences of perceptions of Extension Staff towards the image of the organizational structure, mission, personnel, services, delivery methods, issues programming, and the overall image of Michigan State University Extension (MSU-E) by gender on a scale of 1-4 (1=Strongly Agree, 2=Agree, 3=Disagree, and 4=Strongly Disagree)***

Section	# of Male	# of Female	$\overline{X}$ for Male	$\overline{X}$ for Female	SD for Male	SD for Female	t-value	2-Tail Sig.
1. Organizational structure	25	40	2.17	2.08	.20	.22	1.51	.135
2. Mission	25	40	1.67	1.74	.35	.45	-.69	.490
3. Personnel	25	40	2.43	2.43	.25	.20	-.04	.971
4 Services	25	40	2.36	2.42	.32	.32	-.77	.443
5. Delivery methods	25	40	2.49	2.50	.24	.30	-.17	.864
6. Issues programming	24	39	2.41	2.42	.36	.31	-.09	.929
Total	25	40	2.25	2.26	.16	.18	-.26	.798

= number, $\overline{X}$ = mean, SD = standard deviation

* * Significant at .05 percent level

Perceptions of Extension Staff by Age

Table 4.20 contains the results of the analysis of variance of the perceptions of Extension staff toward the image of the organizational structure, mission, personnel, services, delivery methods, issues programming, and the overall image of the Michigan State University Extension according to age. Age was categorized into five categories as follows: (1) 23 to 33 years, (2) 34 to 44 years, (3) 45 to 55 years, (4) 56 to 66 years, and (7) 67 to 77 years. It was found that no Extension staff member was older than 66 years and, therefore, Category 7 (67 to 77 years) was eliminated from the analysis. It should also be noted that the first category (23 to 33 years) had very few respondents. So caution should be exercised when interpreting this data.

There were no statistically significant differences detected in the overall image of Michigan State University's Extension. And the mean scores across the age categories of the staff were below 2.00. This showed that the Extension staff were generally positive about the overall image of the organization. On the other hand, one significant difference was found in Section 4 pertaining to the image of services of Michigan State University Extension. As the data in Section 4 (services) revealed, Extension staff aged 23 to 33 years scored significantly different from those aged 45 to 55 years. Younger Extension staff aged 23 to 33 years rated the image of the services more positively (1.97) than did any other age category. Those aged 45 to 55 years were the least positive (2.50) regarding the image of the services.

Section 5, which focuses on the image of the delivery methods of the services, was the least positively rated section showing a mean score of 2.33 for those aged 23 to 33 years,

2.41 for those aged 34 to 44 years, 2.51 for those age 45 to 55 years, and 2.60 for those aged 56 to 66 years. On the other hand, the most positively rated section was Section 2 (mission) with all the mean ratings below 2.00 in all age categories. It should be noted that respondents in the age categories of 45 to 55 years and 56 to 66 years rated the image of the delivery methods very negatively with mean scores of 2.51 and 2.60, respectively.

A review of the F-statistics in Table 4.20 showed that the null hypothesis was not rejected in the organizational structure (Section 1), mission (Section 2), personnel (Section 3), delivery methods (Section 5), issues programming (Section 6), and the overall image of Michigan State University Extension based on age. Significant differences were observed in section 4 which dealt with the image of the services of the organization. This led to the rejection of the null hypothesis and the acceptance of the alternative hypothesis that there is a difference in the perceptions of Extension staff regarding the image of services of Michigan State University Extension.

Table 4.30: Analysis of variance of perceptions of Extension Staff towards the image of the ...

Table 4.20: ***Analysis of variance of perceptions of Extension Staff towards the image of the organizational structure, mission, personnel, services, delivery methods, issues programming, and the overall image of Michigan State University Extension (MSU-E) by age on a scale of 1-4 (1=Strongly Agree, 2=Agree, 3=Disagree, and 4=Strongly Disagree)***

Section		23-33 years	34-44 years	45-55 years	56-66 years	F-Ratio	F-Prob.
1. Organizational structure	N =	3	19	27	15	.086	.967
	$\overline{X}$ =	2.13	2.12	2.10	2.14		
	SD =	.04	.23	.23	.20		
2. Mission	N =	3	19	27	15	.523	.667
	$\overline{X}$ =	1.53	1.76	1.73	1.62		
	SD =	.15	.32	.50	.38		
3. Personnel	N =	3	19	27	15	.228	.876
	$\overline{X}$ =	2.50	2.44	2.40	2.43		
	SD =	.08	.23	.20	.23		
4. Services	N =	3	19	27	15	2.96	.039**
	$\overline{X}$ =	1.97	2.34	2.50	2.37		
	SD =	.15	.30	.31	.33		
5. Delivery methods	N =	3	19	27	15	1.68	.179
	$\overline{X}$ =	2.33	2.41	2.51	2.60		
	SD =	.08	.27	.27	.29		
6. Issues programming	N =	2	18	27	15	.697	.557
	$\overline{X}$ =	2.24	2.48	2.39	2.35		
	SD =	.16	.34	.29	.29		
Total	N =	3	19	27	15	.793	.502
	$\overline{X}$ =	2.11	2.26	2.27	2.23		
	SD =	.03	.20	.16	.17		

N = number, $\overline{X}$ = mean, SD = standard deviation

** Significant at .05 percent level

Perceptions of Extension Staff by Position

Initially, position was categorized into four groups: District Extension Director, County Extension Director, Extension Agent, and all others. However, after exploratory analyses were performed, the number of District Extension Directors, and all others were very few in some cases and none in others. So, the categories were collapsed into two, as follows: (1) District Extension Directors and County Extension Directors were grouped into Extension Directors, and (2) Extension Agents and all others were collapsed into Extension Agents.

The analysis of variance of the perceptions of these two groups (Extension Directors and Extension Agents) toward the image of the organizational structure, mission, personnel, services, delivery methods, issues programming, and the overall image of Michigan State University Extension are presented in Table 4.21. According to the F-statistics, no significant differences were found in all sections including the overall image. Extension Directors and Agents were moderately positive about the overall image of Michigan State University Extension, with mean scores of 2.23 and 2.26, respectively. The data further revealed that Extension Agents had a higher mean score (2.52) in the section dealing with delivery methods of services (Section 5) than did Extension Directors (2.48). This indicated that Directors held more positive images of the delivery methods than did Agents. However, in general, Extension Agents rated most of the sections more positively than did the Directors, with the exception of the first two sections (organizational structure and mission) in which they were about even. In Section 1 (organizational

structure), the mean ratings were 2.24 for Directors, and 2.10 for Agents, while in Section 2 (mission), the mean ratings were 1.73 for Directors, and 1.71 for Agents.

Based on the F-Probability statistics, the null hypothesis was not rejected in Section 1 (organizational structure), Section 2, (mission), Section 3 (personnel), Section 4 (services), Section 5 (delivery methods), Section 6 (issues programming), and the overall image of the Michigan State University Extension.

Table 4.21: Analysis of variance of perceptions of Extension Staff towards the image of th
delivery methods, issues programming, and the ov
scale of 1-4 (1=Strongly A

Table 4.21: ***Analysis of variance of perceptions of Extension Staff towards the image of the organizational structure, mission, personnel, services, delivery methods, issues programming, and the overall image of Michigan State University Extension (MSU-E) by position with MSU-E on a scale of 1-4 (1=Strongly Agree, 2=Agree, 3=Disagree, and 4=Strongly Disagree)***

Section		Ext. Director	Ext. Agent	F-Ratio	F-Prob.
1. Organizational structure	N =	17	45	.459	.633
	$\overline{X}$ =	2.14	2.10		
	SD =	.19	.22		
2. Mission	N =	17	45	.073	.929
	$\overline{X}$ =	1.73	1.71		
	SD =	.32	.45		
3. Personnel	N =	17	45	2.09	.132
	$\overline{X}$ =	2.34	2.47		
	SD =	.25	.19		
4. Services	N =	17	45	.775	.464
	$\overline{X}$ =	2.34	2.40		
	SD =	.26	.35		
5. Delivery methods	N =	17	45	1.03	.362
	$\overline{X}$ =	2.48	2.52		
	SD =	.27	.26		
6. Issues programming	N =	17	43	.441	.645
	$\overline{X}$ =	2.39	2.43		
	SD =	.37	.31		
Total	N =	17	45	.357	.552
	$\overline{X}$ =	2.23	2.26		
	SD =	.14	.18		

N = number, $\overline{X}$ = mean, SD = standard deviation

* * Significant at .05 percent level

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Perceptions of the Extension Staff by Programming Area

The four core programming areas of Michigan State University Extension are: (1) Agriculture and Natural Resources, (2) 4-H Youth, (3) Community Development, and (4) Home Economics. The analysis of variance of the perceptions of Extension staff based on these four programming areas are reported in Table 4.22. In general, the data showed no statistically significant difference in the organizational structure, mission, personnel, services, delivery methods, issues programming, and the overall image of Michigan State University Extension.

Despite the absence of statistically significant differences, the mean scores revealed some interesting findings. Respondents' perceptions of the overall image of the organization were positive with those in 4-H programming (2.22) indicating the most positive perceptions of the image, followed by those in Home Economics (2.230), then those in Agriculture and Natural Resources programming (2.30), and finally those in Community Development programming (2.30). The data also showed that there are quite a few means that were above 2.50. This indicated that respondents were generally perceiving the image of Michigan State University Extension more negatively. For example, in the most negatively rated section (Section 5) which dealt with the delivery methods of services, three of the four means were above 2.50. Extension staff with Community Development programming expertise held the most negative image of the organizational structure, with a mean of 2.61, followed by those with Home Economics and Agriculture and Natural Resources programming expertise scoring 2.52 and 2.51, respectively. Only those with 4-H programming expertise perceived the image of the

delivery methods positively (2.46). The most positively rated section was Section 2 (mission) with those in Home Economics indicating the most positive perceptions (1.65) about the mission of the organization, followed by those in Community Development and 4-H with the mean scores of 1.72 and 1.73, respectively, and finally those in Agriculture with 1.75.

Since the resulting F-Probability did not detect the presence of statistically significant differences, the null hypothesis was not rejected in the overall image of Michigan State University Extension. Similarly, the null hypothesis was not rejected in Section 1 (organizational structure), Section 2 (mission), Section 3 (personnel), Section 4, (services), Section 5 (delivery methods), and Section 6 (issues programming).

Table 4.22: Analysis of variance of perceptions of Extension Staff towards the image of the organ... delivery methods, issues programming, and the overall image of M... scale of 1-4 (1=Strongly Agree, 2=Agree, ...

Table 4.22: Analysis of variance of perceptions of Extension Staff towards the image of the organizational structure, mission, personnel, services, delivery methods, issues programming, and the overall image of Michigan State University Extension (MSU-E) by programming area on a scale of 1-4 (1=Strongly Agree, 2=Agree, 3=Disagree, and 4=Strongly Disagree)

Section		Agr. & Nat. Resources	4-H Youth	Comm. Development	Home Economics	F-Ratio	F-Prob.
1. Organizational structure	N =	21	17	6	17	1.79	.159
	$\overline{X}$ =	2.14	2.06	2.24	2.04		
	SD =	.20	.17	.19	.24		
2. Mission	N =	21	17	6	17	.178	.910
	$\overline{X}$ =	1.75	1.73	1.72	1.65		
	SD =	.35	.31	.39	.60		
3. Personnel	N =	21	17	6	17	1.00	.396
	$\overline{X}$ =	2.43	2.44	2.55	2.37		
	SD =	.27	.15	.10	.21		
4. Services	N =	21	17	6	17	.484	.694
	$\overline{X}$ =	2.37	2.37	2.30	2.46		
	SD =	.34	.35	.36	.30		
5. Delivery methods	N =	21	17	6	17	.493	.687
	$\overline{X}$ =	2.51	2.46	2.61	2.52		
	SD =	.24	.32	.26	.23		
6. Issues programming	N =	20	17	5	17	.723	.542
	$\overline{X}$ =	2.50	2.36	2.40	2.37		
	SD =	.43	.23	.33	.25		
Total	N =	21	17	6	17	.526	.666
	$\overline{X}$ =	2.28	2.22	2.30	2.23		
	SD =	.18	.16	.13	.18		

N = number, $\overline{X}$ = mean, SD = standard deviation

** Significant at .05 percent level

Perceptions of Extension Staff by Duration in Occupation

It was hypothesized that years of service would make a difference in the way Extension staff perceived the image of the organizational structure, mission, personnel, services, delivery methods, issues programming and the overall image of Michigan State University Extension. To test this assumption, an analysis of variance was performed and the results are presented in Table 4.23.

At .05 percent alpha level, no statistically significant differences were observed in the overall image of Michigan State University Extension, nor in Section 1 (organizational structure), Section 2 (mission), Section 3 (personnel), Section 4 (services), Section 5 (delivery methods), or Section 6 (issues programming). Respondents perceived the overall image of Michigan State University Extension as positive, with those who have been in their current occupation for 18 to 23 years indicating the most positive perceptions of the image (2.17), followed by those with 0 to 5 years (2.19).

The most positively rated section was mission (Section 2), with those having 0 to 5 years of service indicating the most positive image (1.61), followed by those with 18 to 23 years (1.63), then 1.75 for those with 6 to 11 years and 12 to 17 years, and those with 24 to 29 years scored 1.94. The least positively rated Section was section 5 (delivery methods) with two categories (6 to 11 years and 18 to 23 years) indicating the least positive perceptions with mean scores of 2.52 and 2.58, respectively. An equal mean score rating of 2.47 for those with 0 to 5 years and 24 to 29 years followed. Those with 12 to 17 years scored the lowest (2.45). It should be noted that the first two means were the only ones that fall on the negative side of the continuum.

The second most positively rated section was organizational structure (Section 1) with those who have served between 18 to 23 years having the most positive image of the organizational structure (1.99), while the most negatively rated section was Section 6 which dealt with the image of issues programming. Those who served between 6 to 11 years indicated the most negative image (2.57). One of the most interesting, but not surprising, findings were the perceptions of the image of issues programming. It had more of a positive image among those with most years of service as compared to those with the fewest. The mean scores on the section of issues programming for respondents with 6 to 11 years was 2.54, while those with 24 to 29 years of service scored 2.26.

The null hypothesis was not rejected in the overall image of the organization as well as in the organizational structure (Section 1), mission (Section 2), personnel (Section 3), services (Section 4), delivery methods (Section 5), and issues programming (Section 6).

Table 4.23: Analysis of variance of perceptions of Extension Agents delivery methods

Table 4.23: Analysis of variance of perceptions of Extension Staff towards the image of the organizational structure, mission, personnel, services, delivery methods, issues programming, and the overall image of Michigan State University Extension (MSU-E) by duration in occupation on a scale of 1-4 (1=Strongly Agree, 2=Agree, 3=Disagree, and 4=Strongly Disagree)

Section		0-5 years	6-11 years	12-17 years	18-23 years	24-29 years	F-Ratio	F-Prob.
1. Organizational structure	N =	13	17	18	8	7	1.04	.400
	$\overline{X}$ =	2.09	2.15	2.15	1.99	2.08		
	SD =	.19	.23	.22	.19	.14		
2. Mission	N =	13	17	18	8	7	.759	.582
	$\overline{X}$ =	1.61	1.75	1.75	1.63	1.94		
	SD =	.32	.36	.36	.39	.75		
3. Personnel	N =	13	17	18	8	7	.880	.500
	$\overline{X}$ =	2.47	2.42	2.46	2.30	1.43		
	SD =	.14	.25	.19	.30	.23		
4. Services	N =	13	17	18	8	7	.801	.553
	$\overline{X}$ =	2.30	2.38	2.43	2.39	2.57		
	SD =	.42	.29	.33	.34	.17		
5. Delivery methods	N =	13	17	18	8	7	.587	.709
	$\overline{X}$ =	2.47	2.52	2.45	2.58	2.47		
	SD =	.34	.20	.31	.14	.36		
6. Issues programming	N =	11	17	18	8	7	1.28	.282
	$\overline{X}$ =	2.33	2.54	2.47	2.29	2.26		
	SD =	.22	.35	.39	.23	.28		
Total	N =	13	17	18	8	7	.992	.430
	$\overline{X}$ =	2.19	2.29	2.29	2.17	2.27		
	SD =	.16	.19	.16	.17	.17		

N = number, $\overline{X}$ = mean, SD = standard deviation

** Significant at .05 percent level

Perceptions of Extension Staff by Place Raised

On the basis of the place where one was raised, the differences in perceptions of Extension staff toward the image of the organizational structure, mission, personnel, services, delivery methods, issues programming, and the entire image of Michigan State University Extension were examined using analysis of variance. Data from this analysis are presented in Table 4.24. At .05 percent alpha level, no statistically significant differences were observed in the overall image of the organization or in the rest of the six sections tested. The mean scores of the overall image of Michigan State University Extension showed that Extension staff who were raised in rural but non-farm areas were more positive about the overall image of the organization (2.23), followed by those raised on farms (2.25), and finally those raised in towns and cities (2.28 and 2.29).

The first and second most positively rated sections were Section 2 (mission) and Section 1 (organizational structure), respectively. In Section 2 (mission) which was the most positively rated section, the mean scores were all below 2.00. Extension staff who were raised on farms and scored of 1.62, had a most positive perception of the image of the mission of Michigan State University Extension than did those who resided in rural but non-farm areas (1.77), towns (1.86), and cities (1.71). On the other hand, the first and second least positively rated sections were Section 5 (delivery methods) and Section 6 (issues programming), respectively. Respondents who were raised in towns and cities rated the image of the delivery methods and issues programming less positively than did those raised on farms and in rural but non-farm areas. The mean scores for those raised in towns and cities were 2.51 and 2.54 for delivery methods, and 2.37 and 2.52 for issues

programming. The mean scores for those raised on farms and in rural but non-farm areas were 2.50 and 2.36 for delivery methods, and 2.43 and 2.35 for issues programming.

The null hypothesis failed to be rejected in the overall image of the organization and in the organizational structure (Section 1), mission (Section 2), personnel (Section 3), services (Section 4), delivery methods (Section 5), and issues programming (Section 6).

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Table 4.24: Analysis of variance of perceptions of Extension Staff towards the image of the organizational structure, mission, personnel, services, delivery methods, issues programming, and the overall image of Michigan State University Extension (MSU-E) by place raised on a scale of 1-4 (1=Strongly Agree, 2=Agree, 3=Disagree, and 4=Strongly Disagree)

Section		Farm	Rural Non-farm	Town	City	F-Ratio	F-Prob.
1. Organizational structure	N =	22	20	9	13	.709	.550
	$\overline{X}$ =	2.10	2.11	2.03	2.16		
	SD =	.19	.24	.17	.20		
2. Mission	N =	22	20	9	13	.816	.490
	$\overline{X}$ =	1.62	1.77	1.86	1.71		
	SD =	.37	.32	.73	.32		
3. Personnel	N =	22	20	9	13	.866	.463
	$\overline{X}$ =	2.48	2.38	2.47	2.40		
	SD =	.23	.18	.16	.29		
4. Services	N =	22	20	9	13	.406	.749
	$\overline{X}$ =	2.34	2.42	2.38	2.46		
	SD =	.30	.33	.32	.39		
5. Delivery methods	N =	22	20	9	13	2.64	.056
	$\overline{X}$ =	2.59	2.36	2.51	2.54		
	SD =	.28	.31	.21	.21		
6. Issues programming	N =	21	20	9	12	.729	.538
	$\overline{X}$ =	2.43	2.35	2.37	2.52		
	SD =	.33	.32	.30	.37		
Total	N =	22	20	9	13	.362	.780
	$\overline{X}$ =	2.25	2.23	2.28	2.29		
	SD =	.16	.18	.16	.20		

N = number, $\overline{X}$ = mean, SD = standard deviation

** Significant at .05 percent level

Perceptions of Extension staff by place of Residence

Presented in Table 4.25 are results of the analysis of responses of Extension staff toward the image of the organizational structure, mission, personnel, services, delivery methods, issues programming, and the overall image of the Michigan State University Extension based on the current place of residence. The data indicated that not many Extension staff reside on farms, however, many were living in rural but non-farm areas.

The resulting F-statistics indicated the absence of statistically significant differences at .05 percent level of significance in the overall image of the organization and in the other six subsections. However, the mean scores in the table provided some useful insight regarding the overall direction of the perceptions of the staff. Beginning with the total image, the mean score (below 2.50) indicated that regardless of where they were living, Extension staff were positive about the image of the organization. However, those who were residing on farms were the most positive with a mean score of 2.20, followed closely by those living in towns (2.22). The most positively rated section was Section 2 which dealt with the image of the mission of the organization. Respondents who were living on farms showed a more positive impression (mean 1.58) about the image of the mission of Michigan State University Extension, than did those who were residing in rural but non-farm areas (1.72), towns (1.69), and cities (1.75). Section 1 (organizational structure) was the second most positively rated section with most of the mean scores being slightly above 2.00.

On the other hand, the section regarded least positively was delivery methods (Section 5). Extension staff who were residing on farms tended to perceive the image of the

delivery methods of Michigan State University Extension more negatively (2.63) than did those living in rural but non-farm areas (2.49), towns (2.44), and cities (2.50). The second most negatively rated section was Section 6 (issues programming). Respondents who were living in cities rated it 2.49, slightly less positive than those who were residing on farms (2.31), in rural but non-farm areas (2.42), or in towns (2.49).

The null hypothesis was not rejected in the overall image of Michigan State University Extension as well as in its organizational structure (Section 1), mission (Section 2), personnel (Section 3), services (Section 4), delivery methods (Section 5), and issues programming (Section 6).

Table 4.25: Analysis of variance of perceptions of Extension Staff towards the image of the organizational structure, mission, personnel, services, delivery methods, issues programming, and the overall image of Michigan State University Extension (MSU-E) by place of living on a scale of 1-4 (1=Strongly Agree, 2=Agree, 3=Disagree, and 4=Strongly Disagree)

Section		Farm	Rural Non-farm	Town	City	F-Ratio	F-Prob.
1. Organizational structure	N =	5	30	10	20	.868	.462
	$\overline{X}$ =	2.04	2.15	2.14	2.06		
	SD =	.09	.24	.19	.21		
2. Mission	N =	5	30	10	20	.217	.883
	$\overline{X}$ =	1.58	1.72	1.69	1.75		
	SD =	.38	.33	.41	.54		
3. Personnel	N =	5	30	10	20	.893	.449
	$\overline{X}$ =	2.46	2.47	2.38	2.38		
	SD =	.29	.18	.11	.28		
4. Services	N =	5	30	10	20	.359	.782
	$\overline{X}$ =	2.26	2.41	2.44	2.39		
	SD =	.42	.28	.38	.35		
5. Delivery methods	N =	5	30	10	20	.515	.673
	$\overline{X}$ =	2.63	2.49	2.44	2.50		
	SD =	.44	.27	.22	.27		
6. Issues programming	N =	5	29	10	19	.937	.428
	$\overline{X}$ =	2.31	2.42	2.30	2..49		
	SD =	.18	.37	.29	.29		
Total	N =	5	30	10	20	.417	.741
	$\overline{X}$ =	2.20	2.28	2.22	2.25		
	SD =	.15	.17	.14	.19		

N = number, $\overline{X}$ = mean, SD = standard deviation

** Significant at .05 percent level

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Findings Relevant to Hypothesis 3

Finally, Hypothesis 3 stated that there were significant differences between the perceptions of Advisory Members and Extension staff regarding the image of the organizational structure, mission, personnel, services, delivery methods, issues programming, and the overall image of Michigan State University Extension. For the purpose of statistical analysis, the hypothesis was converted to a null hypothesis which stated that there were no significant differences between the perceptions of Advisory Members and Extension staff regarding the image of the organizational structure, mission, personnel, services, delivery methods, issues programming, and the overall image of Michigan State University Extension.

In testing this hypothesis, a t-test analysis was used at .05 percent level of significance. Table 4.27 presents the results of the analysis of the perceptions of the two groups (Advisory Members and Extension staff). Statistically significant differences were detected in the overall image of Michigan State University Extension, and in Section1 (organizational structure), Section 4 (services), and Section 6 (issues programming). The absence of statistically significant differences was observed in Section 1 (mission), Section 3 (personnel), and Section 5 (delivery methods).

In all the sections where significant differences were observed (overall image, organizational structure, services, and issues programming) the mean scores revealed that Advisory Members were slightly more positive than Extension staff. In other words, the mean scores of the Advisory Members were smaller than those of Extension staff.

Beginning with the overall image, the mean score for Advisory Members was 2.12, while that of the Extension staff was 2.25, followed by Section 1 (organizational structure) showing 1.92 for Advisory Members and 2.11 for Extension staff. Section 4 (services) followed with scores of 2.19 for Advisory Members and 2.40 for Extension staff, and finally Section 6 (issues programming) scores showed 2.25 for Advisory Members and 2.41 for Extension staff. It should be noted, however, that all the mean scores are below 2.50, putting them on the positive side of the continuum.

The most positively rated section was Section 2 (mission), followed very closely by Section 1 (organizational structure). Extension staff, with a mean score of 1.71, showed that they had a more positive image of the mission of Michigan State University Extension than did Advisory Members who scored 1.80. The least positively rated section was delivery methods (Section 5) with a mean score of 2.31 for Advisory Members and 2.50 for Extension staff.

The significant differences observed in the overall image of the organization and in the other three sections studied (organizational structure, services, issues programming) led to the rejection of the null hypothesis in these sections and the acceptance of the alternative hypothesis that there are significant differences between the perceptions of Advisory Members and Extension staff toward the overall image of the organization, its organizational structure, services, and issues programming. On the other hand, the null hypothesis was not rejected in Section 2 (mission), Section 3 (personnel), and Section 5 (delivery methods).

Table 4.26: t-test results for the differences of perceptions of Advisory Members and Extension Staff towards the image of the organizational structure, mission, personnel, services, delivery methods, issues programming, and the overall image of Michigan State University Extension (MSU-E) on a scale of 1-4 (1=Strongly Agree, 2=Agree, 3=Disagree, and 4=Strongly Disagree)

Table 4.26: t-test results for the differences of perceptions of Advisory Members and Extension Staff towards the image of the organizational structure, mission, personnel, services, delivery methods, issues programming, and the overall image of Michigan State University Extension (MSU-E) on a scale of 1-4 (1=Strongly Agree, 2=Agree, 3=Disagree, and 4=Strongly Disagree)

Section	# of Adv. Member	# of Ext. Staff	$\overline{X}$ for Adv. Member	$\overline{X}$ for Ext. Staff	SD for Adv. Member	SD for Ext. Staff	t-value	2-Tail Sig.
1. Organizational structure	73	65	1.92	2.11	.30	.22	-4.23	.000**
2. Mission	73	65	1.80	1.71	.43	.41	1.18	.073
3. Personnel	73	65	2.35	2.43	.24	.22	-1.97	.051
4 Services	72	65	2.19	2.40	.40	.32	-3.29	.001**
5. Delivery methods	73	65	2.31	2.50	.33	.28	-3.47	.053
6. Issues programming	63	63	2.15	2.41	.36	.33	-4.20	.000**
Total	74	65	2.12	2.25	.21	.17	-3.85	.000**

= number, $\overline{X}$ = mean, SD = standard deviation

* * Significant at .05 percent level

(c) Research Question

What demographic variables among Advisory Members and Extension staff are important predictor(s) of image of Michigan State University Extension?

The purpose of this research question was to identify demographic variables that could predict whether or not an individual held a positive or negative image of Michigan State University Extension. In responding to this question, multiple linear regression analyses using backward method were performed on the dependent variable. The dependent variable was created by computing the composite mean scores of the entire 66 questions in the study. Multiple linear regression was selected because of its capability to predict. It can be used to make predictions by investigating the dependence of dependent variable (Y) on the independent variables (X_1 X_2 X_3...X_p). Prior to running the regression analyses, a dummy variables coding technique was employed so that each category of the independent variables could be entered in the regression as an independent variable. The results of the regression analyses for both Advisory Members and Extension staff are presented and discussed accordingly in Table 4.27.

For Advisory Members, ten independent variables (gender, race, age, educational level, occupation, duration in occupation, place raised, place of living, income, and marital status) were entered into the regression equation. Seven of these variables were norminal variables and therefore, coded and entered into the regression as dummy variables. The results of the regression analyses presented in Table 4.27 showed that one variable (place raised) was the only variable that appeared to be an important predictor of

image of Michigan State University Extension among Advisory Members. However, this variable was not statistically significant at .05 percent level. The variable (**place raised**) was coded as: (0) = **rest** and (1) = **farm,** (0) = **rest** and (1) = **rural non-farm,** and (0) = **rest** (1) **town**, and (0) = **rest** and 1 = **city**.

The multiple linear regression incorporate multiple independent variables, and its model can be expressed as:

$$\hat{Y} = \hat{a} + \hat{b}_1 X_1 + \hat{b}_2 X_2 + \cdots + \hat{b}_P X_P$$

Where:

$\hat{Y}$: dependent variable

$\hat{a}$: the constant

$b_1 b_2 \cdots b_P$: regression coefficients

Using the above general linear regression model as a guide, the predictor model of the image of Michigan State University Extension for Advisory Members could be expressed as follows:

$$\hat{Y} = \hat{a} + \hat{b}_1 X_1 .... + \hat{b}_2 X_2$$

MSU-E image = 2.15 -.10(place raised).

The variable "place raised" with the reported beta coefficient of (.23) was the only variable left in the equation. It was therefore predicted that "place raised" was the only important predictor of image of Michigan State University Extension among the Advisory Members. Also, the coefficient (.23) of this variable was positive, this

indicated that Advisory Members who were raised in rural but non-farm areas were predicted to have a negative image of the Michigan State University Extension. Remember that: (1) the category for rural non-farm in the variable "place raised" was coded 1 and all other categories of that variable were coded 0; and (2) the scale of the measurement used ranged from 1, being strongly agree, to 4, being strongly disagree.

For Extension staff, eleven independent variables (gender, race, age, duration in occupation, position with MSU-E, programming area, educational level, place raised, place of residence, income, and marital status) were entered into the regression equation. Eight of these variables were nominal and therefore, coded and entered into the regression as dummy variables. The results of the regression analyses reported in Table 4.27 revealed that two variables (race and place raised) were predicted to be the most important predictors of image of Michigan State University Extension among Extension staff. One of these variables was statistically significant at .05 percent level while the other was not. These variables were coded as : 0 = **non-whites**, 1 = **whites** for **race**;and 0 = **rest** and 1= **farm**, 0 = **rest** and 1 = **rural non-farm**, 0 = **rest** and 1 = **town**, and 0 = **rest** and 1 = **city** for **place raised**.

The predictor model of image of Michigan State University Extension for Extension staff can be expressed as:

$$\hat{Y} = \hat{a} + \hat{b}_1 X_1 + \hat{b}_2 X_2$$

MSU-E image = 1.98 + .16(race) - .09(place raised)

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Based on the weight of the reported beta coefficients of these variables, it was predicted that "race", with the coefficient of (.16), was the most important predictor of image of Michigan State University Extension among Extension staff, followed by "place raised", with the coefficient of (-.09). The coefficient of the variables "race" was positive, this indicated that Extension staff who were whites were predicted to have a negative image of Michigan State University Extension. On the other hand, the coefficient of the variable "place raised" was negative, this showed that Extension staff who were raised on farms were predicted to have a positive image of Michigan State University Extension. Also, remebering that: (1) the categories for whites and farms in variables "race" and "raised place" were coded 1 and all other categories in those variables were coded 0; and (2) the scale of measurement used ranged from 1, being strongly agree, to 4, being strongly disagree.

Table 4.27: Multiple Regression Analysis for Determining Important Predictor(s) of image of Michigan State University Extension (MSU-E)

Advisory Members					Extension Staff				
Predictor(s)	**B**	**Beta**	**T**	**Sig T**	**Predictor(s)**	**B**	**Beta**	**T**	**Sig T**
Place Raised. (rural non-farm)	.12	.23	1.9	.061	Race (white)	.16	.27	2.1	.040*
(Constant)	2.11				Place Raised (farms)	-.09	-.24	-1.8	.078
					(Constant)	1.20			
Multiple R .234					Multiple R .392				
R Square .055					R Square .154				
Adjusted R. Square .039		n=74			Adjusted R Square .107		n=65		
Standard Error .203					Standard Error .170				

1 = Strongly Agree 2 = Agree 3 = Disagree 4 = Strongly Disagree

* Significant at .05 percent level

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CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

Problem

For the past few years, the Cooperative Extension Services throughout the United States have undergone tremendous amount of changes. The main purpose of this study was to assess the image of Michigan State University Extension as perceived by County Extension Advisory Committee Members who participated in the 1993 issues identification process and Michigan State University Extension field staff. The overall image of the organization was examined along with its six subsections that include: (1) organizational structure; (2) mission; (3) personnel; (4) services; (5) delivery methods; and (6) issues programming. Differences between and among different categories of demographic variables of the two groups (Advisory Members and Extension staff) were studied and important predictor(s) of image were determined.

Method and Design

A mail survey using Total Design Method (TDM) was used to collect data from a stratified, randomly drawn sample of 171 respondents. The sample was stratified by position or rank (Advisory member and Extension staff) of the participants. Of the 171 subjects in the study, 95 were Advisory members and 76 were Extension staff. The sampling error was 10 percent with 95% confidence interval.

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Some of the Instruments were adopted from previously related studies and some were developed from the literature review. The content validity was checked by a panel of experts from the Department of Agricultural and Extension Education at Michigan State University. The instruments were pre-tested in Jackson county and changes were made accordingly. To ensure reliability, the Cronbach alpha reliability test was performed on each section of the instrument and the following alpha coefficients were established: .79 for Section 1, .79 for Section 2, .85 Section 3, .89 Section 4, .57 Section 5, and .97 for Section 6.

Coded questionnaires and cover letters were mailed to 171 subjects on September 22, 1995. A total of 142 (83.04%) responses were received, out of which 75 (78.94%) were from Advisory members and 67 (89.33%) were from Extension staff. All responses were checked for error before being compiled for final analysis. Non-response was handled statistically by comparing early and late respondents demographic characteristics. No statistically significant differences were found between early and late respondents, except in their educational level. This permits generalization of the study findings. Further analyses were conducted on the data to check for error, normality, and homogeneity of variance.

Basic descriptive statistics were used to describe the demographic characteristics of the respondents of the study. The three null hypotheses proposed were tested through the use of t-tests and one-way analyses of variance. And the final research question of the study was answered through the use of multiple linear regression analyses to determine which

demographic variables among Advisory members and Extension staff were important predictor(s) of image of the organizational structure, mission, personnel, services, delivery methods, and issues programming of Michigan State University Extension.

Findings

The findings indicated that there were very few significant differences found in the perceptions of Advisory members and Extension staff toward the image of the organizational structure, mission, personnel, services, delivery methods, issues programming, and the overall image of Michigan State University Extension based on the selected demographic variables used. In general, the mean score ratings indicated a highly strong to moderately strong positive image. Most of the mean score ratings were below 2.50 putting them on the positive continuum. This is an indication of positive perceptions of the image of the organization.

In the Advisory Committee group, six demographic variables (gender, age, educational level, occupation, raised place, and income) were used to test the null hypothesis that there are no significant differences in the perceptions of Advisory members regarding the image of the organizational structure, mission, personnel, services, delivery methods, issues programming, and the overall image of Michigan State University Extension. At .05 percent alpha level, no statistically significant differences were found in the categories of three variables (gender, educational level, and income).

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However, significant differences were detected in the categories of the other three variables that include age, occupation, and place raised. Among age categories, Advisory members perceived the image of the services (Section 4) differently. Younger people perceived the image of the services slightly more positively than did older people. The mean score ratings were 1.33 for age 23 to 33 years and 2.33 for age 67 to 77 years. Significant differences were also observed in the way Advisory members perceived the image of the mission and the personnel (Sections 2 and 3) of the organization in the categories of their occupations and places raised. Government employees rated both sections (mission and personnel) slightly more positively than any other categories, with mean scores of 1.71 and 2.14 in both sections, respectively. Advisory members who were raised on farms were strongly positive about their perceptions of the image of the mission of the organization (1.65). Surprisingly, it was followed closely by those raised in the city (1.75).

For the Extension staff, seven demographic variables (gender, age, position, programming area, duration of service, place raised, and living place) were used to test the null hypothesis that there are no significant differences in the perceptions of Extension staff toward the image of the organizational structure, mission, personnel, services, delivery methods, issues programming, and the overall image of Michigan State University Extension. At .05 percent alpha level, no statistically significant differences were found in all but one (age).

Among the age categories, younger Extension staff in the age categories of 23 to 33 years and 34 to 44 years rated the image of the services (Section 4) relatively lower than those aged 45 and above. This indicates that younger staff were more positive about the image of the services of Michigan State University Extension than older staff.

When the two groups (Advisory members and Extension staff) were compared in the overall image and the six subsections (organizational structure, mission, personnel, services, delivery methods, and issues programming), differences were observed in the overall image as well as in three of the six subsections. At 5% alpha level, no significant differences were found in the way the groups perceived the image of the mission (Section 2), personnel (Section 3), and delivery methods (Section 5) of Michigan State University Extension. However, significant differences were observed in the ways they perceived the overall image of the organization, as well as the image of the organizational structure (Section 1), services (Section 4), and issues programming (Section 6). In all of the sections where significant differences were detected, Advisory members tended to indicate a more positive image than Extension staff. This indicates that Advisory members hold a relatively more positive image of the organizational structure, services, issues programming, and the overall image than do Extension staff. However, it must be noted that the mean scores of both groups were below 2.50. Thus, they all perceived the image of those areas positively, but the Extension staff were slightly less positive than the Advisory members.

The multiple linear regression analyses helped to identify some of the most important demographic characteristics of Advisory members and Extension staff who may hold a positive image of the organization, as well as those who may hold a negative image. Of the ten variables used in the analyses to predict the variables of the Advisory members, only one appeared to be the most important predictor of the image of Michigan State University Extension. The variable is place raised. Based on the coefficient of this variable (being positive) and the scale of measurement used in the study (1 being strongly agree and 4 being strongly disagree), it was determined that "place raised" is a positive predictor of image of Michigan State University Extension among Advisory Members.

On the other hand, out of the eleven variables used to predict the variables for Extension staff, two appeared to be the most important predictors of the image among Extension staff.. These two variables were race and place raised. Again, based on the coefficients of these variables and the scale of measurement used, it was determined that raised place is a positive predictor of the image of Michigan State University Extension among Extension staff , and race was a negative predictor.

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Discussion and Conclusions

The discussion of the findings among and between Advisory members and Extension staff and the conclusions drawn from them will be presented in this section.

In general, one of the most striking findings of this study was that there were very few statistically significant differences found in the perceptions among both Advisory members and Extension staff regarding the overall image of Michigan State University Extension, its organizational structure, mission, personnel, services, delivery methods, and issues programming based on the selected demographic variables used. Even though only few significant differences were observed, the study showed that image, being the sum of beliefs, ideas, and impressions that one has on an object, can be influenced by certain demographic variables. As individuals, we generally form or perceive the image of an object based on the level of contacts and experiences we had with that object over time. The trend produced by the mean scores showed that respondents were, in general, positive towards the image of the organizational structure, mission, personnel, services, delivery methods, issues programming, and the overall image of the organization.

(1) Discussion and Conclusions on Advisory members.

The findings on the perceptions of Advisory members toward the overall image of Michigan State University Extension, its organizational structure, mission, personnel, services, delivery methods, and issues programming based on the demographic variables of gender, age, educational level, occupation, place raised, and income indicated that

statistically significant differences were present in age, occupation, and place raised. These observed differences may be related to the background, experiences, and level of contacts of the respondents with Michigan Sate University Extension and its programs and services.

First in age categories, statistically significant differences were detected in the way the Advisory members perceived the image of the services (Section 4) of Michigan State University Extension (see Table 4.14). Younger Advisory members were more positive toward the image of the services of the organization than older members. This may be attributed to their level of contact, knowledge, and experiences with Michigan State University Extension and its services, considering the fact that at this time, unlike previous times, Advisory members were selected to reflect the diverse socio-economic groups of each county instead of the traditional agricultural groups. The chances were that older Advisory members may have come from rural and farm backgrounds, and therefore know and understood more about Extension and Extension services than younger Advisory members. These group of respondents were in a better position to make objective assessments of the organization. While younger Advisory members probably just read or heard about Extension and its services through their peers, relatives and parents. They probably had no direct contact or experiences with the organization to sufficiently make an objective assessment of the organization. This probably influenced their responses. As Kotler (1975) mentioned, image is influenced both by the objective characteristics of the object and the subjective characteristics of the perceiver.

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Its definitions also suggest that an individual's background, needs, and past experiences with an object produces different images of the same object. In other words, images of an object vary from one person to another based on his or her backgrounds, needs, and experiences with that object.

Second, in occupation categories, statistically significant differences were observed in the way Advisory members perceived the image of the mission (Section 2) as well as the image of the personnel (Section 3) of Michigan State University Extension (see Table 4.16). Advisory members who were in "other" categories of occupations which include homemakers, retirees, etc., were more positive about the image of the mission (Section 2) of Michigan State University Extension than those who were in business oriented occupations. These differences may have certain basis associated with the historical connection and contact Extension had with homemakers and retirees, and should be mentioned. Homemakers have been one of the main consumers of services of Extension. They have had a very long history of working together in two of the four core program areas of Extension that include Home Economics and 4-H Youth. Home Economics programs were programs normally designed to address the issues and concerns of homemakers, while 4-H programs were for youth, with extensive involvement of the homemakers. Similarly, in the case of retirees, they were also one of the major supporters of the Extension service through their volunteer efforts. As a major source of volunteers in local communities, Extension depends very much on them in running its various local programs. These relationships may have been a factor in observing such differences.

A difference in the perceptions of the image of personnel (Section 3) was also observed among Advisory members. The difference indicates that Advisory members who were government employees were more positive towards the image of the personnel than farmers, business persons, and others. This probably reflects basic moral support and an understanding that normally exists among peers in various public service agencies, organizations, and institutions.

Third, in the category of place raised, statistically significant differences were observed in the way Advisory members perceived the image of the mission (Section 2) of Michigan State University Extension (see Table 4.17). Advisory members who were raised on farms were more positive about the image of the mission of Michigan State University Extension than those raised in rural but non-farm areas, towns, or cities. This could also be the result of the historical connection and contacts between farmers and the Extension service. As a public organization, Extension was established in the early 1900's with the purpose of extending research information to farmers and their families. This remains the most fundamental purpose of the Extension service today, and farmers and their families have understood this fundamental purpose of the organization.

The findings regarding the question of what demographic variables among Advisory members are important predictor(s) of the overall image of Michigan State University Extension showed that "place raised" was the only most important predictor (see Table 4.27 left hand side). The multiple linear regression analyses further revealed specifically that Advisory members who were raised in rural but non-farm areas were predicted to

have a negative image of Michigan State University Extension. This indicated that respondents whose backgrounds were rural but not necessarily had farming backgrounds were likely to perceive the image of Michigan State University Extension as negative than those respondents who were raised on farms, in towns and or in cities. Therefore, caution should excercised in selecting people with such backgrounds to serve in Extension Advisory Committee positions. These findings was surprising and contrary to many peoples' beliefs. Traditionally, most people tie or relate Extension and its usage to rural areas and people. No one would have suspected such category of people who would ordinarily be considered as Extension loyalists to have such views about the Extension service.

(2) Discussion and Conclusions on Extension Staff

The findings on the perceptions of Extension staff toward the overall image of Michigan State University Extension, its organizational structure, mission, personnel, services, delivery methods, and issues programming based on the demographic variables of gender, age, position with Michigan State University Extension, programming area, duration in occupation, place raised, and place of residence indicated the presence of statistically significant differences in only one variable: age.

Younger Extension staff were found to have more a positive image of the services (Section 4) of Michigan State University Extension than older staff (see Table 4.20). The significant differences observed may be due to the influence of peers, parents, and relatives

who might have had positive experiences with Michigan State University Extension. Or, it may not be due to any direct contact or experiences with the organization at all.

The findings on the question of what demographic variables among Extension staff are important predictor(s) of the overall image of Michigan State University Extension, revealed that two variables: "race" and "place raised" were the most important predictors among Extension Staff (see Table 4.27 right hand side). Race with the coefficient of (.16) was the most important predictor and then place raised with (-.09). The multiple linear regression analyses further revealed specifically that Extension staff who were raised on farms were predicted to have a positive image of Michigan State University Extension than those with rural but non-farm backgrounds as well as those from towns and cities. This indicated that Extension staff who were raised on farms were likely to be more positive about the overall image of Michigan State University Extension than those raised in rural but non-farm areas, towns, and cities. The analyses also showed that Whites Extension staff were likely to perceived the image of Michigan State University Extension in a most neagtive manner than non-whites.

The first part of these findings is as expected. It is perhaps what many people could have predicted knowing the tie between extension and farm and rural families. People who come from farming families, areas, and communities are expected to have positive perceptions of the Extension service simply because they have a better understanding of what Extension is all about. On the second part, the findings was unexpected. It was surprising to find out that whites staff were likely to be more negative toward the image

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of the organization than non-whites. However, this could be due to the racial composition of the respondents being overwhelmingly whites.

(3) Discussion on the Findings between Advisory Members and Extension Staff

The findings of the comparison of the perceptions between Advisory members and Extension staff regarding the overall image of Michigan State University Extension, its organizational structure, mission, personnel, services, delivery methods, and issues programming showed the presence of statistically significant differences in the overall image of Michigan State University Extension as well as in its organizational structure, services, and issues programming.

In all of these four areas (overall image, organizational structure, services, and issues programming) where statistically significant differences were observed, Extension staff were slightly less positive than Advisory members. The likely explanation to these observed differences is probably associated with the organizational changes that were taking place in the Extension system nationwide and Michigan State University's Extension, in particular, at the time of this study. Changes were being made in the mission, purpose, and objectives of the Extension in light of the new challenges that were facing Extension. New programs out of the four traditional programming areas of Extension were being planned to meet those challenges. Jobs were being consolidated to match the shrinking budget of Extension as well. Many staff, especially among junior and mid-level management who constituted the majority of the respondents in this study, were unhappy about the changes that were taking place.

In general, these would tend to support the overall conclusions that respondents perceived the overall image of Michigan State University Extension, its organizational structure, mission, personnel, services, delivery methods, and issues programming as positive. Most of the mean scores were below 2.50, falling within positive continuum. However, when the trend of the mean scores were viewed section by section individually, Section 1 which dealt with the image of the organizational structure, and section 2 which dealt with the image of the mission of Michigan State University Extension, appeared to be perceived more positively by both Advisory members and Extension staff than any other section including the overall image of the organization. These two sections (Sections 1 and 2) were the most positively rated sections, with mean scores below 2.00 in comparison with the rest of the other sections examined. These were then followed by the overall image of the organization and Section 4 which dealt with the image of the services of Michigan State University Extension at a distant second place. And finally, Sections 3, 5, and 6, which dealt with the images of personnel, delivery methods, and issues programming of Michigan State University Extension placed third. The mean scores of these three sections were not in anyway indicating negative perceptions. They were below 2.50, but considerably higher than the previous sections. This indicated a weakness in those three sections as compared to the rest.

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Recommendations

Based on the findings and conclusions of this study, the following general recommendation and specific recommendations for Advisory members and Extension staff were made:

(1) General Recommendation

In general, the trend produced by the mean scores across all the sections studied among both Advisory members and Extension staff showed that the image of the personnel (Section 3), delivery methods (Section 5) and issues programming (Section 6) were the least positively rated sections. This apparently indicates a need for more improvement in these sections than in any other section. It is, therefore, recommended that an effective public relations campaign to improve the image of the personnel, delivery methods, and issues programming of Michigan State University Extension, among both Advisory members and Extension staff, be initiated.

(2) Recommendations For Advisory members

(a) As significant differences were observed in the perceptions of the image of the mission, services, and personnel of Michigan State University Extension among Advisory members based on their age, occupation, and place of residence, it is recommended that strong public relations campaigns using local newspapers, radios, and television should be initiated.

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This campaign should articulate in a simple language both the old and new mission and services of Michigan State University Extension and the skills and expertise of its personnel. In communicating this message, emphases should be placed on targeting: (1) older people, (2)people who are in business oriented occupations, and (3) those who reside in rural but non-farm areas. The message must also reassure traditional audience of Extension of continuous support of their traditional programs in Agriculture, 4-H, Home Economics, and Community Development. This would help clear the doubts that many traditional audiences of Extension expressed at the beginning of the change process, especially when issues programming was adopted by the organization. Continued communication with the public must be prioritized by Michigan State University Extension. As Warner and Christenson also mentioned in their 1984 study, as the size and complexity of society grows, the need for a public agency to communicate with its public is more crucial than ever before.

(b) It was predicted among Advisory members that "place raised" play a vital role in determining the characteristics of people who perceived the image of Michigan State University Extension as either positive or negative. It is, therefore, recommended that Michigan State University Extension use this information as a guide in selecting its future members of the county Advisory committees throughout the state.

(3) Recommendations For Extension Staff

(a) Since Extension staff data showed significant differences in the way staff perceived the image of the services of the organization based on their age, it is therefore recommended that further investigations into the current services offered by Michigan State University Extension be conducted to determine why these differences exist among the staff.

(b) Orientation program for newly employed staff should de developed or reviewed regularly if one is already in place to inculcate all minor and major changes that happened or would happen regarding all the programs and services of the organization. All staff should be oriented to familiarize themselves with all the services and programs of the organization, not just the one or two areas in which they specialized.

(c) It was predicted among Extension staff that "race" and "place raised" were important in determining who perceived the image of Michigan State University Extension as positive or negative. In order for the organization to have a loyal and dedicated workforce, it is, therefore, recommended that Michigan State University Extension consider these demographic variables in hiring of its future staff at all levels (state and local).

Suggestions for Future Study

At the end of a study, it is always important to reflect on the entire study -- how it was planned and conducted, how it could be improved, and what specifics recommendations for future research could be made. For this study, the likert-type scale used to assess the image may not, in any way, be an absolute measure of image. Nevertheless, it has been tested and proved through many studies, including that of Fisk in 1961; Kunkel and Barry, 1968; Crunkilton et al., 1989, etc., to be a reliable and adequate assessor of image. These findings are, therefore, believed to be a reflection of the image of the organizational structure, mission, personnel, services, delivery methods, and issues programming of Michigan State University Extension. Probably the most problematic aspect of this study was the sample size. Even though it was randomly drawn, and therefore representative of the population, the sampling error was big. This was understood to be, at the beginning of the study, the best option available to the researcher due to limited resources.

For those who may be interested in conducting a similar study or replicating it, it would be rewarding to:

(1) Develop semantic differentials for these six areas and use them to collect data and compare the results with this study which used the Likert-type scale.

(2) Replicate the study using traditional advisory members for the four core programming areas (Agriculture & Natural Resources, 4-H Youth, Home Economics, and Community Development) of Extension.

(3) Conduct a similar study comparing three or four groups such as University-wide administrators, College of Agriculture administrators, University-wide faculty, and faculty of the College of Agriculture.

(4) Conduct a qualitative study such as a focus group or a combination of both qualitative and quantitative studies, using a similar population.

(5) Conduct comparative study of image of the four traditional programming areas of Extension.

APPENDICES

APPENDIX A

FIRST MEMO TO COUNTY EXTENSION DIRECTORS

DATE:

TO: (Director' name)

FROM: Jake Wamhoff
Department Chair

RE: Follow up study of Advisory Members and Extension Field Staff who participated in the issues identification process conducted in 1993.

We are hoping to contact a random sample of advisory members and field staff across the state to get a "read" on their current image perception of Michigan State University Extension. But, we need your help !!

Would you please provide the address(s) of the following individuals from your county.

(1)_____
(2)_____
(3)_____
(4)_____

We will make sure you receive copies of all correspondence and final results of our research.

Please send or fax your response to:

Dr. Jake Wamhoff, Chairman
Dept. of Agricultural & Extension Education
408 Agricultural Hall
Michigan State University
East Lansing, MI 48824-1039
Fax: (517) 353-4981

Thanks.

APPENDIX B

SECOND MEMO TO COUNTY EXTENSION DIRECTORS

DATE:

TO: (Director's Name)

FROM: Jake Wamhoff
Department Chair

RE: Reminder about the addresses of advisory committee members in your county who participated in the issues identification process conducted in 1993

Our record shows that we did not receive the addresses of advisory committee members we requested from you.

Please help us with the addresses of the following individuals in your county.

(1)_____
(2)_____
(3)_____
(4)_____

Once again all responses should be send or fax to:

Dr. Jake Wamhoff, Chairman
Dept. of Agricultural & Extension Education
408 Agricultural Hall
Michigan State University
East Lansing, MI 48824-1039
Fax: (517) 353-4981

Thank you very much for your cooperation.

MICHIGAN STATE
UNIVERSITY

August 10, 1995

TO: Usman Adamu
1436 J Spartan Village
E. Lansing, MI 48823

RE: IRB#: 95-387
TITLE: IMAGE OF MICHIGAN STATE UNIVERSITY EXTENSION AS PERCEIVED BY COUNTY EXTENSION ADVISORY COMMITTEE MEMBERS AND EXTENSION FIELD STAFF IN MICHIGAN
REVISION REQUESTED: N/A
CATEGORY: 2-I
APPROVAL DATE: 08/07/95

The University Committee on Research Involving Human Subjects'(UCRIHS) review of this project is complete. I am pleased to advise that the rights and welfare of the human subjects appear to be adequately protected and methods to obtain informed consent are appropriate. Therefore, the UCRIHS approved this project and any revisions listed above.

RENEWAL: UCRIHS approval is valid for one calendar year, beginning with the approval date shown above. Investigators planning to continue a project beyond one year must use the green renewal form (enclosed with the original approval letter or when a project is renewed) to seek updated certification. There is a maximum of four such expedited renewals possible. Investigators wishing to continue a project beyond that time need to submit it again for complete review.

REVISIONS: UCRIHS must review any changes in procedures involving human subjects, prior to initiation of the change. If this is done at the time of renewal, please use the green renewal form. To revise an approved protocol at any other time during the year, send your written request to the UCRIHS Chair, requesting revised approval and referencing the project's IRB # and title. Include in your request a description of the change and any revised instruments, consent forms or advertisements that are applicable.

PROBLEMS/ CHANGES: Should either of the following arise during the course of the work, investigators must notify UCRIHS promptly: (1) problems (unexpected side effects, complaints, etc.) involving human subjects or (2) changes in the research environment or new information indicating greater risk to the human subjects than existed when the protocol was previously reviewed and approved.

If we can be of any future help, please do not hesitate to contact us at (517)355-2180 or FAX (517)432-1171.

Sincerely,

David E. Wright, Ph.D.
UCRIHS Chair

DEW:kaa/lcp

cc: William Bobbitt

OFFICE OF
RESEARCH AND GRADUATE STUDIES

University Committee on Research Involving Human Subjects (UCRIHS)

Michigan State University
232 Administration Building
East Lansing, Michigan
48824-1046

517/355-2180
FAX: 517/432-1171

APPENDIX D

NOTIFICATION LETTER TO THE RESPONDENTS

Date:

Respondent's name & Address

Dear (First name of respondent):

I would like to inform you in advance that your name has been selected randomly to participate in an image study of the Michigan State University Extension.

You are among the few and carefully selected individuals from across the state whose responses are considered to be important if not critical to this study.

In a few weeks, you would receive a questionnaire through the mail from the Department of Agricultural & Extension Education of Michigan State University. The questionnaire is designed to solicit your perceptions on six different aspects of the organization including its mission, personnel, services etc. Please find time to complete the questionnaire and return it as soon as you possibly can. Findings from this study will help us in our effort to continue to improve the structure and services of the Michigan State University Extension to best serve the people of Michigan.

Thank you very much in advance for your cooperation and support.

Sincerely,

Dr. Carrol H. Wamhoff, Chairman
Dept. of Agricultural & Extension. Education
Michigan State University

Usman Adamu
Dept. of Agricultural & Extension Education
Michigan State University

APPENDIX E

COVER LETTER FOR THE QUESTIONNAIRE

Date:

Respondent's name & address

Dear (First name of respondent):

For the past few years, the Cooperative Extension service at the national, state, and local levels have undergone a tremendous amount of change. Opinions about Extension and Extension programs have been openly expressed by both clients and customers of the organization. This promoted the organization to change. In our effort to continue to understand what is happening to Extension, the Department of Agricultural & Extension Education at Michigan State University is conducting an image study of the Michigan State University Extension (MSU-E). The study is designed to assess the current image of the organization across the state.

You were selected randomly to participate in this study from a list provided by the Extension office at Michigan State University. Because of the random selection process of the few participants, your response is very critical to this study. So please complete the questionnaire and return it on or before October 2, 1995. It should take you approximately 30 minutes to complete the questionnaire, and your early response will be very much appreciated.

You are assured that no one will see your answers except the researchers. The identification number on the first page of the questionnaire is for mailing purpose only. It will help us to check names on our mailing list when a questionnaire is returned. Your participation in this study is completely voluntary. And you indicate your voluntary agreement to participate by completing and returning this questionnaire.

Results of this study will be made available. If you are interested, please write your address on the back of the return envelope provided. If you have any question about this study, please call the department at (517) 355-6580

Thank you very much for your cooperation.

Sincerely,

Dr. Carroll H. Wamhoff, Chairman
Dept. of Agric. & Ext. Educ
Michigan State University

Usman Adamu
Dept. of Agric. & Extension Educ.
Michigan State University

SURVEY OF THE IMAGE OF MICHIGAN STATE UNIVERSITY EXTENSION (MSU-E)

DEPARTMENT OF AGRICULTURAL AND EXTENSION EDUCATION
410 AGRICULTURAL HALL
MICHIGAN STATE UNIVERSITY
EAST LANSING, MI 48823
(517) 355-6580

DIRECTIONS:

The following statements in **sections 1-6** describes the Michigan State University Extension (MSU-E) organization, its mission, personnel, services, delivery methods, and issues programming. You are asked to relate your perception or level of agreement/disagreement with these statements with factors related to your image of the organization currently. For each statement, please indicate your agreement/disagreement by circling the appropriate category of:

SA = Strongly Agree
A = Agree
D = Disagree
SD = Strongly Disagree
UC = Uncertain

NB: All responses will be kept confidential. It is guaranteed that no respondent will be identified.

Section 1: Your perception of the **organization** (Michigan State University Extension)

Statements	Response Category
1) Michigan State University Extension (MSU-E) is an educational service organization.	SA A D SD UC
2) Michigan State University Extension (MSU-E) is an information service organization.	SA A D SD UC
3) Michigan State University Extension (MSU-E) is a research service organization.	SA A D SD UC
4) Michigan State University Extension (MSU-E) is an organization committed to serving farmers.	SA A D SD UC
5) Michigan State University Extension (MSU-E) is an organization committed to serving urban people.	SA A D SD UC
6) Michigan State University Extension (MSU-E) is an organization committed to serving people in general.	SA A D SD UC

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Statements	Response Category
7) The organizational structure of the Michigan State University Extension (MSU-E) inhibits innovation. **	SA A D SD UC
8) The organizational structure of the Michigan State University Extension (MSU-E) prohibits freer communication within the staff. **	SA A D SD UC
9) Michigan State University Extension (MSU-E) encourages participation.	SA A D SD UC
10) Michigan State University Extension (MSU-E) is a highly stratified organization **.	SA A D SD UC
11) Duties in the organization (MSU-E) are narrowly defined. **	SA A D SD UC
12) The organizational environment of the Michigan State University Extension permits team work.	SA A D SD UC
13) Overall, Michigan State University Extension is an open organization.	SA A D SD UC

Section 2: Your Perception of the **mission** of the organization (Michigan State University Extension

14) Extend the resources of Michigan State University to the people of Michigan through community development programs.	SA A D SD UC
15) Extend the resources of Michigan State University to the people of Michigan through home economics programs.	SA A D SD UC
16) Extend the resources of Michigan State University to the people of Michigan through 4-H programs.	SA A D SD UC

**** Donates negative statement**

Statements	Response Category
17) Extend the resources of Michigan State University to the people of Michigan through agricultural programs.	SA A D SD UC
18) Extend the resources of the College of Agriculture to the people of Michigan through educational programs.	SA A D SD UC
19) Extend research information of the Michigan State University to farmers in Michigan.	SA A D SD UC
20) Extend research information of the Michigan State University to rural people in Michigan.	SA A D SD UC
21) Extend research information to urban people of Michigan.	SA A D SD UC
22) Help people help themselves through education.	SA A D SD UC
23) Help people improve their lives through educational process that applies knowledge to critical issues.	SA A D SD UC

Section 3: Your perception of the **personnel** of the Michigan State University Extension (MSU-E)

24) Are professional in their appearance.	SA A D SD UC
25) Are professional in dealing with problems.	SA A D SD UC
26) Are professional in dealing with their clientele.	SA A D SD UC
27) Do not really care about their clientele. **	SA A D SD UC
28) Are effective problem solvers.	SA A D SD UC

**** Donates negative statement**

Statements	Response Category
29) Are effective teachers.	SA A D SD UC
30) Are effective communicators.	SA A D SD UC
31) Are good "team players".	SA A D SD UC
32) Are responsive to the problems of their customers.	SA A D SD UC
33) Lack knowledge in subject matter areas e.g. forestry, animal science, crop science etc. **	SA A D SD UC
34) Lack skills in subject matter areas e.g. forestry, animal science, crop science etc. **	SA A D SD UC
35) Are, overall, of poor quality.	SA A D SD UC

Section 4: Your perception of the **services** of Michigan State University Extension (MSU-E)

36) Are of good quality.	SA A D SD UC
37) Are well designed to fit the needs of the clientele.	SA A D SD UC
38) Focused more on Agriculture.	SA A D SD UC
39) Focused more on Home Economics.	SA A D SD UC
40) Focused more on Community Development.	SA A D SD UC
41) Focused more on 4-H Youth.	SA A D SD UC
42) Focused more on social problems.	SA A D SD UC
43) Concentrated more on farmers problems.	SA A D SD UC
44) Concentrated more on urban problems.	SA A D SD UC
45) Concentrated more on rural problems.	SA A D SD UC

**** Donates negative statement**

Section 5: Your perception of the **delivery methods** used by the Michigan State University Extension (MSU-E).

Statements	Response Category
46) Mostly conduct its programs using personal contact.	SA A D SD UC
47) Mostly conduct its programs using television.	SA A D SD UC
48) Mostly conduct its programs using demonstration methods.	SA A D SD UC
49) Mostly conduct its program using radio.	SA A D SD UC
50) Mostly conduct its program using news paper bulletin.	SA A D SD UC
51) Is increasing the use of modern technology (e.g. computers, satellites etc.) in delivering its programs.	SA A D SD UC
52) Mostly use methods that are suitable to the clientele groups.	SA A D SD UC

Section 6: Your perception of the **issues programming**.

Statements	Response Category
53) The process provided a positive experiences to all who participated.	SA A D SD UC
54) The process broadened participation of wide spectrum of people.	SA A D SD UC
55) The process identified the most important issues in the local communities (Counties).	SA A D SD UC

Statements	Response Category
56) The process prioritized the most important issues in the local communities (Counties).	SA A D SD UC
57) The process identified the most important issues in the region.	SA A D SD UC
58) The process prioritized the most important issues in the region.	SA A D SD UC
59) The process identified the most important issues in the state.	SA A D SD UC
60) The process prioritized the most important issues in the state.	SA A D SD UC
61) Most of the participants felt that the concept of issues programming is appropriate for Extension.	SA A D SD UC
62) Most of the participants felt that the concept of issues programming is not appropriate for Michigan State University Extension (MSU-E).**	SA A D SD UC
63) Issues programming will definitely increase Extension linkages with other organizations.	SA A D SD UC
64) Issues programming will definitely increase public support for Michigan State University Extension (MSU-E).	SA A D SD UC
65) The adoption of issues programming by the Michigan State University Extension (MSU-E) is an indication of continuing commitment of the organization to public service.	SA A D SD UC
66) The adoption of issues programming by the Michigan State University Extension (MSU-E) is a sign of withdrawal from its traditional audiences.**	SA A D SD UC

**** Donates negative statement**

Section 7: General background and demographic information.

67) What is your gender?

___(1) Male
___(2) Female

68) What is your race?

___(1) White
___(2) Black
___(3) Hispanic
___(4) Oriental
___(5) Native American
___(6) Other_____

69) What is your age?

___(1) Under 23 years
___(2) 24 to 29 years
___(3) 30 to 35 years
___(4) 36 to 41 years
___(5) 42 to 47 years
___(6) 48 to 53 years
___(7) 54 to 69 years
___(8) 70 to 75 years
___(9) Over 76 years

70) What is your occupation?

___(1) Farmer
___(2) County Employee
___(3) State Employee
___(4) Federal Employee
___(5) Business man/woman (please circle one)
___(6) Other_____

71) How long have you been in that occupation?

___(1) 0 to 5 years
___(2) 6 to 11 years
___(3) 12 to 17 years
___(4) 18 to 23 years
___(5) 24 to 29 years
___(6) Over 30 years

72) What is your position with Michigan State University Extension (MSU-E)?

___(1) Advisory Member
___(2) District Extension Director
___(3) County Extension Director
___(4) Program Leader
___(5) Extension Agent
___(6) Other_____

73) What is your primary programming area?

___(1) Agriculture and Natural Resources
___(2) 4-H Youth
___(3) Community Development
___(4) Home Economics

74) What is your highest level of education?

___(1) Grade School
___(2) High School
___(3) Trade School
___(4) 2 yrs. College
___(5) 4 yrs. College
___(6) Graduate School

75) Where were you raised?

___(1) Farm
___(2) Rural Non-farm
___(3) Town
___(4) City

76) Where are you living now?

___(1) Farm
___(2) Rural Non-farm
___(3) Town
___(4) City

77) What is your estimated gross income per year?

___(1) Under $ 5, 000
___(2) $ 6 to $11, 000
___(3) $12 to $17, 000
___(4) $18 to $23, 000
___(5) $24 to $29, 000
___(6) $30 to $35, 000
___(7) $36 to $41, 000
___(8) $42 to $47, 000
___(9) Over $48,000

78) What is your marital status?

___(1) Married
___(2) Single
___(3) Divorced
___(4) Separated
___(5) Widowed

79) Please use the space provided below to write any additional comments regarding this survey.

Once again thank you very much for taking your time to complete this questionnaire.

APPENDIX G

FOLLOW-UP POSTCARD

Last week a questionnaire on the survey of the image of Michigan State University Extension (MSU-E) was sent to you. Your name was randomly drawn from a list of selected individuals from across the state of Michigan

If you have already completed the questionnaire and returned it to us please accept our sincere appreciation. If not, **please disregard the earlier dateline of October 2, 1995** stated in your covering letter and complete the questionnaire today. Because you are among the few and carefully selected individual in the sample, your response is extremely important if the results of the study are to accurately reflect the perceptions of people from across the state.

If for some reasons you did not receive the questionnaire, or it got misplaced, please call the Department of Agricultural & Extension Education collect at (517) 355-6580 for a replacement.

Sincerely,

Dr. Carroll H. Wamhoff, Chairman
Dept. of Agric. & Ext. Educ.
Michigan State University

Usman Adamu
Dept. of Agric. & Ext. Educ.
Michigan State University

APPENDIX H

SECOND FOLLOW-UP LETTER

Date:

Respondent's name & address

Dear (First name of respondent):

Approximately three weeks ago we mailed you a questionnaire on the survey of the image of Michigan State University Extension (MSU-E). As of today our record has shown that we haven't received your completed questionnaire.

This research is being conducted because of the fact that a regular assessment of an organization image is a very useful step in understanding what is happening to that organization.

I am writing to you again because of the importance each respondent is to the entire study. As we mentioned previously in our correspondence that you are among the few individuals from across the state whose input were solicited for this study, it is therefore essential for each respondent to return his or her questionnaire. In order for the results of the study to reflect the opinions of the citizens of Michigan, all responses should be included.

I enclosed herewith another copy of the questionnaire just in case the other one is misplaced.

Thank you very much for your cooperation and support.

Sincerely,

Dr. Carroll H. Wamhoff, Chairman
Dept. of Agric. & Ext. Educ.
Michigan State University

Usman Adamu
Dept. of Agric. & Ext. Educ.
Michigan State University

APPENDIX I

THIRD FOLLOW-UP LETTER

Date:

Respondent's name & address

Dear (First name of respondent):

I am writing to you regarding the image study of Michigan State University Extension (MSU-E). We haven't received your completed questionnaire yet.

The overall response has been very encouraging. However, we would like to have the opinions of all our respondents included in the study so that we can accurately describe the feelings of the people of Michigan on these important issues.

Your response is absolutely paramount in this study. Its entire success and usefulness depends upon you and others who have not yet responded. This is because past experience has shown that you who have not yet responded may be holding different opinions than those who have already responded.

Because of these reasons, I am sending you the questionnaire this time through a certified mail to ensure delivery. We are urging you to please complete the questionnaire and return it as quickly as possibly.

Once again thank you very much for your cooperation and support.

Sincerely,

Dr. Carroll H. Wamhoff, Chairman
Dept. Agric. & Ext. Educ.
Michigan State University

Usman Adamu
Dept. of Agric. & Ext. Educ.
Michigan State University

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