

STATUS-ROLE PERCEPTIONS IN THE  
TAIWAN EXTENSION ORGANIZATION

Thesis for the Degree of Ph. D.  
MICHIGAN STATE UNIVERSITY  
Irving Rudolph Wyeth  
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## **ABSTRACT**

### **STATUS-ROLE PERCEPTIONS IN THE TAIWAN EXTENSION ORGANIZATION**

by Irving Rudolph Wyeth

The purpose of the study was (1) to determine and analyze the attitudes held by status-role groups toward the present extension organization in Taiwan and their perceptions of expectations and needs for organizational change, and (2) to ascertain whether or not there was consensus between status-role groups with respect to such attitudes and perceptions. It was hypothesized that status-role groups of the Taiwan extension organization (1) would not hold significantly different attitudes toward the structure and functionality of the present organization, (2) would not significantly differ in their perceptions of expectations and needs for organizational change, and (3) there is no relationship between the consensus on the attitudes held toward the present organization and the consensus on perceptions of expectations and needs for organizational change.

The sample consisted of eight administrators, fourteen supervisors, ninety-one advisors, and ten specialists. From this sample, 119 responded to each of thirty statements dealing with organizational and administrative principles applied to the present organization. Forty-six of the total sample were interviewed to determine their perceptions of what was expected and believed needed for organizational change, oriented to each of the four status-role groups and self.

There was a relatively high degree of inter-group consensus regarding the structure and functionality of the present organization. Such consensus tended to be one of general disagreement to many of the thirty statements which described an effective and efficient organization. There was no significant difference in the consensus between administrator, supervisor, advisor, and specialist groups with respect to fifteen of eighteen ranked expectations for organizational change. The extent of agreement between these status-role groups was less evident when oriented to ranked needs. When analyzed, relationships between the consensus



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on attitudes held toward the present organization and consensus on expectations and needs for organizational change revealed mixed patterns depending upon particular aspects of organization and administration in question.

Findings of the study identify areas of inter-group consensus and suggest the types of stresses and strains confronting the organization.

Results of the study imply the following for the Chinese Extension Chief and his immediate staff of administrators: concern for improved authority-responsibility relationships; professional improvement programs; improved cooperation and/or coordination; organizational goal achievement; the carrying out of assigned responsibilities; consideration for the selection of more competent personnel; planning and decision-making; and, improved financial support for the organization. Implications for an American extension advisor are: the danger of mixing education with business and/or politics; adequate financial support; better planning; job security; and, improved cooperative and coordinative arrangements.

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IN THE  
TAIWAN EXTENSION ORGANIZATION**

**By**

**Irving Rudolph Wyeth**

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## CHAPTER I

### INTRODUCTION

#### Introductory Statement

This study of status-role perceptions finds its rationale in the fact that an increasing number of American professionals are working as extension educational advisors in many underdeveloped areas of the world. In fulfilling their duties and responsibilities, these advisors usually encounter an array of problems to include, for example, those of cultural lag; cultural, social, and psychological barriers to change; traditionally oriented patterns of behavior; conflicting cross-cultural value patterns; and, the lack of local skills, knowledge, and competently trained personnel to assume positions of educational leadership. The American extension advisor is apt to experience frustration and conflict which, in turn, impair his effectiveness and efficiency of operation. It is believed that an extension advisor can substantially reduce such tension and conflict and thereby provide more effective service to the local extension leaders and workers if he understands the total culture within which he is operating.

Included in the host country's culture are numerous institutions. One is the organization responsible for the development and implementation of extension programs. A thorough understanding of the organization should provide useful clues to the advisor as he seeks ways to understand organizational behavior and the solution to extension problems. It is believed that many of the problems facing the American extension advisor in cross-cultural situations can be solved

through organizational analysis, utilizing concepts, assumptions, and empirical evidence furnished by organizational theory. Organizational analysis not only helps the American in the performance of his advisory role but also should provide valid data to the local extension administrator as he decides upon courses of action and predicts consequences of action.

### Some Perspectives

A formal organization can be examined from several perspectives. One approach views an organization as a legal-rational structure of impersonal, formal relationships postulating rights and obligations and devoid of psychological considerations for individuals who comprise the organization.<sup>1</sup>

In direct contrast is a second approach which finds its rationale in psychological theory and is stressed by adherents of the human relations school. Emphasis is placed on such concepts as motivations and needs; group dynamics; morale; communications; and leadership.<sup>2, 3, 4</sup>

An examination of the formal roles of participants in an organization (non-ethic dimension) in conjunction with the needs and personalities of individuals

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<sup>1</sup>Harold J. Leavitt, ed., The Social Science of Organizations (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1963) pp. 11-12.

<sup>2</sup>Ibid, pp. 13-15, 45-56.

<sup>3</sup>Daniel Griffiths, Human Relations in School Administration (New York: Appleton-Century-Crofts Inc., 1956).

<sup>4</sup>William F. Whyte, "Human Relations - A Progress Report," Complex Organizations, ed. Amitai Etzioni (New York: Holt, Rinehart and Winston, Inc., 1962) pp. 100-112.

as a whole (idiographic dimension) enables one to cast new light on the dynamics of interchange between institutional roles and individual personalities.<sup>1, 2</sup> This frame of reference combines perspectives two and three above.

This study finds its rationale in the first perspective, focusing on the perceptions of status-role groups of a formal, complex organization utilizing role theory as the study's frame of reference.

### Statement of the Problem

Taiwan's extension organization has been encountering serious difficulty in achieving its goals. The organization's inadequate structure and the Extension Chief's failure to take appropriate action have consistently been reported by organizational personnel as the major contributing factors. The Extension Chief and his immediate administrative staff have considered corrective measures, but all proposals have been restricted to and have focused upon the development of a few diagrammatic sketches for what they believe to be ideal structural arrangements.

As Extension Advisor to National Taiwan University, the writer's services were solicited by the Extension Chief and his immediate circle of administrative personnel. In this capacity, the writer could not effectively advise without first acquiring the needed knowledge and understanding of this organization's goals, personnel, programs, and needs.

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<sup>1</sup>Philip Selznick, "Foundations of the Theory of Organization," Complex Organizations, ed. Amitai Etzioni (New York: Holt, Rinehart and Winston, Inc., 1962) pp. 18-24.

<sup>2</sup>Jacob Getzels, "Administration as a Social Process," Administrative Theory in Education, ed., Andrew W. Halpin (Chicago: Midwest Administration Center, 1958) pp. 150-165.

Initial observation and inquiry revealed a substantial number of possible clues. Conflicting reports regarding intra- and inter-organizational problems were revealed as possible impediments to goal attainment. As the initial search for additional clues continued, factual items were observed and recorded in an attempt to reveal new questions, provide further evidence, and uncover possible relationships between observations and explanations. Coupled with a review of existing concepts, assumptions, and empirical evidence comprising organizational theory, it became apparent that Taiwan's extension leaders had given little or no consideration to the expressive activity of the organization, which in this case, represented the perceptions of all personnel regarding organizational improvements.

How did each of the status-role groups (administrators, supervisors, advisors, and specialists) perceive their organization? What perceptions did such groups hold for each other regarding what they expected for organizational change and what did they believe was needed to bring about such change? What perceptions did the status-role groups hold with respect to the actual functioning of their present organization compared to how the organization ought to function. Was there consensus on these perceptions? If so, to what extent? Did there exist a relationship between the three variables, namely (1) consensus on the actual structure and functionality of the present organization, (2) consensus on expectations for organizational change, and (3) consensus on needs for organizational change? These are the kinds of questions with which this study treated. Our center of focus was upon the normative aspects of status-role perceptions, namely, what ought to be, compared to what is.

### Purposes of the Study

The general purposes of this study were: (1) to identify major organizational problems in Taiwan's extension organization; (2) to provide valid, analyzable information of Taiwan's extension organization in order that the Extension Chief and an American extension advisor might more effectively cope with those organizational problems believed to be impeding goal attainment, to calculate consequences of action, and to increase administrative predictive powers; (3) to more fully understand the patterns, factors, and variations of organizational and administrative behavior within the Chinese culture, believed useful to an American advisor; and, (4) to offer insights and useful concepts for possible future experimentation conducted by the Extension Department of National Taiwan University.

Specific objectives of the study were:

1. To determine the attitudes held by occupants of status-role groups with respect to how they view the actual structure and functionality of their present organization.

2. To determine the expectations for organizational change as perceived by occupants of status-role groups; to condense and "group" all such expectations into meaningful categories placed in rank order; and, to ascertain whether or not there is consensus between status-role groups with respect to such expectations.

3. To determine what the occupants of each status-role group believed was needed to fulfill the expectations for organizational change; to condense and "group" all such needs into meaningful categories placed in rank order; and, to ascertain whether or not there is consensus between status-role groups with respect to such needs.

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4. To determine if there is a relationship between (a) the consensus on attitudes held toward the actual structure and functionality of the present organization, and (b) the consensus on perceptions of expectations and needs for organizational change.

5. To draw conclusions and propose recommendations in accordance with the data.

#### Scope and Limitations

The study was limited to status-role perceptions of expectations and needs for organizational change, the perceptions held with respect to the structure and functioning of the present organization, and the determination of the extent to which such perceptions agreed or disagreed.

Although Taiwan's overall extension programs were inter-organizational in scope, the study was further limited to the single organization responsible for the development and implementation of extension, namely, the Farmer's Association collectivity.

Both vertical and horizontal patterns of relationships, or more specifically, the perceptions between superordinates, subordinates, and peers were considered.

#### Chinese Value Patterns and Their Relationship To the Extension Organization

Any analysis of Taiwan's extension must give prime consideration to the ecological context of the organization.

This country's economic, social, and educational development more nearly parallels that of a Western state, ranking second only to Japan in all of Asia.

Industrialization and urbanization are commonplace phenomena.

Deep-rooted traditional social values continue to play a vital role in the daily lives of these people. Knowledge of these societal values is imperative to an American advisor as he attempts to understand the structure and functioning of a non-Western organization. The very fact that an organization may be independent does not preclude its divorcement from the culture within which it operates.

What are some of these universal Chinese values which ought to be considered in a study of Taiwan's extension organization? Kinship and family patterns, although somewhat disrupted by the phenomena of industrialization and urbanization still play major roles in influencing behavior, especially in rural areas. Concomitant to this is the widely held value of respect for age. Even in the more formal interpersonal relations, one observes that seniority predominates. In like fashion, the goal of personal status is one which is commonly desired.

The implementation of "benevolent authoritative" policies by the ruling Nationalist Kuomintang Party in Taipei to include denying citizens the right to vote in National elections but granting them the opportunity to fully participate in political activities at lesser governmental levels are three political factors that significantly determine individual and group behavior.

Formal education is strongly revered and is more likely to be viewed as an end in itself. Classroom teachers at each level of education occupy the highest positions of status within the culture. Their wisdom and counsel is seldom challenged. Teaching methods within the classroom rely almost entirely upon the lecture method and great emphasis is placed on memorization of subject-matter. In contrast, extension personnel have been attempting to utilize more

informal techniques of teaching as they work directly with rural people in an adult educational setting. There is the strong inherent desire on the part of many Chinese to strive for white-collar rather than blue-collar positions. Except for extension personnel, many educators are reluctant to engage in practical pursuits which, at times, may involve "the rolling up of white shirt sleeves and the dirtying of ones hands."

Using an ideal-typical bureaucratic model<sup>1</sup> as a base for cross-cultural comparison, the following characteristics based on Chinese cultural value patterns seem appropos to the Taiwan extension organization.

This bureaucracy was neither completely charismatic nor legal-rational although it exhibited a growing tendency toward the latter.

The Extension Chief and his superiors were not entirely free to decide upon courses of action. In addition to being subject to authority with respect to their impersonal official obligation, they were responsible to the policies of the ruling Nationalist Party who initially appointed them to their positions. Although technical qualifications were supposedly employed as a basis for selection of personnel at all levels, recruitment tended to be subjective and "particularistic" rather than "universalistic." Yet, extension employees did represent divergent class, ethnic, and religious groups.

The Extension Chief was subject to strict and systematic discipline and control by his superordinates in the conduct of his office. This characteristic applied to lesser administrators and supervisors as well. All extension positions

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<sup>1</sup>Robert V. Presthus, "Social Bases of Bureaucratic Organization," Social Forces, Vol. 38, 1959, p. 103.

constituted a career. Only under certain defined circumstances did the employing township, county, and provincial managers terminate one's employment.

### Characteristics of the Organization and Its Personnel

Extension education, as one of several services provided to 1,000,000 rural families by Taiwan's highly bureaucratized Farmer's Association, was and still is the function of approximately 1,000 men and women hired and controlled by township, county, and provincial association managers and their respective boards of elected directors. All associations at each operational level within the hierarchy functioned as semi-autonomous units.

The Provincial Extension Chief and his staff of administrators were unable to exercise any degree of control over the county supervisors. In a similar fashion, there was a minimum of authority, power, and/or control inherent in county supervisory positions with respect to their relations to township extension advisors. Superordinate-subordinate relationships within the extension hierarchy were largely restricted to such functions as influence, communication, joint program planning, personnel training, technical assistance, and the dissemination of knowledge. Formal authority in all extension matters rested with individual association managers.

Extension personnel at all levels were often required to conduct Farmer Association business and to implement rural policies developed by the Nationalist government. Such non-educational activities were in direct opposition to extension's delegated role of education outlined by a contract signed by the Chinese and United States governments and the Farmer's Association.

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Extension's annual budget of one-and-one-half million dollars was jointly shared by governmental and Farmer Association units at all levels, by farm family contributions, and by the United States Government.

As an arm of China's Nationalist Government, the United States AID/Joint Commission on Rural Reconstruction provided an Extension Division with ten extension specialists, assigned the role of providing technical and financial assistance to on-going extension programs.

All 850 township extension advisors as well as all 85 county extension supervisors had completed no less than secondary levels of formal education. By and large, these individuals were conscientious and hard working. Their financial rewards were minimal but their positions carried a relatively high degree of esteem and prestige as viewed by their clienteles.

The Extension Chief and his administrative staff of seven were all college-trained and had accepted opportunities for professional improvement through formal and informal educational experiences in Europe, Japan, or the United States. Each was proficient in two or more languages, including English. Of significance to the investigator was the fact that (1) the Extension Chief's position carried the requirement that he be a member of the ruling Chinese Nationalist (Kuomintang) party, (2) the Extension Chief, as a political appointee, had little previous knowledge of extension and had performed his role as Chief for only one year.

All ten specialists were generally recognized by their colleagues as Taiwan's extension elite, endowed with considerable know-how, enthusiastic, highly trained in Taiwan, mainland China, and/or the United States, and dedicated workers.

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At the time of the study, the great majority of extension personnel were well aware of their organizational problems and frankly discussed these dilemmas with their superiors, subordinates, peers, constituents, and the writer.

### Procedures and Techniques Used

A review of all available literature in Taiwan was undertaken in an effort to identify and formulate the final problems with which this study dealt. Numerous American and Chinese sources were and have since been explored. References to similar research conducted within American organizations, to include extension, were studied. Insofar as could be determined, no similar investigations had ever been reported as having been planned for or conducted by the Chinese with respect to their own organizations. Frequent contact was established and maintained with local Chinese and American educators, sociologists, and other professionals so as to profit from their breadth of experience and knowledge.

Based on the foregoing, a study design was developed to incorporate concepts of role theory. The theoretical formulations of Getzels,<sup>1</sup> Loomis,<sup>2</sup> and Parsons<sup>3</sup> and readings of such authorities as Etzioni,<sup>4</sup> Gross,<sup>5</sup> and Linton,<sup>6, 7</sup>

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<sup>1</sup>Getzels, loc. cit.

<sup>2</sup>Charles Loomis, Social Systems (Princeton: D. Van Nostrand Company, Inc. 1960) pp. 1-56.

<sup>3</sup>Talcott Parsons and Edward Shils, eds., Toward A General Theory of Action (Cambridge: Harvard University Press, 1951).

<sup>4</sup>Amitai Etzioni, ed., Complex Organizations (New York: Holt, Rinehart and Winston, Inc., 1962).

<sup>5</sup>Neal Gross, Ward Mason, and Alexander McEachern, Explorations in Role Analysis (New York: John Wiley & Sons, 1958).

<sup>6</sup>Ralph D. Linton, The Study of Man (New York: D. Appleton-Century Company, Inc., 1936).

<sup>7</sup>Ralph D. Linton, The Cultural Background of Personality (New York: D. Appleton-Century Co., 1945).



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to mention but a few, have since supplemented and complemented the initial research design. These authorities, as a totality, provided clues for a frame of reference which makes it possible to examine status-role perceptions with respect to organizational expectations and needs, as well as the structure and functionality of the present extension organization.

A series of instruments was developed to include interview, attitude scale, observation, and document schedules. The interview and attitude scale schedules were pre-tested among several extension personnel of the Farmer's Association (excluding those in the study sample) as well as among Chinese and American professionals not directly associated, but familiar with, the extension organization. Based on their suggestions, the number, scope, and nature of items on these two specific instruments were re-examined and reformulated.

All data were collected by the writer-investigator, assisted by a Chinese graduate student in Rural Sociology and a junior staff officer in the University's Agricultural Extension Department.

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## CHAPTER II

### ANTECEDENTS OF THE STUDY

#### Introduction

Oriented to the American scene, there has been an increasing tendency in recent years to understand organization structure and function through the application of role theory to the study of various positions. Such concepts as those of status, role, expectations, consensus, and conflict have represented typical units of analysis. The role theory approach to the study of organizational behavior has made it possible to (1) focus on the conceptions, expectations, and performances of individuals occupying various positions within a social system and (2) to analyze the relationship of individuals to others within the system.

In contrast, recent research of formal organizations in non-Western societies, although providing the opportunity to examine the implications of varying cultural environments for organizations and providing useful insights into their structural and functional aspects, has not been oriented to role theory.

Taiwan's extension organization, largely patterned after the American "model," appeared to lend itself to the study of status-role perceptions inherent in role theory. It was assumed that knowledge of such perceptions would provide a means whereby major problems affecting the organization might be identified and subsequently assist the Chinese Extension Chief decide upon possible courses of administrative action for organizational change.

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### Orientation to Taiwan

Consultation with prominent social scientists in Taiwan prior to the study's formulation and execution revealed that none of this country's formal, complex organizations, to include extension, had ever been systematically investigated within the role theory framework.

The Taiwan Farmer's Association collectivity, organized initially by the Japanese occupation government more than 60 years ago, was studied by Anderson<sup>1</sup> in 1950 following Taiwan's restoration to the Chinese Nationalist Government. His survey research uncovered numerous organizational weaknesses of a structural-functional nature to include among others the lack of intra-and inter-organizational cooperation and coordination; the splintering of responsibilities; the need for professionally trained extension educators; and, the devastating consequences of political involvement in organizational operations. Recommendations evolving from Anderson's study formed the basis for a reorganization of the Farmer's Association to include a modern system of democratic extension education patterned after the American "model" but hopefully adapted to local conditions and needs.

In the decade that followed, Chinese and American extension advisors became increasingly alarmed over the mounting problems facing the organization. By and large, only superficial evaluations were undertaken, largely the work of

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<sup>1</sup>W. A. Anderson, Farmer's Associations in Taiwan, A Report to the Joint Commission on Rural Reconstruction (Taipei, Taiwan: Joint Commission on Rural Reconstruction, 1950) pp. 8, 11, 12, 29.

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short-term visiting American consultants assigned by the United States Government.<sup>1</sup> As a permanently assigned American Extension Advisor to the Joint Commission on Rural Reconstruction in Taipei, Colling<sup>2</sup> exchanged views and developed plans with local Chinese extension leaders in an attempt to help resolve reported organizational problems.

Kwoh's<sup>3</sup> progress report, encompassing the overall Farmer's Association organization, enumerated major areas of concern impeding organizational goal attainment. Problems of authority relationships, financial support, and personnel competency were among those reported.

Although each of these studies can be viewed as systematic attempts to identify organization problems, none was designed within a theoretical framework, namely role theory.

#### Other Cross-Cultural Studies

Bureaucratic theory seemingly provides the theoretical framework for all organizational studies of a cross-cultural nature reviewed in existing literature. Concepts of role, status, and consensus which serve to focus upon the basic content and process in the bureaucratic situation through the active involvement of individuals and which serves to synthesize information gained from other relevant

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<sup>1</sup> Reports on file. Agricultural Extension Division, Joint Commission on Rural Reconstruction, Taipei, Taiwan.

<sup>2</sup> Ibid.

<sup>3</sup> Min-hsioh Kwoh, Improvement Program of the Farmer's Association in Taiwan, A Report to the Joint Commission on Rural Reconstruction (Taipei, Joint Commission on Rural Reconstruction, 1960).



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areas is lacking in all such studies. Instead, emphasis has been placed upon formal structure and the effects of the surrounding milieu on the bureaucracy as well as concentration on the culturally prescribed behavior which conforms to normative standards of the particular society.

Bradburn's research<sup>1</sup> points out a few of the problems characteristic of Turkish bureaucracies which arise when people who have been socialized into one pattern of interpersonal relations try to operate in an organizational setting that was developed in the context of a different pattern of inter-personal relations. This study has useful application to our analysis of Taiwan's extension organization.

A "pattern analysis" approach by Presthus<sup>2</sup> based on existing social values of two Middle Eastern States demonstrates the functional relations between traditional culture values and organizational behavior. It is his thesis that organizational change must rest upon deeper cultural change than by mere microscopic analysis of a bureaucratic structure. In a study of the Turkish coal industry, Presthus<sup>3</sup> concluded that the Weberian model was useful in his cross-cultural analysis.

Like other organizational analyses of complex organizations of the non-western world, Soemardjan's study<sup>4</sup> focused on cultural values and their effect

<sup>1</sup>Norman Bradburn, "Interpersonal Relations Within Formal Organizations in Turkey," Journal of Social Issues, Vol, 19, No. 1, January, 1963, pp. 61-67.

<sup>2</sup>Presthus, loc. cit.

<sup>3</sup>Robert V. Presthus, "Weberian vs. Welfare Bureaucracy in Traditional Society," Administrative Science Quarterly, Vol. 6, No. 1, June, 1961, pp. 1-24.

<sup>4</sup>Selo Soemardjan, "Bureaucratic Organization in a Time of Revolution," Administrative Science Quarterly, Vol. 2, 1957, p. 182-199.

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on bureaucratic organization and function. To him, organizational change is effected only as there is both social and political revolution within a society.

Abegglen's research<sup>1</sup> on fifty-three factories in Japan revealed the importance of traditional values in sharp contrast to the pervasive impersonality in western organizations.

A study of civil servants in Egypt by Berger,<sup>2</sup> which compared bureaucratic and professional predispositions in the East as well as the West, revealed that there may be differences of attitude and behavior in spite of similarities in structure.

#### Extension Organizational Studies in the United States

Limited use has been made of role theory in studying American extension organizations.

The comparison of the perceptions of county agricultural committee members with those of county extension agents regarding general objectives and specific roles of county extension workers was studied by Wilkening.<sup>3</sup> Patterned after the Massachusetts superintendent's study, his investigation was essentially one of role consensus.

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<sup>1</sup>James G. Abegglen, The Japanese Factory (Glencoe, Ill.: Free Press, 1958).

<sup>2</sup>Morroe Berger, "Bureaucracy East and West," Administrative Science Quarterly, Vol. 1, pp. 518-529.

<sup>3</sup>Eugene A. Wilkening, "Consensus in Role Definition of County Extension Agents Between the Agents and Local Supervisory Committee Members," Rural Sociology, Vol. 23, No. 2, June, 1958, pp. 184-197.

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Brown and Deekens<sup>1</sup> reported on the findings of a study which focused on the role of extension specialists as conceived by themselves and the perceptions of role expectations held by researchers, extension administrators, and county agents.

In another investigation, Wilkening<sup>2</sup> studied role conflict and role consensus as they relate to role performance. He viewed stress within the extension organization as a resultant of present (or past) behavioral situations and situations as the extension individuals would like to see them. The variables of sex, age, length of service, and status in the extension organization were revealed as factors of influence in role consensus.

Role expectations of county agricultural agents and their superiors held toward the job of the supervisor were studied by Durfee.<sup>3</sup> Extensive differences were found between the expectations held by agents and those held by their supervisors on all of 96 supervisory or responsibility items. Differences also existed between agents reporting to the same supervisor, between agents reporting to different supervisors in the same state, and between supervisors in the same state.

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<sup>1</sup>Emory T. Brown and Albert Deekens, "Roles of the Extension Subject-Matter Specialist," Rural Sociology, Vol. 23, No. 3, September, 1958, pp. 263-276.

<sup>2</sup>Eugene A. Wilkening, Role Discrepancy as a Measure of Stress in Cooperative Extension Work, Preliminary Report No. 2 (Madison, Wisconsin: Department of Rural Sociology, March, 1956).

<sup>3</sup>Arthur E. Durfee, "Expectations Held Toward the Extension Supervisor's Role," An Abstract of a Dissertation (Ithaca: Cornell University Extension Service, 1956).

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Perceptions of role expectations and role performance of advisory committee members in the county extension organization were studied by Bible and Brown.<sup>1</sup> They found a high consensus on role expectations as well as role performance perceptions between and among two sets of role definers.

In Michigan, Caul<sup>2</sup> studied county extension director perceptions regarding administrative roles. He reported on (1) the difference in the importance of the consensus on expectations held for various administrative processes in the county extension director position as perceived by the respondent groups, and (2) the difference in the consensus within each position group and between the county extension director group and each of the other respondent groups on the perceived expectations and their importance as held for responsibilities and activities of the county extension director position.

An attempt was made by Wilkening<sup>3</sup> to determine how county extension agents had performed their roles in the past compared to how such agents felt they ought to be performed.

Ferver's study<sup>4</sup> in the Upper Peninsula of Michigan revealed both role consensus and dissensus among county extension directors with regards to how they perceive the function of their position.

<sup>1</sup>Bond L. Bible and Emory J. Brown, "Role Consensus and Satisfaction of Extension Advisory Committee Members," Rural Sociology, Vol. 28, No. 1, March, 1963, pp. 81-90.

<sup>2</sup>Denio A. Caul, "Perceptions of the County Extension Directors Administrative Role in Michigan" (unpublished PhD thesis, University of Wisconsin, 1960).

<sup>3</sup>Eugene A. Wilkening, "Perceptions of Role Definitions as Viewed by Agents," The County Extension Agent in Wisconsin, Research Bulletin 203 (Madison, Wisconsin: September, 1957).

<sup>4</sup>Jack C. Ferver, A Paper Prepared for Extension 500 (East Lansing, Michigan: Institute of Personnel Development, Michigan State University, 1959).



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### Related Antecedents of the Study

Based on findings, Jacobson, Charters, and Lieberman<sup>1</sup> have suggested that a more extensive application of role theory to the analysis of complex structured organizations should lead to a better understanding of the functioning of the organizations. To them, the degree of integration existing within an organization at any time stems in part from the degree of consensus or sharing of expectations. Behavior can be predicted more accurately in an organization when consensus is highly developed than in one where it is relatively underdeveloped even though formal organizational charts are identical.

Reissman<sup>2</sup> tested the significance of the difference of frequencies on delineated categories resulting from questions asked respondents about how each individual conceived his role in an organization. He found the concept of role to be a valuable tool for the study of a bureaucracy.

A study of naval leadership by Scott<sup>3</sup> was concerned with the problem of how the social structure of an organization is perceived by its members. He examined the perceptions of the members comprising the organization to determine the nature and extent of the deviations from formal organizational charts in use.

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<sup>1</sup>Eugene Jacobson, W. W. Charters, Jr., and Seymour Lieberman, "The Use of the Role Concept in the Study of Complex Organizations," The Journal of Social Issues, Vol. 7, No. 3, 1951, pp. 18-20.

<sup>2</sup>Leonard Reissman, "A Study of Role Conceptions in Bureaucracy," Social Forces, Vol. 27, Nos. 1-4, October, 1948-May, 1949, pp. 305-310.

<sup>3</sup>Ellis L. Scott, Leadership and Perceptions of Organization (Columbus: The Bureau of Business Research, College of Commerce and Administration, Ohio State University, 1956).

Scott concluded that an organization as perceived by its members may be quite different from the organization as formally defined.

A total of 57 civilian and military administrators were asked by Stogdill<sup>1</sup> to describe what they do and what they ought to do on forty-five items of work performance. Data was analyzed in terms of relations between expectations and performance as well as in terms of discrepancies between expectations and performance.

Role theory has provided the framework for an increasing array of investigations related to the American public school. Of particular interest are those which describe the relationship of school administrators to such other groups as the teaching staff, school board, and community. Primary concern is with those dealing with staff relations. Chase's study<sup>2</sup> demonstrated that teacher morale and satisfaction are related to participation in planning and formulating policies. Teacher satisfaction was studied from the point of view of teacher involvement in decision making.<sup>3</sup> Schultz<sup>4</sup> found that administrative practices and procedures were of primary importance in determining roles.

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<sup>1</sup>Ralph M. Stogdill, Ellis L. Scott, and William E. Jaynes, Leadership and Role Expectations, Ohio Studies in Personnel, Monograph R-84 (Columbus: Ohio State University, March, 1962).

<sup>2</sup>Francis S. Chase, "How to Meet Teacher's Expectations of Leadership," Administrator's Notebook, Vol. 1, April, 1953, pp. 1-4.

<sup>3</sup>"Who Should Make Such Decisions?" Administrator's Notebook, Vol. 3, April, 1955, pp. 1-4.

<sup>4</sup>Raymond Schultz, "Keeping Up Teacher Morale," Nation's Schools, Vol. 50, October, 1952, pp. 53-56.

A determination of how the superintendent and staff perceived the actual behavior of a school administrator compared to how the administrator should behave was made by Halpin.<sup>1</sup>

Bidwell's study<sup>2</sup> indicated the usefulness of role theory in the study of administrative behavior. It revealed the importance of the superordinate-subordinate duality for effective organizational performance.

Buffington<sup>3</sup> and Medsker<sup>4</sup> studied the role of the elementary school principal as viewed by parents and teachers. The teacher group expected leadership from their principal while the parents tended to see the role of the principal as one of organizing, implementing, and working with groups. In their relation to parents, the teachers saw their role as one of coping with parental pressures whereas the parents held no expectation at all for the principal's behavior toward teachers.

The extensive study of educational administration by Gross, Mason, and McEachern<sup>5</sup> using the role analysis approach provided the theoretical formulation

<sup>1</sup>Andrew W. Halpin, The Leadership Behavior of School Superintendents (Chicago: Midwest Administration Center, University of Chicago, 1956).

<sup>2</sup>Charles E. Bidwell, "Some Effects of Administrative Behavior: A Study in Role Theory," Administrative Science Quarterly, Vol. 2, 1957, pp. 163-181.

<sup>3</sup>Reed L. Buffington, "The Job of the Elementary School Principal As Viewed by Parents" (Doctor's thesis, Stanford University, 1954).

<sup>4</sup>Leland L. Medsker, "The Job of the Elementary School Principal As Viewed by Teachers" (Doctor's thesis, Stanford University, 1954).

<sup>5</sup>Gross, et al., loc. cit.

for Bible's examination<sup>1</sup> of the relation between teacher effectiveness and consensus on role definition and role performance involving vocational agricultural teachers and school administrators.

Lacognata's study<sup>2</sup> among faculty and students at Michigan State University revealed relatively high degrees of consensus and convergence on the normative aspects of role behavior.

Although the foregoing review of studies, which have applied concepts of role theory to organizational and administrative analyses, has provided useful insights, none is directly applicable to the nature of the problem confronting the Taiwan extension organization. Moreover, none of the organizational studies of a cross-cultural nature utilized one or more concepts of role theory.

No attempt was made in Taiwan to first secure information regarding perceived role definitions. Attention centered on what each of the status-roles expected and believed was needed (of others and of themselves) for organizational change and how such individuals viewed the structure and functioning of their present organization. The focus was upon the interrelationship and extent of consensus between all status-role groups within the extension hierarchy and thus not limited to any one or two positional groups.

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<sup>1</sup>Bond L. Bible and James D. McComas, "Role Consensus and Teacher Effectiveness," Social Forces, Vol. 42, No. 2, December 1963, pp. 225-233.

<sup>2</sup>Angelo Lacognata, "Role Expectations of University Faculty and Students: A Social Psychological Analysis" (unpublished PhD thesis, Michigan State University, 1962).

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## CHAPTER III

### ORIENTATION TO THEORY

The purpose of this chapter is to present and define a body of concepts in role theory believed to be useful in developing a theoretical framework for investigating status-role consensus.

#### Role Theory

#### The Concept of Role

Four interpretations of the concept, role, although not exhaustive, are representative of the major role formulations in social science usage today.

One such definition is normative in approach in that it views role as the ways of behaving which are expected of an individual who occupies a certain position.<sup>1</sup> Thus, one interpretation is concerned with what an actor should do.

In a second interpretation, a role is treated as an individual's definition of his situation with reference to his and other's social positions. According to Sargent<sup>2</sup> a person's role is a pattern or type of social behavior which seems situationally appropriate to him in terms of the demands and expectations of those of his group.

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<sup>1</sup>Theodore M. Newcomb, Social Psychology (New York: The Dryden Press, 1951) p. 280.

<sup>2</sup>Stansfeld Sargent, Social Psychology (New York: The Ronald Press Company, 1958) pp. 351-355.

A third category defines role as the behavior of actors occupying social positions. Gross says,

A role defined in this way does not refer to normative patterns of what actors should do, nor to an actor's orientation to his situation, but what actors actually do as position incumbents.<sup>1</sup>

Sarbin's social psychological treatment of role represents a fourth interpretation. He says,

A role is a patterned sequence of learned actions or deeds performed by a person in an interaction situation . . . . A role, the organized actions of a person in a given position, may be a person's own, or it may be the actions of other persons not immediately involved in the reciprocal behavior.<sup>2</sup>

Although the concept, role, is treated differently by different authorities representing the various social science disciplines, three basic ideas appear in most of the conceptualizations, namely that individuals (1) in social locations (2) behave (3) with reference to expectations.<sup>3</sup> Most conceptualizations of role embrace the normative element of social behavior.

According to Gross,

People do not behave in a random manner. Their behavior is influenced to some extent by their own expectations and those of others in the group or society in which they are participants . . . . Sometimes, the expectations referred to are ascribed to society; in other formulations they are held by members of the group in which the actor participates. Regardless of their

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<sup>1</sup>Gross, op. cit., p. 14.

<sup>2</sup>Theodore R. Sarbin, "Role Theory," Handbook of Social Psychology, ed. Gardner Lindzey (Reading, Massachusetts: Addison-Wesley Publishing Co., Inc., 1954) p. 225.

<sup>3</sup>Gross, op. cit., p. 17.



derivation, expectations are presumed by most role theorists to be an essential ingredient in any formula for predicting social behavior. Human conduct is in part a function of expectations.<sup>1</sup>

If expectations are to be held for an actor, it becomes necessary to specify his location or position in a social system, thus, consideration for the concept, status or position.

### The Concept Status

Like role, the concept, status, is conceptualized differently by various authorities. Some distinguish between the two while others treat status-role as a single concept. Secondly, status can be viewed either positionally or as differential ranking.

Loomis and Beegle regard status as "the ranking of individuals, based upon the consensus of members as to what traits and qualities are to be rated high and low."<sup>2</sup> Such ratings give individuals different status within a social system. In similar fashion, Gross conceives of status as the "differential ranking among a set of persons or social locations."<sup>3</sup>

A more commonly held frame of reference by most role theorists conceptualizes status as "position" or "location" within a social system. For Linton,

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<sup>1</sup>Gross, op. cit., pp. 17-18.

<sup>2</sup>Charles P. Loomis and J. Allan Beegle, Rural Social Systems (New York: Prentice-Hall, Inc., 1951) pp. 5-6.

<sup>3</sup>Gross, op. cit. p. 48.

"The place in a particular system which a certain individual occupies at a particular time will be referred to as his status with respect to that system."<sup>1</sup> In a similar fashion, Parsons<sup>2</sup> refers to status as a place in the relationship system.

For Gross<sup>3</sup> and Brookover<sup>4</sup> the term position refers to the location of an actor or class of actors in a system of social relationship. A similar view is held by Westie who says,

Inasmuch as one's position or status is meaningless without reference to others, the concept must always be defined in terms of interaction of persons.<sup>5</sup>

Sarbin<sup>6</sup> and Linton<sup>7</sup> view position (status) as equivalent to a system or collection of rights and duties.

Statuses, as positions, do not exist within a social system at random, but instead, are interrelated. To locate individuals within a social system requires a description of their relationships to other individuals. In addition, positions

<sup>1</sup>Ralph Linton, The Cultural Background of Personality (New York: D. Appleton-Century Co., 1945) p. 76.

<sup>2</sup>Talcott Parsons, The Social System (Glencoe, Illinois: The Free Press, 1951) pp. 88-96.

<sup>3</sup>Gross, op. cit., p. 48.

<sup>4</sup>Wilbur B. Brookover and David Gottlieb, A Sociology of Education (New York: American Book Company, 1964) p. 323.

<sup>5</sup>Charles M. Westie, A paper presented before the Sociology Section of the Michigan Academy of Arts, Science, and Letters, Ann Arbor, March 23, 1962.

<sup>6</sup>Sarbin, op. cit., p. 225.

<sup>7</sup>Ralph D. Linton, The Study of Man (New York and London: D. Appleton-Century Company, Inc. 1936) p. 113.

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need to be specified situationally, describing the scope of the social system in which the position is to be studied.

What Gross<sup>1</sup> describes as achieved or ascribed positions, Merton<sup>2</sup> chooses the term achieved or ascribed statuses. In either usage, the concern is for the manner in which an individual acquires his status (position) either by means of individual performance, competition, and/or achievement or by virtue of fortunate birth.

### The Combined Status-Role Concept

As viewed by Brookover, the two concepts status and role are inseparable in social phenomena. He says,

The single concept of status-role is the complex of expectations which apply to a particular position in a social system apply to the individual occupying that position . . . . Status may be defined as the expectations which various persons or groups interacting with a particular position held for any occupant of that position . . . . The expectations held for a specific person occupying a position may be different in some respects from those held for another occupant of the same position . . . . These specific expectations we term role. We distinguish role from status . . . by identifying it as the expectations which persons or groups hold for a particular occupant or action in a status.<sup>3</sup>

Status-role incorporating both element and process is basic to Loomis' theoretical scheme for the analysis of a social system. In his words,

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<sup>1</sup>Gross, op. cit., p. 49.

<sup>2</sup>Robert K. Merton, Social Theory and Social Structure (Glencoe, Ill.: The Free Press, 1957) p. 382.

<sup>3</sup>Brookover, op. cit., pp. 322-323.

The two-term unit, status-role therefore contains in the concept a structural element (status) and a functional process (role). Status-role is that which is expected from an actor in a given situation. Use of the combination 'status-role' in preference to 'role' makes it possible to eliminate from consideration such psychological concepts of role as 'aggression role,' 'glamour' role, and 'altruistic' role . . . .<sup>1</sup>

In his noted book, Explorations in Role Analysis, Gross says,

The use of the phrase, 'the combined status and role,' indicates that except for the locational function assigned to status, which is not assigned to role, there is little to distinguish the two concepts. The former refers to the ideal pattern, the latter to behavior which expresses the pattern.<sup>2</sup>

Similarly, Linton<sup>3</sup> sees little distinction between the two concepts. For him, a status, as distinct from the individual who may occupy it, is simply a collection of rights and duties. A role represents the dynamic aspects of status. When the individual puts the rights and duties which constitute the status into effect, he is performing a role.

### Consensus

Another of the concepts characterizing role theory is that of consensus. Like status and role, consensus is conceptualized differently by role theorists.

Reismann<sup>4</sup> and Gross<sup>5</sup> conceive of consensus in terms of expectations associated with positions. Consensus on evaluative standards is assumed by Parsons<sup>6</sup> in his definition of a social system.

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<sup>1</sup>Charles P. Loomis, Social Systems (Princeton: Van Nostrand Co., Inc., 1960), p. 19.

<sup>2</sup>Gross, op. cit., p. 12.

<sup>3</sup>Linton, loc. cit.

<sup>4</sup>Reismann, op. cit., pp. 305.

<sup>5</sup>Gross, op. cit. p. 43.

<sup>6</sup>Parsons, op. cit. pp. 5-6.

According to Newcomb,<sup>1</sup> the concept of role is incomplete without consideration for the concept of consensus.

Normative integrationist theories of society make the assumption that consensus is a necessary factor underlying social stability. In applying the concept to a study of complex organizations, Jacobson et al say,

The degree of integration existing within an organization at any time stems in part from the degree of consensus. Behavior can be predicted more accurately in an organization where consensus is highly developed than in one where it is relatively underdeveloped, even though formal organization charts are identical.<sup>2</sup>

Objective consensus is conceived by Newcomb<sup>3</sup> as a necessary cement for holding structures together, and as such, effects perceived consensus.

In a comparative analysis of complex organizations Etzioni<sup>4</sup> treats consensus as the differences and similarities in the orientations of two or more groups. In his words,

The degree of consensus is a measure of the degree to which the organization is integrated as a collectivity, though no assumption is made that high consensus is generally found in organization, nor that it is universally required if an organization is to operate effectively.<sup>5</sup>

<sup>1</sup>Theodore M. Newcomb, "Sociology and Psychology," For A Science of Social Man, ed. John Gillin (New York: The Macmillan Co., 1954) p. 249.

<sup>2</sup>Jacobson, op. cit., p. 20.

<sup>3</sup>Newcomb, op. cit., pp. 250-251.

<sup>4</sup>Amitai Etzioni, A Comparative Analysis of Complex Organizations (Glencoe, Ill.: The Free Press of Glencoe, Inc., 1961), p. 128.

<sup>5</sup>Ibid.

Although Etzioni's treatment of consensus is not associated with that of role, he advances the thesis that "no paradigm for the study of consensus is complete unless it specifies the status groups among which consensus is measured."<sup>1</sup> This organization theorist suggests that "organizations differ not only in the degree of general consensus they require, but also in the degree of consensus they require in various consensus-spheres."<sup>2</sup> His proposal for one such consensus sphere, namely, the state of affairs that an organization endeavors to bring about, seems particularly appropriate to the Taiwan extension organizational study.

### Operational Definitions

Status-role, as used in this study, will be treated as a combined concept following Linton. A status will be conceived as being a collection of rights and duties, expressed through the medium of individuals. A role will represent the dynamic aspect of the status. Each extensioner in Taiwan is assigned to a status and occupies it in relationship to other statuses. When he puts the rights and duties which constitute the status into effect, he is performing his role. Thus, there are no roles without statuses and no statuses without roles.

Consensus will refer to the extent of agreement or disagreement between status-role incumbent groups, namely, administrators, supervisors, advisors, and specialists with respect to their perceptions of expectations and needs for organizational change and their attitudes toward the structure and functionality of their present organization.

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<sup>1</sup>Ibid.

<sup>2</sup>Ibid.

Expectations will denote what extension personnel of the four status-role incumbent groups believe their organization, both structurally and functionally ought to be, oriented to the future but based on the present operation of the organization.

Needs will refer to those things which status-role incumbents believe they and others must have (requirements) in order that structural and functional changes in the organization can be effected.

Perceptions will refer to the way things seem to be to the various status-roles at the moment.

An attitude is a predisposition to act.

Organizational structure will connote the "building materials" (the various extension personnel themselves), the interpersonal relationships, and the final nature of the extension organization as a total social system.

Organizational functionality, patterned after anthropological functionalists, will be understood to mean the various processes (communicating, coordinating, planning, influencing, and so forth) in which extension personnel engage for the maintenance of the organization (structure).

### Development of a Theoretical Schema

The theoretical plan of this study can be visualized by utilizing two separate, but interrelated, illustrations.

In Figure 1, page 33, each of the four status-role incumbent groups, as the independent variable, represent the hub of a wheel. Related to these



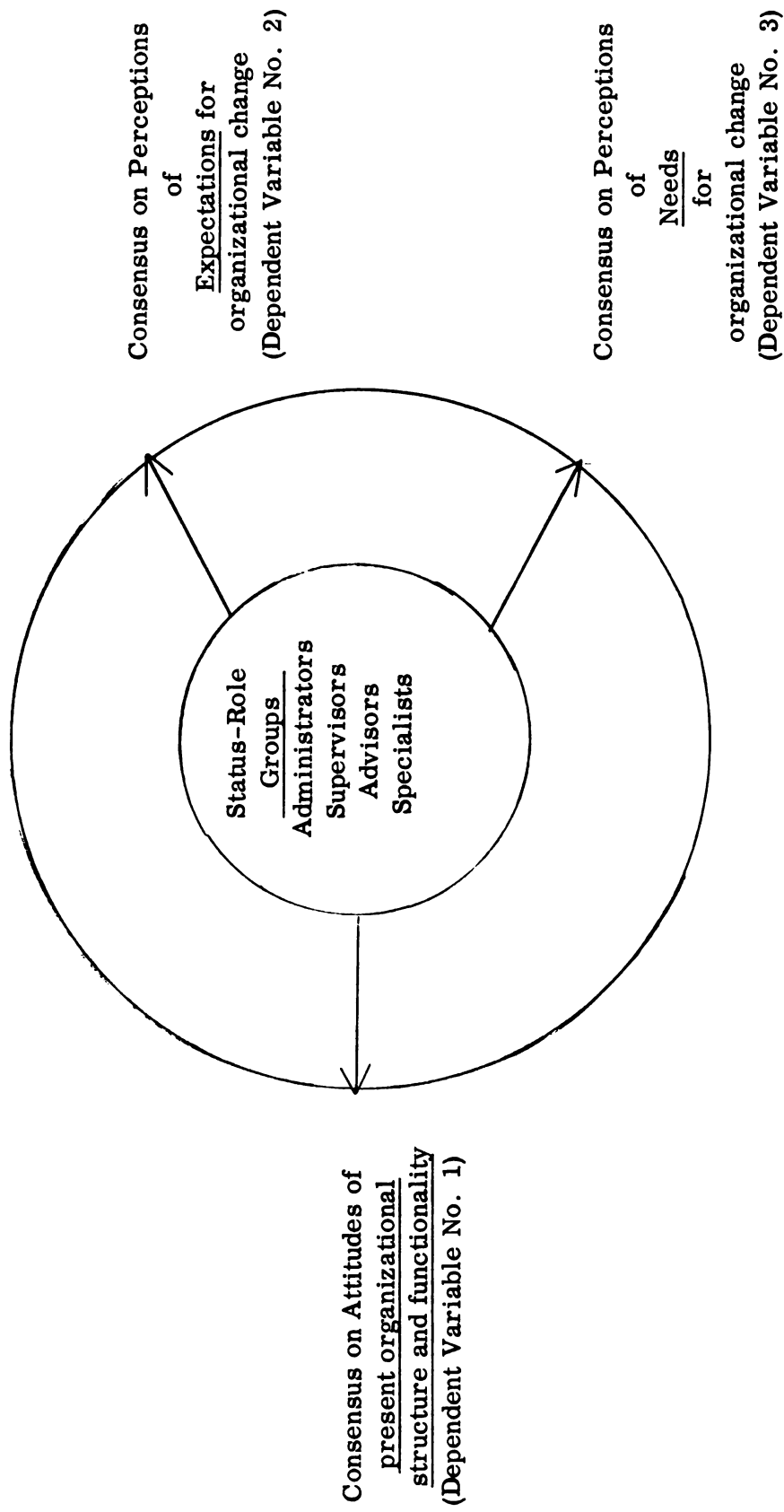


Figure 1. Relationship of Independent to Dependent Variables

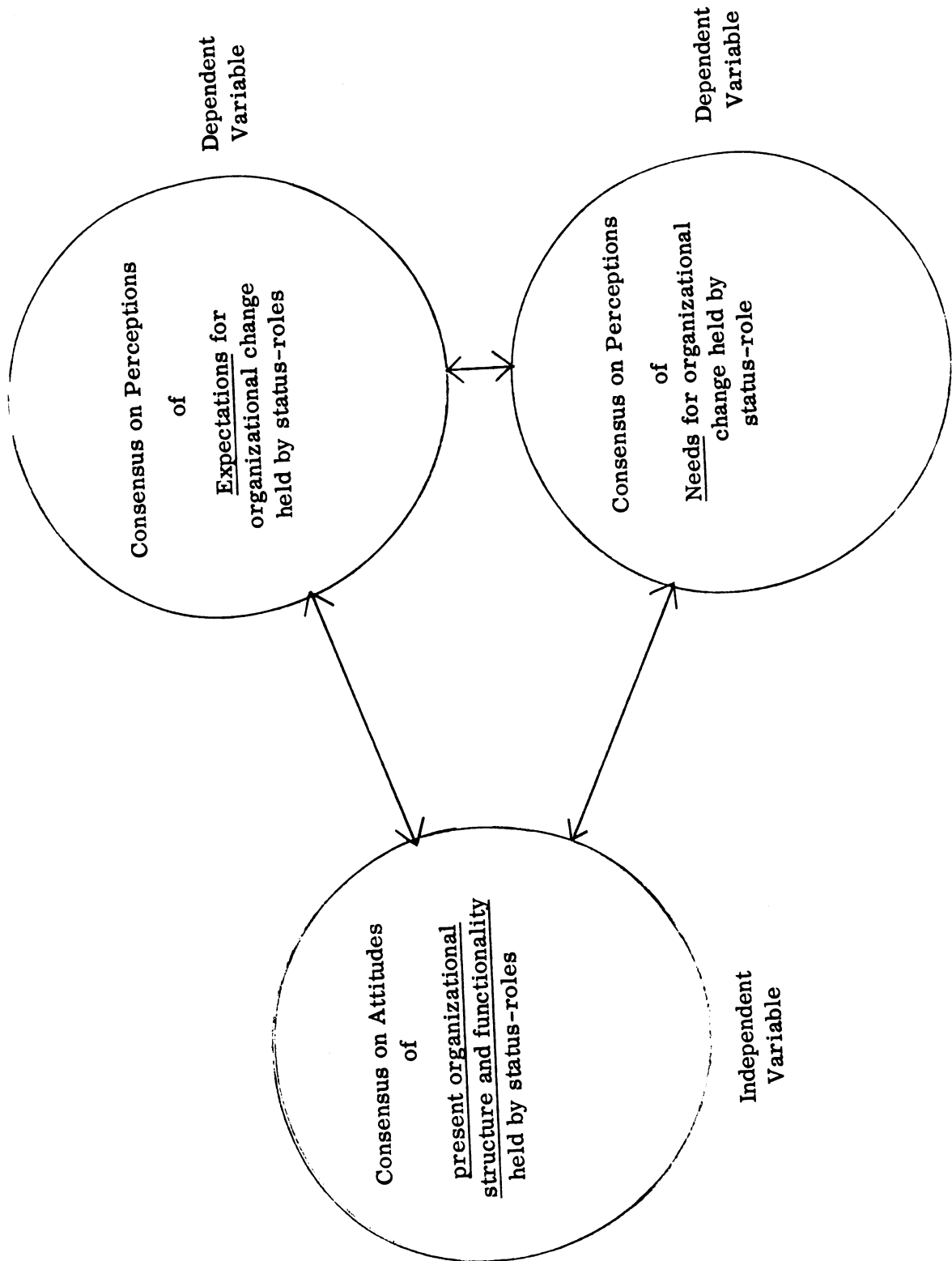


Figure 2. Relationship Between Dependent Variables

status-role incumbent groups are three dependent variables, namely, (1) consensus on attitudes held toward the actual structure and functionality of the organization, (2) consensus on perceptions of expectations for organizational change, and (3) consensus on perceptions of needs for organizational change. The theoretical model as conceptualized here provides one of two approaches for analyzing status-role perceptions of Taiwan's extension organization.

Figure 2, page 34, constitutes a conceptualization for the second major approach. In this, the dependent variable number 1 (to include status-role incumbent groups) is treated as an independent variable and, in turn, is related to dependent variables 2 and 3 (to also include status-role incumbent groups). Such treatment of the selected variables should facilitate achieving the objectives of this study.

### Assumptions

Deducing from the theory and applied to this study, it can be assumed that the Taiwan extension organization, as a social system, consists structurally of a plurality of interacting individuals (administrators, supervisors, advisors, and specialists) and functionally as a series of various processes (organizing, communicating, planning, coordinating, influencing, and evaluating).

It is further assumed that this organization is composed of statuses - the collection of rights and obligations expressed through the medium of individuals. Moreover, each extension person assigned to a status occupies it with relation to other statuses. When each extension educator puts the rights and duties which constitute the status into effect, he or she is performing his or her role.

It is the thesis of this study that consensus is a significant variable for the study of social behavior and the functioning of an organization. A study of consensus seems incomplete unless it specifies the status-role groups. It is further assumed that there is no significant difference on the consensus between status-role groups with respect to how they perceive the structure and functioning of their organization and what they expect and believe is needed to effect organizational change. Such an assumption constitutes the basis for the hypotheses of this study.

In conclusion, it is assumed that knowledge of the extent of agreement and disagreement between status-role groups will reveal a more valid "state of affairs" existing within Taiwan's extension organization and should suggest means by which organizational changes might be made. If such knowledge can be determined, status-role behaviors, to include those of the Extension Chief, should be better understood and predicted.

### Hypotheses

#### General Hypothesis

Status-role groups within the Taiwan extension organization do not hold significantly different attitudes with respect to the structure and functionality of their present organization nor are their perceptions of expectations and needs for organizational change significantly different.

### Specific Hypotheses

1. There is no significant difference in the consensus between administrator, supervisor, advisor, and specialist groups with respect to attitudes held toward the actual structure and functionality of the present organization.

2. There is no significant difference in the consensus between administrator, supervisor, advisor, and specialist groups with respect to their perceptions of expectations for organizational change.

3. There is no significant difference in the consensus between administrator, supervisor, advisor, and specialist groups with respect to their perceptions of what is needed for organizational change.

4. There is no relationship between (1) the consensus on attitudes held toward the actual structure and functionality of the present organization, and (2) the consensus on perceptions of expectations and needs for organizational change.

## CHAPTER IV

### METHODOLOGY

The purpose of this chapter is threefold: first, to describe procedures used in selecting the study sample; second, to enumerate the instruments developed and their use in data collection; and third, to summarize statistical tests employed for analyzing all data.

#### Sampling Procedures

Although the application of the principles of a mathematical probability in designing a sample provides the best known means of obtaining representative data, it became necessary to deviate from this more reliable approach in planning the study.

For two of the status-role groups, namely, administrators (provincial) and specialists (national), it was possible to select a 100 percent sample without difficulty. However, for the remaining two groups, supervisors (county) and advisors (township), the situation dictated the establishment of criteria on an a priori basis. The lack of adequate funds and time for the research, the shortage of trained and available Chinese rural sociologists to assist in interviewing respondents where language barriers prevailed, and the uncertainty of transportation facilities proved to be significant factors. Personal consultation with Dr. Charles F. Sarle<sup>1</sup> in Taiwan confirmed this methodology

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<sup>1</sup>Research Consultant and Visiting Professor at the Colleges of Agriculture, Chung Hsing and National Taiwan Universities, representing the Council of Economic and Cultural Affairs, New York.

For the selection of counties and townships, it was arbitrarily decided to select ten of Taiwan's sixteen counties and, in turn, to select one township within each of these ten counties. Criteria used for the selection of counties and townships were: types of farming areas; population density; relative wealth; size and composition of extension staffs; relative strengths of extension programs; and the extent to which the county or township extension program met its own financial needs.

Criteria which were also established on an a priori basis for selecting the sample of supervisors and advisors from within each of the chosen counties and townships follow: the inclusion of one or more supervisors and/or advisors irrespective of staff size, nature of respondent's position, tenure of service, or formal levels of education completed. (Such information, however, was secured and recorded at the time of each interview.)

These criteria were fully met. Information was ultimately collected from fourteen supervisors in ten separate counties and from fourteen advisors in ten different townships located within the ten selected counties.

To further strengthen the advisor sample, it was decided in the early stages of the original study plan to include seventy-seven advisors who were to attend one of National Taiwan University's Extension Summer Schools. This inclusion increased the total advisor sample to ninety-one.

Table 1, page 40, shows the distribution of status-roles in the study sample.

Table 1. Distribution of Status-Roles in Study Sample.

Status -Role	Total Staff Members	Staff Members in Sample		Individual Status-Roles and Number Included in Each
		No.	%	
Administrators	8	8	100	Chief (1), Assistant (1), Agriculture (1), 4-H(1), Home Economics (1), Information Service (1), Fieldman (2).
Supervisors	85	14	16.0	Agriculture (4), 4-H (5), Home Economics (5) .
Advisors	850	91	10.7	Agriculture (35), 4-H (28), Home Economics (28).
Specialists	10	10	100	Chief (1), Assistant (1), Agriculture (1), 4-H (2), Home Economics (1), Fieldman (4).
Totals	953	123	12.9	All status-roles included.



### The Instruments

Six separate instruments were developed using Young<sup>1</sup> and Lindzey<sup>2</sup> as major sources of available reference.

For interviewing respondents with respect to what they expected and believed was needed for organizational change, a structured interview schedule consisting of open-ended questions was devised and utilized. To assist the interviewer in recording information, a set of organizational and administrative guidelines was prepared (see Appendix D for copies of status-role interview schedule forms and guidelines).

A second device employed in the study was an attitude schedule scale containing thirty statements developed from basic principles of organization and administration as purported by such American authorities as Morphet,<sup>3</sup> Simon,<sup>4</sup> Barnard,<sup>5</sup> Koontz,<sup>6</sup> and Neuman.<sup>7</sup> Each item was designed and adapted to fit

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<sup>1</sup>Pauline V. Young, Scientific Social Surveys and Research (New York: Prentice-Hall, inc., 1960).

<sup>2</sup>Gardner Lindzey, ed., Handbook of Social Psychology, Vol. I (Reading, Massachusetts: Addison-Wesley Publishing Co., Inc., 1954).

<sup>3</sup>Edgar L. Morphet, R. L. Johns, and Theodore L. Reller, Educational Administration (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1959).

<sup>4</sup>Herbert A. Simon, Administrative Behavior (New York: The Macmillan Company, 1960).

<sup>5</sup>Chester I. Barnard, The Functions of the Executive (Cambridge: Harvard University Press, 1960).

<sup>6</sup>Harold Koontz and Cyril O'Donnell, Principles of Management (New York: McGraw-Hill Book Company, Inc., 1959).

<sup>7</sup>William H. Newman, Administrative Action (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1951).

one or more of the following organizational groupings: organizational goals; work responsibilities and job description; decision-making; authority and responsibility relationships; recognition and job security; loyalty; span of control; leader selection; cooperation, coordination, and communication. Each statement asked for an expression of attitude on a four-point scale ranging from strongly disagree to strongly agree. At the suggestion of Dr. Sarle<sup>1</sup> in Taiwan, the commonly used fifth point on the scale, namely "undecided," was omitted. This procedure eliminated the possibility of indecision on the part of respondents and forced answers into one or another side of the mid-point. The purpose of the attitude schedule scale was to secure data with respect to how each status-role respondent viewed the structure and functionality of his present extension organization (see Appendix D for copy of this form).

The above two described instruments were of prime importance and form the major basis for analyzing data in this study. However, other devices were designed and utilized during the two-year period in order to secure additional information believed useful in testing hypotheses. Schedules for non-directed interviews, non-controlled participant observation, and documents were designed and used extensively, each providing pertinent data. A personal diary represented still another instrument. Although a portable transistor tape recorder was purchased for the study, it was used by the investigator only to supplement the recording of observed data. Although all respondents were aware of the employment of interview and attitude schedules, none was conscious of these supplemental instruments which were hopefully used in a judicious manner. Copies of each of these supplemental data collection forms appear in Appendix D.

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<sup>1</sup>Loc. cit.

A pre-test was made of the interview and attitude schedules. For the former, one of the American Extension Advisors of the Joint Commission on Rural Reconstruction and the writer's counterpart, Head of the Agricultural Extension Department, National Taiwan University, performed pre-test roles. For the latter instrument, pre-testing was carried out with these two extension leaders and twenty-two extension supervisors who attended an Extension Summer School at the University. None of the pre-testers was included in the study sample.

Not all sample personnel were administered identical instruments. A total of forty-six status-roles were personally interviewed with each interview requiring approximately one hour of time. Forty-two of these interviewees plus an additional seventy-seven advisors (attending a training session at the University) completed the attitude schedule scale. Table 2 summarizes the distribution of and response to interview and attitude schedules by status-role groups.

### Statistical Tests

All status-role responses to each of the thirty statements comprising the attitude scale schedule were coded and the information key-punched on IBM cards. Since the study was concerned with the extent of consensus between four status-role groups on each of these statements, an analysis of variance was in order. The UNEQI written program<sup>1</sup> with its one option, a one-way analysis of variance involving unequal sub-classes, was ideally suited (see Appendix C). Considerable information, to include the desired F statistic, was furnished by the Control Data Corporation 3600 computer at Michigan State University. The F statistic, which

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<sup>1</sup>W. L. Ruble, Use of Analysis of Variance Routines on the CDC 3600, Agricultural Experiment Station, Description 2 (East Lansing: Michigan State University Computer Laboratory, September 30, 1963) p. 35.

Table 2. Distribution of and Response to Interview and Attitude Schedules  
by Status-Role Incumbent Groups.

Status-Role Group	Total Staff Members	Staff Members in Sample	Number Inter- viewed	Interview Schedules Completed	No. Administered Attitude Schedule	Attitude Schedules Completed	Per Cent of Sample
Administrators	8	8	8	8	8	8	100
Supervisors	85	14	14	14	10	10	<sup>I</sup> 16.0 <sup>A</sup> 11.7
Advisors	850	91	14	14	91	91	<sup>I</sup> 1.60 <sup>A</sup> 10.70
Specialists	10	10	10	10	10	10	100
Totals	953	123	46	46	119	119	

I For interview schedule.

A For attitude schedule.

reflects the difference between the means of three or more groups, thereby provided the basis for determining the extent of consensus between status-role groups on each of thirty statements at three degrees of freedom and at both the .01 and .05 levels of significance. This methodology made it possible to reject or accept the null hypotheses.

In handling data collected from interview schedules based on status-role responses to open-ended questions dealing with perceived expectations and needs for organizational change, more difficult problems were encountered.

It was first necessary to organize each of 588 and 604 separate expectation and need responses into meaningful groupings or categories directly related to organizational and administrative considerations. Although several references were utilized, Morphet et al.<sup>1</sup> provided the most useful source for determining expectations and need categories for the appropriate assignment of all responses. Eighteen expectation and seventeen need categories were decided upon.

Second, each of the resulting expectation and need categories needed to be placed in rank order based on frequencies of response.

Third, sample sizes for each of the supervisor and advisor groups were not equal to those used for determining the extent of consensus on attitudes held toward the structure and functionality of the present organization.

Fourth, no previous program utilizing the control Data Corporation 3600 computer had been prepared for a one-way analysis of unequal sub-groups for such purposes.

The following approach was used to determine the extent of consensus between status-role groups relative to organizational expectations and needs.

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<sup>1</sup>Morphet, et al., loc. cit.

All responses for each respondent were first tabulated according to (1) appropriate expectation and need categories, and (2) whether these perceptions were held for administrators, supervisors, advisors, specialists and/or self. More specifically, a score<sup>1</sup> ranging from 0-5 was determined for each individual respondent<sup>2</sup> based on his total number of responses for each and every expectation and need.

All data collected from each individual, using the 0-5 scoring system, was subsequently coded and key-punched on IBM cards. In view of the absence of a previously written program for the analysis of variance of unequal sub-classes using the Control Data Corporation 3600 computer it became necessary to develop a special program. The standard formula for the  $\chi^2$  test of contingency<sup>3</sup> was used as the program base. The chief value of this test is its application to

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- <sup>1</sup> 0 - when respondent failed to mention the expectation or need for any status-role group or self.  
 1 - when respondent mentioned the expectation and/or need one time for one status-role group or self.  
 2 - when respondent mentioned the expectation or need two times for any one or more status-role groups and/or self.  
 3 - when respondent mentioned the expectation or need three times for any two or more status-role groups and/or self.  
 4 - when respondent mentioned the expectation or need four times for any three or more status-role groups and/or self.  
 5 - when respondent mentioned the expectation or need once for each of four status-role groups and self.

<sup>2</sup> A maximum of one answer was credited to all responses given by a single individual pertaining to a single expectation and need for any one particular status-role group and/or self. This procedure of limitation was necessary in order to compensate for observed differences between respondents with respect to their verbalness, language proficiency, and/or tendency to be or not to be repetitious.

<sup>3</sup> John E. Freund, Mathematical Statistics (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1963) pp. 282-284.

problems that involve the comparison of observed and theoretical (anticipated) frequencies. A description of the finalized program as well as an explanation of procedures and formulae used appear in Appendix C.

The region of rejection for null hypotheses for each of the categorized expectations and needs consists of all values of  $\chi^2$  which are greater than 7.82 at the .05 level and greater than 11.34 at the .01 level of significance. This means that  $\chi^2$  values greater than 7.8 occur because of something other than chance.

## CHAPTER V

### PRESENTATION AND ANALYSIS OF THE DATA

The purpose of this chapter is to present and analyze the combined data from status-role groups relating to three selected dependent variables: consensus on attitudes held toward the present organizational structure and functionality; consensus on perceived expectations for organizational change; and, consensus on perceived needs for organizational change.

#### Status-Role Attitudes Held Toward Present Organizational Structure and Functionality

It is hypothesized (page 37) that there is no significant difference in the consensus between administrator, supervisor, advisor, and specialist groups with respect to attitudes held toward the actual structure and functionality of the present organization, namely, on each of the thirty categorized statements. These attitudinal responses are summarized in Table 3. The mean group responses and significance of difference between status-role groups on all statements appear in Table 4.

As one observes the data from a macroscopic point of view, it becomes apparent that consensus exists between status-role groups on twenty-one (or 70%) of all thirty statements. Consensus between administrators, supervisors, advisors, and specialists on statements 16, 18, and 30 was one of decided positive reaction. In contrast, consensus on items 1, 3, 4, 8, 13, 14, 19, 20, 21, 24, and 26 was one of universal negative reaction. For all remaining seven statements



Table 3. Summary of Attitudinal Responses to Thirty Grouped Statements Regarding Present Organizational Structure and Functionality by Status-Role Groups.

Specific Statements by Categories	Administrators N=8				Supervisors N=10				Advisors N=91				Specialists N=10				Total
	SD <sup>1</sup>		A <sup>3</sup>		SD		D		SD		D		SD		D		
	D <sup>2</sup>	SA <sup>4</sup>	A	SA	A	SA	A	SA	A	SA	A	SA	A	SA			
<u>Extension Goals</u>																	
1. Extension goals are being achieved.	0	6	2	0	3	7	0	0	18	51	20	2	5	0	4	1	119
2. All personnel have the same idea about extension goals.	0	5	2	1	0	5	4	1	2	12	52	25	1	5	3	1	119
3. Present system of organization meets needs of rural people.	0	5	1	2	1	4	5	0	19	31	31	9	4	3	3	0	118 (1NA) <sup>5</sup>
4. Administrators understand the function of their organization	2	4	2	0	1	6	3	0	24	33	28	6	3	4	3	0	119
<u>Work Responsibility</u>																	
5. All personnel know what is expected of them.	0	3	5	0	0	1	7	2	0	13	50	28	1	4	4	1	119
6. All have been assigned definite work responsibilities.	2	2	2	2	1	2	5	2	2	20	51	18	2	6	1	1	119

Table 3. Continued

Specific Statements by Categories	Administrators N=8				Supervisors N=10				Advisors N=91				Specialists N=10				Total
	SD <sup>1</sup>	D <sup>2</sup>	A <sup>3</sup>	SA <sup>4</sup>	SD	D	A	SA	SD	D	A	SA	SD	D	A	SA	
7. Job descriptions have been prepared for all.	2	1	4	1	0	2	8	0	14	27	36	14	4	3	2	1	119
<u>Authority-Responsibility &amp; Command Chain</u>																	
8. Lines of authority and responsibility are clearly defined.	3	3	2	0	5	4	1	0	34	39	16	2	4	5	1	0	119
9. When People delegated responsibility, they are given needed authority.	1	1	5	1	3	3	4	0	12	36	33	9 (1NA) <sup>5</sup>	3	5	2	0	118 (1NA)
10. Responsibility in the organization is shared.	1	0	4	3	0	1	6	3	3	12	47	29	1	5	2	2	119
11. Authority equals responsibility.	4	2	1	1	3	3	1	1	11	31	40	7 (2NA)	4	4	1	1	115 (4NA)
12. The line of authority is clear.	2	0	5	1	0	3	7	0	7	35	40	9	3	5	1	1	119
13. Each advisor reports to only one supervisor.	3	2	3	0	3	4	3	0	12	45	23	9 (2NA)	4	5	1	0	117 (2NA)

Table 3. Continued

Specific Statement by Categories	Administrators N=8				Supervisors N=10				Advisors 10=91				Specialists N=10				Total
	SD <sup>1</sup>	D <sup>2</sup>	A <sup>3</sup>	SA <sup>4</sup>	SD	D	A	SA	SD	D	A	SA	SD	D	A	SA	
<u>Decisions</u>																	
14. Present organization gives all the opportunity to make decisions.	3	4	0	1	2	8	0	0	24	38	24	5	2	4	2	2	119
15. Administrators have authority to make final extension decisions.	4	2	1	1	3	6	1	0	7	51	26	6 <sup>5</sup> (1NA)	4	5	1	0	118 (1NA)
16. All personnel share in decisions.	1	1	6	0	1	2	6	1	3	38	38	12	1	3	4	2	119
17. Major extension decisions are made by the local Farmer's Association manager.	0	3	3	2	0	3	6	1	15	40	22	13 (1NA)	1	4	3	2	118 (1NA)
<u>Personnel Needs</u>																	
18. Extension workers are recognized for their good work.	0	3	3	2	0	2	5	3	1	13	44	32 (1NA)	0	4	3	3	118 (1NA)
19. Present organization meets needs of extension personnel.	1	5	2	0	2	8	0	0	26	33	24	7 (1NA)	6	3	1	0	118 (1NA)

Table 3. Continued

Specific Statement by Categories	Administrators N=8				Supervisors N=10				Advisors N=91				Specialists N=10				Total
	SD <sup>1</sup>	D <sup>2</sup>	A <sup>3</sup>	SA <sup>4</sup>	SD	D	A	SA	SD	D	A	SA	SD	D	A	SA	
20. Personnel have opportunities for promotion.	2	5	0	1	4	6	0	0	26	30	19	15	5	2	2	1	118 (1NA) <sup>5</sup>
21. Extension personnel feel secure in their jobs.	4	3	0	1	8	2	0	0	48	29	10	3	5	4	1	0	118 (1NA)
<u>Loyalty</u>																	
22. Advisors are loyal to supervisors.	0	4	4	0	0	4	5	1	2	27	46	15	3	3	4	0	118 (1NA)
23. Subordinates are loyal to administrators.	0	3	4	1	0	6	2	2	0	19	55	17	4	3	3	0	119
24. Administrators defend subordinates whether they are right or wrong.	1	5	1	1	3	6	1	0	20	37	22	11	5	4	1	0	118 (1NA)
25. First loyalty of an advisor is to his Farmer's Association manager.	0	0	5	3	0	0	3	7	6	17	40	27	1	1	1	7	118 (1NA)

Table 3. Continued

Specific Statement by Categories	Administrators N=8				Supervisors N=10				Advisors N=91				Specialists N=10				Total
	SD <sup>1</sup>	D <sup>2</sup>	A <sup>3</sup>	SA <sup>4</sup>	SD	D	A	SA	SD	D	A	SA	SD	D	A	SA	
<u>Span of Control</u>																	
26. The number of advisors assigned to each super- visor is too many.	1	5	0	2	3	4	3	0	21	42	21	6	2	4	4	0	118 (1NA) <sup>5</sup>
<u>Leader Selection</u>																	
27. A plan has been developed for selection of ex- tension leaders.	1	3	3	1	2	2	6	0	9	38	34	10	3	3	3	1	119
<u>Cooperation-Coordination</u>																	
28. Extension activi- ties within the Farmer's Asso- ciation are coor- dinated.	1	3	4	0	2	1	7	0	9	27	43	12	2	7	1	0	119
29. Cooperation within the Extension organization is voluntary	1	3	3	1	1	2	5	2	6	16	56	11	2	3	4	1	117 (2NA)

Table 3. Continued

Specific Statement by Categories	Administrators N=8				Supervisors N=10				Advisors N=91				Specialists N=10				Total
	SD <sup>1</sup>	D <sup>2</sup>	A <sup>3</sup>	SA <sup>4</sup>	SD	D	A	SA	SD	D	A	SA	SD	D	A	SA	
30. There is a free exchange of infor- mation and ideas within Extension organization.	0	2	5	1	0	3	7	0	3	7	5	7	0	2	6	2	119

- 1 Strongly disagree  
 2 Disagree  
 3 Agree  
 4 Strongly agree  
 5 No answer

Table 4. Mean Group Responses and Significance of Difference Between Status-Role Groups on Thirty Grouped Statements of Present Organizational Structure and Functionality.

Specific Statements by Categories	Mean Group Responses					F Statistic	Signifi- cance
	Adminis- trators N=8	Super- visors N=10	Advisors N=91	Special- ists N=10	Total Mean		
<u>Extension Goals</u>							
1. Extension goals are being achieved.	1.50	.70	1.31	1.60	1.29	1.30	ns
2. All personnel have the same idea about extension goals.	1.88	2.10	2.95	1.80	2.71	6.66	**
3. Present system of organization meets needs of rural people.	2.00	1.90	1.78	1.20	1.75	.69	ns
4. Administrators under- stand the function of their organization.	1.25	1.50	1.56	1.30	1.51	.24	ns
<u>Work Responsibilities</u>							
5. All personnel know what is expected of them.	2.25	3.00	3.02	2.00	2.88	4.52	**
6. All have been assigned definite work responsibilities	2.00	2.50	2.69	1.30	2.51	4.79	**

Table 4. Continued

Specific Statements by Categories	Mean Group Responses				Total Mean	F Statistic	Signifi- cance
	Adminis- trators N=8	Super- visors N=10	Advisors N=91	Special- ists N=10			
7. Job descriptions have been prepared for all.	2.13	2.60	2.10	1.30	2.08	1.56	ns
<u>Authority-Responsibility and Command Chain</u>							
8. Lines of authority and responsibility are clearly defined.	1.13	.70	1.04	.80	1.00	.43	ns
9. When people are delegated respon- sibility, they are given needed authority.	2.50	1.50	1.90	1.10	1.84	2.09	ns
10. Responsibility in the organi- zation is shared.	3.00	3.10	2.95	1.90	2.51	4.79	**
11. Authority equals responsibility.	1.13	1.40	2.01	1.10	1.82	2.80	*



Table 4. Continued

Specific Statements by Categories	Adminis- trators N=8	Mean Group Responses			Total Mean	F Statistic	Signifi- cance
		Super- visors N=10	Advisors N=91	Special- ists N=10			
12. The line of authority is clear.	2.28	2.40	2.10	1.20	2.07	2.04	ns
13. Each advisor reports to only one supervisor.	1.38	1.30	1.69	.80	1.56	1.78	ns
<u>Decisions</u>							
14. Present organi- zation gives all the opportunity to make decisions.	1.00	.80	1.43	1.80	1.38	1.36	ns
15. Administrators have authority to make final exten- sion decisions.	1.13	.90	1.70	.80	1.52	3.35	*
16. All personnel share in decisions.	2.38	2.40	2.20	2.30	2.24	.13	ns
17. Major extension decisions are made by the local Farmer's Association manager	2.50	2.50	1.76	2.10	1.90	1.59	ns

Table 4. Continued

Specific Statements by Categories	Mean Group Responses					F Statistic	Signifi- cance
	Adminis- trators N=8	Super- visors N=10	Advisors N=91	Special- ists N=10	Total Mean		
<u>Personnel Needs</u>							
18. Extension workers are recognized for their good work.	2.50	2.90	3.02	2.50	2.93	1.18	ns
19. Present organi- zation meets needs of exten- sion personnel.	1.38	.80	1.48	.60	1.34	2.16	ns
20. Personnel have opportunities for promotion.	1.13	.60	1.64	1.20	1.48	1.92	ns
21. Extension person- nel feel secure in their jobs.	.88	.20	.80	.70	.75	.97	ns
<u>Loyalty</u>							
22. Advisors are loyal to supervisors	2.00	2.30	2.49	1.50	2.36	2.50	ns
23. Subordinates are loyal to admini- strators.	2.38	2.00	2.77	1.20	2.55	7.65	**

Table 4. Continued

Specific Statements by Categories	Adminis- trators N=8	Mean Group Responses			Total Mean	F Statistic	Signifi- cance
		Super- visors N=10	Advisors N=91	Special- ists N=10			
24. Administrators defend subordi- nates whether they are right or wrong.	1.50	.90	1.62	.70	1.47	2.17	ns
25. First loyalty of an advisor is to his Farmer's Association manager.	3.38	3.70	2.71	3.20	2.88	2.82	*
<u>Span of Control</u>							
26. The number of advisors assigned to each supervisor is too many.	1.63	1.30	1.44	1.60	1.45	.14	ns
<u>Leader Selection</u>							
27. A plan has been developed for selec- tion of Extension leaders.	2.00	2.00	1.98	1.60	1.95	.26	ns



Table 4. Continued

Specific Statements by Categories	Adminis- trators N=8	Mean Group Responses			Total Mean	F Statistic	Signifi- cance
		Super- visors N=10	Advisors N=91	Special- ists N=10			
<u>Cooperation-Coordination</u>							
28. Extension activities within the Farmer's Association are coordinated.	1.88	2.20	2.24	1.00	2.11	3.05	*
29. Cooperation within the Extension organi- zation is voluntary.	2.00	2.50	2.55	1.90	2.45	1.32	ns
30. There is a free exchange of information and ideas within Ex- tension organization.	2.63	2.40	3.01	2.80	2.92	1.57	ns

ns - Not significant (if F statistic is less than 2.69).

\* - Significant at .05 level (if F statistic is between 2.69 and 3.95).

\*\* - Significant at .01 level, which implies significance at the .05 level, (if F statistic is greater than 3.95).

on which inter-group consensus prevailed (at the .05 and .01 levels) no consistent pattern of positive or negative reactions can be determined when all data are viewed macroscopically.

The observation that all status-role groups were in general accord in reacting negatively to eleven of thirty statements seems significant in view of the fact that these eleven statements represented a diversity of organizational and administrative considerations. There was inter-group consensus on the following: extension organizational goals are not being achieved; the present system of organization does not fulfill the needs of rural clientele and extension personnel; extension administrators do not understand the function of their organization; there is a lack of clearly defined lines of authority and responsibility and subsequent knowledge on the part of advisors to whom they are responsible; all extension personnel do not share in decision-making opportunities; the organization does not provide for promotional opportunities; personnel do not feel secure in their jobs; administrators do not defend their subordinates whether right or wrong; and, the span of control with respect to supervisor-advisor relationships is not disproportionate.

A further overview of the data discloses differences in the extent of consensus between statements as categorized and reported (see Tables 3 and 4) by all status-role groups.

As related to extension goals, overall response to each of statements 1, 3, and 4 revealed consensus (negative reactions). A high degree of dissensus, however, applied to statement 2.

For statements oriented to work responsibilities, there was consensus on item 7 but inter-group dissensus (at the .05 and .01 levels) on statements 5 and 6.

Consensus indices for statements 8, 9, 10, 11, 12, and 13 pertaining to authority and responsibility relationships ranged widely from a relatively high degree of consensus on statement 8 to one of high dissensus on statement 10. Of the four statements on which inter-group consensus existed, two (8 and 13) represented a negative reaction while the others (9 and 12) showed mixed patterns.

Referring to the four decision statements, three exhibited consensus and one lacked consensus at the .05 level. Consensus on statement 14 was one of negative reaction, on 16, a positive reaction, and mixed with respect to statement 17.

Consensus existed on each of the four statements 18, 19, 20, and 21 oriented to extension personnel needs. For each of items 19, 20, and 21 the consensus was one of negative reaction and for statement 18, positive reaction.

On four of the categorized loyalty statements, two revealed consensus, although slight, and two dissensus, one each at the .01 and .05 levels of significance.

Consensus appeared on both the span of control and leader selection items. There was a lack of consensus between status-role groups with respect to statement 28 but consensus held for the remaining statements relative to cooperation and coordination.

Areas of inter-group dissensus (at the .01 level of significance) applied to statements 2, 5, 6, and 23. Whereas items 5 and 6 relate to work responsibilities, statements 2 and 23 represent two widely divergent organizational and administrative considerations, namely, extension goals and subordinate loyalty.

Although the macroscopic approach as used above provides a broad overview of inter-group consensus and dissensus on responses to all statements, a

focus now on microscopic analyses, helps to identify specific areas of agreement and/or disagreement between two or more status-role groups on selected items. The methodology used for this microscopic analysis is twofold: one, by objective inspection of the frequency of responses on all items by all groups as reported in Table 3; two, by interpretation of mean score responses in Table 4. In the latter, the lower the mean for any group, the greater is the concordance of expressed disagreement to any of the thirty statements by that group. Conversely, the higher the mean, the greater is the concordance of expressed agreement by that group to any of the statements.

From Table 3, statement 6, it is observed that seventy percent of the supervisors believed that all personnel had been assigned definite work responsibilities. In sharp contrast are the specialists who generally disagreed. This same pattern of supervisor agreement and specialist disagreement held for statement 7 with respect to the preparation of job descriptions.

Within the authority and responsibility category, significant differences between two or more status-role groups are readily observed. Most evident is the difference between administrators and specialists in their responses to statements 9, 10, and 12. In each, the specialists held a more pronounced negative reaction than did the administrators. Supervisors, in general, joined with the specialists in reacting negatively to item 9.

The specialists were alone in their general negative reaction to statement 10. By and large, all other status-role groups held the attitude that responsibility in the organization is shared. In somewhat similar fashion, the specialists, as a group, were in more agreement (a negative reaction) than were other groups with respect to statement 12.



Closely related to the authority and responsibility statements are those dealing with decisions. Response to statements 14 and 16 is believed to be particularly pertinent. All status-role groups generally were in accord that the present organization does not give all extension personnel the opportunity to make decisions. On the other hand, they agreed that they share in decisions.

As noted in statement 17, the majority of administrators and supervisors generally agreed that major extension decisions are made by the local Farmer's Association manager. On the other hand, a larger percentage of advisors were inclined to hold somewhat different attitudes.

The divergence of attitudes between status-role groups held toward statement 28 is worthy of note. Specialists generally disagreed to the statement, "Extension activities within the Farmer's Association are coordinated." Following them were the administrators who held mixed reactions. As one then proceeds downward within the Extension hierarchy, it can be observed that there is increasing agreement on the part of supervisors and advisors.

#### Summary of Attitudes Held Toward Present Organizational Structure and Functionality

There was no significant difference between status-role groups in their response to statements 1, 3, 4, 7, 8, 9, 12, 13, 14, 16, 17, 18, 19, 20, 21, 22, 24, 26, 27, 29, and 30. Thus, all null hypotheses relating to these twenty-one statements are accepted.

Consensus on these twenty-one statements represented 70 percent of all thirty items. Consensus on statements 16, 18, and 30 was one of positive reaction whereas consensus on statements 1, 3, 4, 8, 13, 14, 19, 20, 21, 24, and

26 revealed a negative reaction. The remaining seven statements on which consensus prevailed did not reveal any consistent positive or negative patterns.

There was a significant difference of consensus between status-role groups at the .05 level with respect to statements 10, 11, 15, 25, and 28. Accordingly, the null hypotheses pertaining to these five statements are rejected. In similar fashion, the lack of inter-group consensus at the .01 level of significance on response to statements 2, 5, 6, and 23 necessitates the rejecting of the four hypotheses relating to these items.

The greatest degree of consensus between status-role groups was found in the response to statements 4, 8, 16, and 26. Consensus on statements 4, 8, and 26 was one of negative reaction and to item 16 a positive reaction. The lack of consensus was most evident with respect to statements 2 and 23.

Specialists were in noticeable disagreement with administrators on such statements as 3, 6, 7, 8, 9, 10, 12, 13, 15, 19, 22, 23, 24, and 28. In each, the specialists were more inclined to disagree to these statements than were the administrators. Items on which administrators and specialists seemed to hold similar attitudes of agreement or disagreement were statements 1, 2, 4, 5, 11, 18, 20, 26, and 29.

Supervisors and advisors, who collectively constitute extension's field force, tended to express similar attitudes on items 4, 5, 6, 18, 22, 26, 28.

Statements on which relatively similar attitudes were held with respect to the administrator and supervisor groups were limited to items 3, 10, 12, 17, and 27.

Specialists tended to disagree more strongly to statements 3, 6, 7, 10, 12, 23, and 26 than either of the other three status-role groups.

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Status-Role Perceptions of Expectations for  
Organizational Change

Hypothesis 2, page 37, states that "There is no significant difference in the consensus between administrator, supervisor, advisor, and specialist groups with respect to their perceptions of expectations for organizational change."

The total frequencies of response and rank order for combined status-role expectations are summarized in Table 5. It is noted that expectations ranked 1 and 2, when combined, constitute 35 percent of all 588 responses.

The pattern of distribution for all 588 responses to include total frequencies for each of the four status-role groups as well as the significance of difference in the consensus between groups on all eighteen ranked expectations are summarized in Table 6. The bases for these summaries can be found in data presented in Appendix A, Tables 1-4.

Referring to Table 6, it is observed that there was no significant difference in consensus between status-role groups with respect to fifteen of the eighteen ranked expectations. For expectations on which there was inter-group dissensus, numbers 6 and 10 are significant at the .01 level while expectation 4 is significant only at the .05 level.

It should be borne in mind, however, that a decreasing amount of importance can be attached to any differences in the consensus between these four groups on expectations ranked 10 through 18. When the smallest expected frequency for any expectation is less than 5.00, owing to too few responses, any interpretation that is made becomes a questionable one. For this reason, the following analysis of data concentrates on expectations ranked 1 through 9.

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Table 5. Frequency of Response and Rank Order of  
Combined Status-Role Expectations

Expectation Categories <sup>1</sup>	Frequency of Response	Rank Order
Improved cooperation and/or coordination	105	1
Carry out assigned responsibilities	103	2
More competent personnel	71	3
Improved authority and responsibility relationships	47	4
Professional improvement	45	5
Improved financial support for Extension	40	6
Improved planning	35	7
Better understanding of needs and problems	32	8
Avoid mixing education with business and/or politics	29	9
Job security	20	10
Extension legislation	14	11
More extension personnel	10	12
Job descriptions	9	13

<sup>1</sup>Categories based on the condensation of 588 expectation responses provided by status-role respondents. See Appendix B.

Table 5. Continued

Expectation Categories	Frequency of Response	Rank Order
Respect for and loyalty to superiors	7	14
Higher material personal benefits	6	15
Improved morale	4	16
Expanded Extension programs	2	17
Miscellaneous <sup>1</sup>	9	18
Total	588	

<sup>1</sup>Be more professional  
 Promotional opportunities  
 Quit complaining  
 Evaluation of personnel  
 Reduction of training costs

Promote enthusiasm  
 Promote good relationships  
 Spend more time in office  
 Exert influence

Table 6. Frequency of Response and Significance of Difference in the Consensus Between Status-Role Groups on Eighteen Ranked Expectations.

Expectations of Combined Status-Role Groups in Rank Order	Admini- strators N <sup>1</sup> =8 R <sup>2</sup> =153		Supervisors N=14 R=155		Advisors N=14 R=84		Specialists N=10 R=196		Smallest Expected Freq.	X <sup>2</sup> Statistic	Significance
	Freq.	%	Freq.	%	Freq.	%	Freq.	%			
1. Improved cooperation and/or coordination.	24	15.17	21	13.55	19	22.62	41	20.91	15.00	5.00	n. s.
2. Carry out assigned responsibilities.	20	13.07	24	15.48	22	26.19	37	18.87	14.71	7.16	n. s.
3. More competent personnel.	26	17.00	13	8.38	11	13.09	21	10.71	10.14	5.89	n. s.
4. Improved authority and responsibility relationships.	17	11.11	4	2.58	6	7.14	20	10.20	6.71	9.58	*
5. Professional improvement.	17	11.11	11	7.10	2	2.38	15	7.65	6.43	5.96	n. s.
6. Improved financial support for Extension	6	3.92	26	16.77	3	3.57	5	2.55	5.71	33.28	**
7. Improved planning.	10	6.54	8	5.16	3	3.57	14	7.14	5.00	1.61	n. s.
8. Better understanding of needs and problems.	5	3.27	10	6.45	9	10.71	8	4.08	4.57	6.95	n. s.
9. Avoid mixing education with business and/or politics.	7	4.58	7	4.52	2	2.38	13	6.63	4.14	2.47	n. s.





Table 6. Continued

Expectations of Combined Status-Role Groups in Rank Order	Admini- strators N <sup>1</sup> =8 R <sup>2</sup> =153		Supervisors N=14 R=155		Advisors N=14 R=84		Specialists N=10 R=196		Smallest Expected Freq.	X <sup>2</sup> Statistic	Signifi- cance
	Freq.	%	Freq.	%	Freq.	%	Freq.	%			
10. Job security.	4	2.61	12	7.74	3	3.57	1	.51	2.86	14.17	**
11. Extension legislation.	0	0	7	4.52	2	2.38	5	2.55	2.00	6.79	n. s.
12. More Extension personnel.	3	1.96	3	1.93	1	1.19	3	1.53	1.43	.277	n. s.
13. Job descriptions.	4	2.61	0	0	0	0	5	2.55	1.29	6.26	n. s.
14. Respect for and loyalty to superiors	4	2.61	1	.64	0	0	2	1.02	1.00	4.08	n. s.
15. Higher material personal benefits	2	1.31	3	1.93	0	0	1	.51	.86	2.78	n. s.
16. Improved morale	0	0	2	1.29	0	0	2	1.02	.57	2.81	n. s.
17. Expanded Extension programs	0	0	1	.64	1	1.19	0	0	.29	3.40	n. s.
18. Miscellaneous	4	2.61	2	1.29	0	0	3	1.53	1.29	2.55	n. s.

1 Number of respondents in status-role group.

2 Total number of responses reported by status-role group.

3 n. s. - not significant (if x<sup>2</sup> statistic is less than 7.82).\* - significant at .05 level (if x<sup>2</sup> statistic is between 7.82 and 11.34).\*\* - significant at .01 level which implies significance at the .05 level (if x<sup>2</sup> statistic is greater than 11.34).

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As one views the data from a macroscopic point of view, there appears to be a wide range within the "not significant" categories. There was a high degree of consensus, for example, between administrators, supervisors, advisors, and specialists with respect to improved planning, while the consensus became much less evident on expectations 1, 2, 3, 5, and 8.

A more detailed study of the data reveals possible clues to status-role differences as related to selected expectations. The most evident of these is expectation 6 with a  $\chi^2$  value of 33.28. It is readily observed that the supervisor group held entirely different perceptions with regards to the expectation for improved financial support. In fact, no other expectation was more commonly mentioned by this group (see Appendix A, Table 2). One-half of all of their responses relative to this expectation were directed at specialists.

Supervisors were also largely responsible for the significant difference in consensus on expectation 4. Only two-and-one-half percent of this group's total responses pertained to improved authority and responsibility relationships. Again referring to Appendix A, Tables 1 and 2, it is noted that not one supervisor held this expectation for other supervisors or for self. On the other hand, a sizable percentage of their superiors, the administrative staff, perceived this expectation for supervisors.

Although less value can be attached to the statistic computed for expectation 10, it is interesting to note that supervisors again were in general disagreement with other groups, particularly with specialists.

Table 6 reveals further areas of dissensus with regards to the advisor group. Most apparent is expectation 5. Professional improvement was mentioned only

two times. Only one advisor respondent perceived this expectation for himself and none for other advisors (see Appendix A, Table 3). On the other hand, their superiors, the supervisor and administrator groups, generally expected advisors to engage in professional improvement.

The most frequently mentioned expectation by advisors was that of carrying out responsibilities (number 2). The expectation was perceived by them for all other groups to include self, but not held for other advisors.

Advisors were more prone to mention the expectation, better understanding of needs and problems. However, the majority of such perceptions were directed toward administrators. No administrator, on the other hand, held this expectation for advisors (see Appendix A, Tables 1 and 3).

Referring to Appendix A, Tables 1-4, a few significant observations can be noted.

The expectation improved cooperation and/or coordination was widely held by supervisors for other supervisors and by advisors for other advisors, but not one mention of this expectation was oriented to self.

Referring to expectation 3, supervisors generally expected advisors to be more competent but not other supervisors. In similar fashion, advisors expected more competency among supervisors, but did not hold this expectation for other advisors or self.

The authority and responsibility relationship expectation was more widely held by administrators and specialists than by supervisors or advisors.

Fifty percent of all status-role group responses relative to improved planning were directed at administrators. None of the advisors perceived this

expectation for other advisors or self. On the other hand the expectation was mentioned eight times by each of the other combined status-role groups for advisors.

### Summary of Expectations Held for Organizational Change

There was no significant difference in consensus between status-role groups with respect to fifteen of the eighteen ranked expectations. The lack of consensus was evident on expectations 6 and 10 at the .01 level and on expectation 4 at the .05 level of significance.

The  $\chi^2$  values for expectations 10 through 18 were generally discounted owing to the too few frequencies of response. Accordingly, null hypotheses for expectation 1, 2, 3, 5, 7, 8, and 9 are accepted. On the other hand, those relating to expectations 4 and 6 are rejected.

Within the "not significant" categories, inter-group consensus ranged from  $\chi^2 = 1.61$  on expectation 7 to  $\chi^2 = 7.16$  for expectation 2. Lesser degrees of consensus held for expectations 1, 3, 5, and 8.

The most significant lack of consensus was evidenced by expectation 6. Supervisors perceived this expectation as being most important, especially oriented to the specialist group.

Little or no mention of improved authority and responsibility relationships by supervisors was the major contributing factor for the lack of consensus on expectation 4. Only two supervisors held this expectation for other supervisors and none for self. On the other hand, a sizable percentage of their superiors held this expectation for them. Less mention was made of this expectation by

supervisors and advisors than by administrators and specialists.

Advisors did not place importance on professional improvement for other advisors or self, but their superiors generally expected this of them.

The expectation improved cooperation and/or coordination was widely held by supervisors for other supervisors and by advisors for other advisors, but no mention was made of this expectation for self.

Supervisors expected advisors to be more competent, but not other supervisors. In contrast, advisors held this expectation for supervisors but not for other advisors or self.

The expectation, improved planning, was held by all status-role groups for administrators. Each of the administrator, supervisor, and specialist groups expected advisors to improve their planning, but none of the advisor group expected this for other advisors or self.

### Status-Role Perceptions of What is Needed for Organizational Change

In the preceding section, attention was focused on status-role perceptions with respect to expectations which they held for organizational change. Such expectations are normative in nature, oriented to a future state of affairs, and specify status-role beliefs of what ought to be. In this section, the focus is on what these status-roles believed they and others needed (must have) if organizational change is to be effected, or more specifically, if the expectations that they hold are to become a reality.

Hypothesis 3, page 37, states that "There is no significant difference in the consensus between administrator, supervisor, advisor, and specialist groups

with respect to their perceptions of what is needed for organizational change."

The total frequencies of response and rank order of combined status-role needs are summarized in Table 7.

The pattern of distribution for all 606 need responses to include total frequencies by status-role groups as well as the significance of difference in the consensus on all seventeen ranked needs are summarized in Table 8. The bases for these summaries appear in Appendix A, Tables 5-8.

It is noted that there was no significant difference in inter-group consensus with regard to twelve of the seventeen ranked needs. There was a lack of consensus on needs ranked 1, 4, and 6 at the .01 level of significance and on 7 and 9 at the .05 level.

In view of the limited number of responses given to needs ranked 10 through 17, less importance can be attached to the  $\chi^2$  values indicated in Table 8. For this reason, the presentation and analysis of data relative to need perceptions will be restricted to needs ranked 1 through 9.

Consensus between the four groups is noted only with respect to needs 2, 3, 5, and 8. Only one of these, the need for improved cooperation and/or coordination, presents a relatively high extent of agreement. There is a greater lack of agreement between the four groups with respect to the needs for professional improvement and improved planning.

The most pronounced lack of agreement is evidenced by need 6, namely, a better understanding of problems and needs. There is also a significant difference at the .01 level in the consensus on needs ranked 1 and 4 and on needs 7 and 9 at the .05 level of significance.



**Table 7. Frequency of Response and Rank Order of Combined Status-Role Needs**

<b>Needs<sup>1</sup></b>	<b>Frequency of Response</b>	<b>Rank Order</b>
<b>Carry out assigned responsibilities</b>	<b>97</b>	<b>1</b>
<b>Professional improvement</b>	<b>78</b>	<b>2</b>
<b>Improved cooperation and/or coordination</b>	<b>64</b>	<b>3</b>
<b>Improved authority and responsibility relationships</b>	<b>57</b>	<b>4</b>
<b>More financial support for Extension</b>	<b>54</b>	<b>5</b>
<b>Better understanding of problems and needs</b>	<b>53</b>	<b>6</b>
<b>More competent personnel</b>	<b>48</b>	<b>7</b>
<b>Improved planning</b>	<b>34</b>	<b>8</b>
<b>Higher material personal benefits</b>	<b>33</b>	<b>9</b>
<b>Job security</b>	<b>23</b>	<b>10</b>
<b>Avoid mixing education with business and/or politics</b>	<b>17</b>	<b>11</b>
<b>More personnel</b>	<b>16</b>	<b>12</b>
<b>Extension legislation</b>	<b>12</b>	<b>13</b>
<b>Job descriptions</b>	<b>10</b>	<b>14</b>

<sup>1</sup>Categories based on the condensation of 606 need responses provided by status-role interviewees. See Appendix B.

Table 7. Continued

Needs	Frequency of Response	Rank Order
Higher morale	3	15
Exert influence	2	16
Miscellaneous <sup>1</sup>	5	17
Total	606	

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<sup>1</sup> Equality  
 Opportunities for promotion  
 To be flexible  
 Respect for superiors  
 More adequate span of control

Table 8. Frequency of Response and Significance of Difference  
Between Status-Role Groups on Seventeen Ranked Needs.

Needs of Combined Status-Role Groups in Rank Order	Admini- strators N <sup>1</sup> =8 R <sup>2</sup> =162		Supervisors N=14 R=140		Advisors N=14 R=114		Specialists N=10 R=190		Smallest Expected Freq.	X <sup>2</sup> Statistic	Signifi- cance
	Freq.	%	Freq.	%	Freq.	%	Freq.	%			
1. Carry out assigned responsibilities.	38	23.45	12	8.57	22	19.30	25	13.16	18.25	14.51	**
2. Professional improvement.	20	12.34	17	12.14	9	7.90	32	16.84	14.67	5.30	n.s.
3. Improved cooperation and/or coordination.	14	8.64	16	11.43	15	13.16	19	10.00	12.04	1.62	n.s.
4. Improved authority-responsibility relationships.	17	10.49	19	13.57	0	0	21	11.05	10.72	15.52	**
5. More financial support for Extension.	16	9.87	14	10.00	13	11.40	11	5.79	10.16	3.54	n.s.
6. Better understanding of problems and needs.	6	3.70	9	6.43	28	24.56	10	5.26	9.97	44.72	**
7. More competent personnel.	14	8.64	18	12.86	3	2.63	13	6.84	9.03	9.47	*
8. Improved planning.	3	1.85	12	8.57	7	6.14	12	6.32	6.40	6.88	n.s.
9. Higher material personal benefits.	12	7.41	1	.71	6	5.26	14	7.37	6.21	8.67	*

Table 8. Continued

Needs of Combined Status-Role Groups in Rank Order	Admini-strators N <sup>1</sup> =8 R <sup>2</sup> =162		Supervisors N=14 R=140		Advisors N=14 R=114		Specialists N=10 R=190		Smallest Expected Freq.	X <sup>2</sup> Statistic	Signifi-cance
	Freq.	%	Freq.	%	Freq.	%	Freq.	%			
10. Job security.	4	2.47	7	5.00	3	2.63	9	4.74	4.33	2.22	n.s.
11. Avoid mixing education with business and/or politics.	1	.62	5	3.57	2	1.75	9	4.74	3.20	6.21	n.s.
12. More personnel	8	4.94	2	1.43	1	.88	5	2.63	3.01	5.50	n.s.
13. Extension legislation.	2	1.23	4	2.86	3	2.63	3	1.58	2.26	1.43	n.s.
14. Job descriptions.	6	3.70	1	.71	0	0	3	1.58	1.88	6.88	n.s.
15. Higher morale.	0	0	0	0	1	.88	2	1.05	.56	3.04	n.s.
16. Exert influence	0	0	1	.71	0	0	1	.53	.38	1.76	n.s.
17. Miscellaneous	1	.62	2	1.43	1	.88	1	.53	.94	.920	n.s.

1 Number of respondents in status-role group.

2 Total number of responses reported by status-role group.

3 n.s. - not significant (if x<sup>2</sup> statistic is less than 7.82).\* - significant at .05 level (if x<sup>2</sup> statistic is between 7.82 and 11.34).\*\* - significant at .01 level which implies significance at the .05 level (if x<sup>2</sup> statistic is greater than 11.34).

Viewing the data in Table 8, supplemented by Tables 5-8, Appendix A, a few significant phenomena are observed.

The high degree of dissensus on need 6 is obviously due to perceptions held by advisors. Their combined responses to this need ranked highest among all needs expressed by them. On the contrary, this need occupies a rank order of 8 or below for all other status-role groups. Thirteen of the fourteen advisor respondents mentioned that administrators need to have a better understanding of problems and needs. In general, administrators did not hold this perception for themselves nor for advisors.

The advisor group was again responsible for the significance of difference in consensus on need 4. Not a single mention was made by any advisor regarding the need for improved authority-responsibility relationships. In contrast, their immediate superiors, the supervisory group, mentioned this need more frequently than any other one. The need was also mentioned frequently by each of the administrator and specialist respondents. See Appendix A, Tables 5-8.

A study of all data shown in the separate tables indicates one important reason for the significant difference in consensus on need 1. The need to carry out assigned responsibilities represents the most frequently mentioned need by administrators and the second most for each of the advisor and specialist groups. Based on all need responses given by supervisors, however, the carrying out of assigned responsibilities ranks only sixth. Only one supervisor expressed this need for administrators while every administrator believed that supervisors need to carry out their responsibilities. The largest number of responses given by advisors with respect to this need was directed at supervisors. Only two

supervisors on the other hand perceived this need for advisors.

Although the need for more competent personnel occupies only seventh position in the rank order of all expressed needs for combined status-roles, it ranks second for supervisors. It is observed from Appendix A, Table 6 that the majority of such responses were directed at advisors. In fact, twelve of the fourteen supervisors responded in this manner. Not one advisor believed that he needed to be more competent and only one mentioned this as a need for other advisors. Likewise, none of the administrators and only two specialists perceived this for advisors. It is of interest to note that not a single advisor mentioned that the supervisors need to be more competent.

Among those needs which indicate no significant difference in consensus, one is worthy of comment, namely, need 8. Improved planning was mentioned by administrators only three times out of a total of 162 need responses. See Appendix A, Table 5. In the following table, however, one observes that this need was more highly considered by supervisors, especially oriented to administrators.

#### Summary of Needs for Organizational Change

There was no significant difference in consensus between status-role groups with respect to twelve of the seventeen ranked needs. A lack of consensus was found on needs 1, 4, and 6 at the .01 level and on needs 7 and 9 at the .05 level of significance.

The  $\chi^2$  values for needs 10-17 were discounted owing to the limited frequencies of response attached to each. Based on the remaining needs, null

hypotheses are accepted for needs 2, 3, 5, and 8 and rejected for 1, 4, 6, 7, and 9.

The most pronounced lack of consensus was evidenced by need 6. The combined responses of advisors to this need ranked highest among all needs expressed by them. In contrast, other status-role groups placed considerably less importance on the need to better understand problems.

A second evidence of dissensus between status-role groups occurred on need 4, due largely to the absence of any such responses by advisors. However, the need for improved authority and responsibility relationships was mentioned frequently by each of the other three groups.

Consensus was also lacking on need 1. Supervisors tended to mention the need for carrying out assigned responsibilities less often for themselves and others than they did for either the administrators, advisors, or specialists.

And finally, a significant difference in consensus between the four groups was noted with respect to the need for more competent personnel. Although the need occupied seventh position in the rank order of all expressed needs for combined status-roles, it ranked second among all needs mentioned by supervisors. The majority of such responses by supervisors were directed at advisors. Not one advisor, however, mentioned this need either for himself or for supervisors.

## CHAPTER VI

### RELATIONSHIP BETWEEN CONSENSUS ON ATTITUDES HELD TOWARD PRESENT ORGANIZATION AND CONSENSUS ON PERCEPTIONS OF EXPECTATIONS AND NEEDS FOR ORGANIZATIONAL CHANGE

The purpose of this chapter is to analyze all data in an effort to determine whether or not there is a relationship between (1) the consensus on attitudes held toward the actual structure and functionality of the present organization and (2) the consensus on perceptions of expectations and needs for organizational change.

#### Introduction

In the preceding chapter, the three consensus variables of this study were treated as dependent variables while the four status-role groups constituted the independent variable. See Figure 1, page 33. For the purposes of the present chapter, consensus on attitudes held by status-roles toward the present organization is treated as the independent variable and consensus on expectations and needs become the two dependent variables. See Figure 2, page 34. The independent variable represents an antecedent or "if" condition, which when applied to this study, is the consensus on attitudes held toward the present organization. Both of the dependent variables oriented to how the organization ought to be represent the consequent or "then" conditions which appear, disappear, or change as the independent variable is manipulated.

It is hypothesized that there is no relationship between (1) the consensus on attitudes held toward the actual structure and functionality of the present organizations, and (2) the consensus on perceptions of expectations and needs for organizational change.



### Relationship Between Consensus on Expectations and Needs

Before exploring the relationship between the independent and two dependent variables, which constitutes the major focus of Chapter VI, it is advisable to first explore the relationship between the two dependent variables, consensus on expectations and consensus on needs.

Referring to Tables 5 and 7, it is noted that status-role perceptions relative to both expectations and needs, when categorized, fall into similar patterns. The variance is one of rank order only. Expectations ranking 1 through 8 also appear within the first eight ranked needs. The only exception is number 9. It is the expectation that status-roles avoid mixing education with business and/or politics and the need for higher material personal benefits.

Referring to Table 9, it is noted that there is a relationship between the consensus on expectations and consensus on needs with respect to five of the eight listed categories, namely, improved cooperation and/or coordination, more competent personnel, improved authority and responsibility relationships, professional improvement, and improved planning. Although there was inter-group consensus regarding more competent personnel as an expectation and dissensus as a need, the two  $\chi^2$  values are not far apart. The lack of or infrequent mention of authority-responsibility relationships by advisors either as an expectation or as a need is observed as the significant factor making for dissensus within this category.

The  $\chi^2$  values for each of the remaining three categories listed in Table 9 indicate little relationship between the consensus on expectations and consensus

on needs. However, a microscopic look at the data in Appendix A, Tables 1-8 reveals a significant observation. In each of these three categories there was one specific group, either supervisor or advisor, which largely contributed to the high degree of dissensus. Whereas the respondents of that group may have failed to mention or only infrequently mentioned the category as an expectation (need), they reversed the pattern and frequently mentioned the same category as a need (expectation).

Relationship Between Consensus on Attitudes Held Toward  
the Present Organization and Consensus on Perceptions  
of Expectations and Needs for Organizational Change

Specific statements by categories which appear in Tables 3 and 4 and which were utilized for determining attitudes relative to the actual structure and functionality of the present organization are used as the basis for the antecedent condition or event (the independent variable). Expressed expectations and needs for organizational change which fit similar categories are treated as the consequent effect (dependent variables). More specifically, the search is being made to find the relationship that may exist, as for example, between consensus on cooperation and/or coordination as viewed by status-role groups with regard to the present organization and cooperation and/or coordination as it is perceived as an expectation or need for organizational change. It is assumed that if status-role groups believed that there was cooperation and/or coordination in the present organization, then cooperation and/or coordination would not be widely held as either an expectation or need. Conversely, if status-role groups generally held the attitude that cooperation and/or coordination was lacking in the present

**Table 9. Relationship Between Consensus on Expectations and Consensus on Needs According to Expectation and Need Categories.**

Expectation and Need Categories	Consensus on Expectations		Consensus on Needs	
	$\chi^2$ Value	Signifi- cance	$\chi^2$ Value	Signifi- cance
Improved cooperation and/or coordination	5.00	N. S.	1.62	N. S.
Carry out assigned responsibilities	7.16	N. S.	14.51	**
More competent personnel	5.89	N. S.	9.47	*
Improved authority and responsibility relationships	9.58	*	15.52	**
Professional improvement	5.96	N. S.	5.30	N. S.
Improved financial support	33.28	**	3.54	N. S.
Improved planning	1.61	N. S.	6.88	N. S.
Understanding problems and needs	6.95	N. S.	44.72	**

organization, then this condition should appear as a generally held expectation and/or need for organizational change.

The search for relationships described above will be limited to the following expectation-need categories: improved cooperation and/or coordination; carry out assigned responsibilities; more competent personnel; improved authority and responsibility relationships; and, professional improvement.

#### Improved Cooperation and/or Coordination

Referring to Tables 3 and 4, pages 49 and 55, it is observed that by and large, there is a relatively high amount of agreement by status-role groups with respect to each of statements 28, 29, and 30 relating to the category, cooperation and/or coordination. Most agree to these statements. Disagreement by specialists to statement 28 constitutes the only extensive deviation. In addition, each of the administrator and specialist groups are about evenly split in the attitudes they held toward statement 29.

However, when one studies the data in Tables 6 and 8, pages 69 and 78, supplemented by Appendix A, Tables 1-8, it is observed that cooperation and/or coordination for combined status-role groups occupies the highest ranked expectation and the third ranked need. For administrators, the expectation ranked first, third for supervisors, second for advisors, and first for specialists.

Whereas there appears to be a lack of relationship between the attitudes held toward statements 28, 29, and 30 on the one hand and the expectation cooperation and/or coordination on the other hand, there is at least a relatively high degree of consistency in the importance attached to the expectation by all status-role groups.

As a need, cooperation and/or coordination occupies lower rank orders, namely, fifth for administrators, fourth for supervisors, third for advisors, and fourth for specialists. The lack of relationship between attitudes held toward statements 28, 29, and 30 on the one hand and the need for cooperation and/or coordination on the other hand becomes less evident than it did when viewed as an expectation.

A more detailed study of all data casts additional light on this apparent lack of relationship between these independent and dependent variables.

There was general agreement that there is a free exchange of information and ideas within the organization (see statement 30). During the interviews, no mention was made of a "free exchange" by either administrators or specialists and only an occasional reference to it by supervisors either as an expectation or a need. Thus, a relationship does appear to exist between statement 30 and expectation-need responses for these three groups.

In contrast, advisor respondents when interviewed<sup>1</sup> made frequent mention of the expectation "the opportunity to exchange ideas, information, and experiences with other advisors." It will be noted that this group was more prone to agree to statement 30 than were other groups. Thus, there appears to be an inverse relationship between the attitudes they expressed toward statement 30 and their expectation responses.

Referring to statement 28, an emerging pattern is noted. First, there are the specialists who in 90 percent of the cases answered "disagree" or "strongly disagree." In similar fashion, this group placed the greatest importance on improved cooperation and/or coordination as an expectation.

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<sup>1</sup>Data on file with writer-investigator.

Next are the administrators who in 50 percent of the cases "disagreed" or "strongly disagreed" to statement 28. They, too, mentioned cooperation and/or coordination more times than any other expectation.

Finally, there are the supervisor and advisor groups, both of whom generally agreed to statement 28 on the one hand and still frequently mentioned cooperation and/or coordination as an expectation on the other hand. It is noted, however, that the expectation ranked only third for supervisors and second for advisors. See Appendix A, Tables 2, 3, 6, and 7. From the investigator's data<sup>1</sup> it is noted that advisors did not generally expect improved coordination. Thirteen of their nineteen responses within the cooperation-coordination category pertained to the exchange of ideas, information and/or experiences, not coordination.

From the above, it appears that a relationship does exist between responses given to statement 28 and the expectation for improved cooperation-coordination as related to specialists, administrators, and advisors, but not for supervisors.

In view of the fact that no mention was made of voluntary cooperation (statement 29) as either an expectation or a need, it is not possible to explore a possible relationship.

### Carry Out Assigned Responsibilities

Although statements 5, 6, and 7 (Table 3) relate to work responsibilities, none asked for a specific expression of attitudes which would reveal whether or not assigned responsibilities were being carried out. However, it is believed

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<sup>1</sup>Data on file with the writer-investigator.

that the highly ranked expectation-need, to carry out assigned responsibilities, is related to one's knowledge of his duties and the assignment of work responsibilities. One's ability to carry out an assigned responsibility depends upon his knowing what he is expected to do as well as having been assigned a definite responsibility.

As one observes status-role responses to statements 5 and 6 (Table 3) it is noted that 75 percent of all responses fall within the agree or strongly agree category. Supervisors and advisors were particularly prone to agree, administrators less so, and specialists the least. The fact that so large a percentage of status-roles believed that they know what is expected of them and agreed that all have been assigned definite work responsibilities makes the search for relationships between statements 5 and 6 and related expectation-need responses more meaningful. More specifically, it is hypothesized that if all personnel know what is expected of themselves, then such status-role responses, either as an expectation or need, are more valid.

An analysis of data in Tables 4 and 6, and Appendix A, Tables 1-4 indicates a somewhat mixed relationship between responses to statement 5 and 6 on the one hand and the similar expectation-need category on the other hand. Advisors who generally agreed to the two statements placed a high value on the carrying out of assigned responsibilities both as an expectation and need. Supervisors, who also generally reacted positively to statement 5, rated it highly as an expectation but only sixth as a need. Administrators, who were in less agreement to statements 5 and 6, rated it only third as an expectation but 23 percent of their total need responses were assigned to the carrying out of assigned

responsibilities. Specialists attitudinal responses were split for statement 5 and generally showed disagreement to statement 6, but a large percentage of their perceptions of expectations and needs were directed toward this category.

No significant pattern of relationships can be deduced from the above described phenomena other than the observation that if personnel agree on their knowledge of what is expected of them, then the carrying out of assigned responsibilities becomes more meaningful.

The fact that the expectation-need, job description, was mentioned so infrequently by all status-roles makes any analysis of relationships to statement 7 one of extreme unreliability. However, it is of interest to note that almost no reference was made to job descriptions by the forty-six status-roles when interviewed, but a tabulation of their responses to statement 6 revealed that slightly more than one-half of these same persons held the attitude that job descriptions had not been prepared for all.

### More Competent Personnel

Only statement 27 applies to the expectation-need category, more competent personnel. It is further limited to extension leaders, namely, administrators, supervisors, and specialists. The search for relationship is thereby focused on attitudes and perceptions oriented to these three status-role groups.

It is observed in Table 3, page 49, that 50 percent of administrator respondents disagreed. Following the "if-then" approach, one would anticipate that if this many administrators disagreed to the statement, then there should be at least one-half agreeing to "more competent personnel" both as an expectation and as a need. Referring to Appendix A, Tables 1 and 5, it is noted that



all eight administrators expected the selection of more competent personnel for administrative staff positions. Five of the eight expected this of themselves. Half of the same respondent group believed this as a need for other administrators and five felt this for themselves. Fifty percent expected this of the supervisor group and five of the eight held this as both an expectation and need for specialists. Thus, as viewed by the administrators themselves, there appears to be some relationship between the consensus on their attitudes toward statement 27 and the consensus on the related expectation-need.

Six of the ten supervisors did not believe that a plan had been developed for the selection of extension leaders. One would suspect from this that supervisors would place a correspondingly high importance on more competent leaders either as an expectation, or need, or both. Only five of the fourteen respondents expected this of administrators, none for specialists, and only three for self. Only two supervisors believed that the administrators needed to be more competently selected, and none believed this for either specialists or self (see Appendix A, Tables 2 and 6).

Thus, oriented to supervisors, there appears to be an inverse relationship between consensus on supervisor attitudes toward statement 27 and consensus on their related expectation-need responses relative to the category, more competent personnel.

Six of the ten specialists likewise did not believe that a plan had been developed for the selection of extension leaders. The consequent of this antecedent follows in a regular pattern. All ten specialists expected more competent administrators and seventy percent of the group mentioned this as a need oriented to administrators (see Appendix A, Tables 4 and 8). On the other hand,

only three expected more competency for themselves and none believed this to be a self need. Little mention was made by specialists of this expectation-need category with respect to supervisors. There appears to be a direct relationship between specialist consensus on responses to statement 27 and their consensus on the expectation-need, more competent administrators. The same relationship does not hold when oriented to supervisors or to other specialists.

### Improved Authority and Responsibility Relationships

Statements 8, 9, 11, 12, 14, 15 have been selected as the basis for exploring possible relationships between consensus on responses to the six separate statements and consensus on authority and responsibility relationship as an expectation and need.

If one studies the responses of the four status-role groups on five of the six above listed statements, it is noted that by and large, when viewed macroscopically, with exceptions, of course, there was general agreement that lines of authority and responsibility are not clearly defined; when people are delegated responsibility, they are not given the needed authority; authority does not equal responsibility; the present organization does not give all the opportunity to make decisions; and, administrators do not have the authority to make decisions. In accord with these responses, all status-role groups with the exception of advisors, placed much importance on the need for improved authority and responsibility relationships (see Appendix A, Tables 5-8). It ranked third for administrators and specialists and first for supervisors. This pattern of relationship is less firm when the focus is on expectations.

A more detailed study of the data with respect to selected statements reveals significant findings needed to test hypotheses.

All of the groups were in accord that lines of authority and responsibility are not clearly defined (see statement 8). Most pronounced were the specialists who made frequent mention of improved authority and responsibility relationships both as an expectation and as a need. Most of their answers were directed at administrators. The administrators themselves placed much importance on the need for more authority for themselves. Six of the eight administrators expected that supervisors be given more authority. Supervisors made little mention of authority and responsibility as an expectation but the need for authority ranked first among all of their expressed needs. Advisor respondents when interviewed almost never mentioned authority and/or responsibility. More specifically, it is noted in Table 7, Appendix A, that not a single advisor referred to this category for any status-role group or self.

From the above, it appears that the following direct relationships exist between statement 8 and the category in question: on both expectations and needs as perceived by administrators and specialists; and, on needs expressed by supervisors. For advisors, there appears to be no relationship between their consensus on attitudes and consensus on expectation and needs with respect to authority and responsibility relationships.

The consensus between groups with respect to their responses to statement 9 revealed no significant difference. A more careful look at data in Table 3 indicates that whereas each of the supervisors, advisors, and specialists generally believed that people are not given the needed authority when delegated responsibility, six of the eight administrators held a different attitude. However, when

administrators were asked what they needed, six of the eight mentioned "more authority."<sup>1</sup> This phenomena suggests the lack of a relationship between administrator consensus on statement 9 to consensus on the need for authority. On the other hand, six of the eight administrators believed that authority does not equal responsibility (statement 11). When responses to this statement are used for comparative purposes with expectation and needs, a direct relationship appears between the independent and dependent (need) variable.

Nearly one-half of all respondent advisors either disagreed or strongly disagreed to statement 11. If this large a group believed that authority does not equal responsibility, one would suspect the deficiency to be correspondingly mentioned either as an expressed expectation or need. The pattern did not hold and thus the evidence of an existing inverse relationship.

Referring to statement 12, 75 percent of the administrators and 70 percent of the supervisor sample believed that the line of authority is a clear one from administrators to advisors. On the other hand, both groups frequently mentioned the need for "more authority." Thus, a pattern of direct relationship is lacking.

The great majority of administrators, supervisors, and specialists believed that administrators do not have authority to make final extension decisions (see statement 15). The fact that each of these groups was consistent in believing that administrators needed more authority makes for a direct relationship between consensus in response to the statement and consensus on the corresponding need.

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<sup>1</sup>Interview forms on file with writer-investigator.

### Professional Improvement

Taiwan's major extension goal as reported by various extension documents<sup>1</sup> is the dissemination of information and knowledge to rural men, women, and youth in order that they may improve their way of life. Although advisors are in closer contact with local clientele than are other status-roles, the activities of all personnel are geared toward the fulfillment of this goal of education. To achieve this reported organizational objective, all personnel need knowledge, skills, and certain attitudes in order that they, in turn, can more effectively serve this end. For these reasons, statement 1 has been selected for consideration.

The majority of status-roles within each of the four groups held the attitude that extension goals are not being achieved. Such a response was most pronounced among supervisors. As one views the data in Appendix A, Tables 1-8, professional improvement as a need is ranked first for specialists, second for administrators, third for supervisors, and fifth for advisors. Less frequent mention was made of the expectation "to be provided or provide professional improvement opportunities" by each of the four groups. It appears that a definite relationship exists between consensus on goal achievement and consensus on the need for professional improvement. Such relationship is less evident, but still present, when consideration is given to the expectation variable.

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<sup>1</sup>Record on file with writer-investigator.

### Summary

1. There was a relationship between the consensus on expectations and consensus on needs (the two dependent variables) with respect to the following categories: improved cooperation and/or coordination; improved authority and responsibility relationships; more competent personnel; professional improvement; and, improved planning. No relationship existed between these two variables relative to the categories: carry out assigned responsibilities; improved financial support; and, understanding problems and needs.

2. There appeared to be a lack of relationship between consensus on attitudes held toward the combined statements 28, 29, and 30 and consensus on the expectation and need of improved cooperation and coordination.

- a. The relationship between responses to statement 30 and the corresponding expectation-need category was a direct one for administrators, supervisors, and specialists, but an inverse one for advisors.
- b. A relationship did exist between the consensus on response to statement 28 and consensus on expectations for improved cooperation and/or coordination as related to specialists, administrators, and advisors, but not for supervisors.

3. No significant patterns of relationship could be determined with respect to consensus on statements 5, 6, and 7 and consensus on the expectation-need, carry out assigned responsibilities.

4. There appeared to be a direct relationship between the consensus on attitudes held toward statement 27 and the consensus on the expectation and need

for more competent personnel when oriented to administrators and specialists.

The opposite applies to supervisors.

5. There was a relationship between the consensus on attitudes held toward statements 8, 9, 11, 14, and 15 and consensus on the need for improved authority and responsibility relationship. This pattern of relationship was less apparent when focused on the expectation variable.

- a. A direct relationship appeared to exist between responses to statement 8 and the category in question: on both expectations and needs as perceived by administrators and specialists; and, on needs expressed by supervisors. For advisors, there did not appear to be any relationship between their consensus on such attitudes and their consensus on corresponding expectations and needs.
- b. There was no relationship between administrator consensus on statement 9 and their consensus on the need for authority, but there was a direct relationship between consensus on their response to statement 11 and consensus on their perceived need for more authority. For advisors, the relationship was lacking.
- c. With respect to statement 12, and oriented to administrators, there was no relationship between consensus on response to statement 12 and consensus on the need for more authority.
- d. A direct relationship was found to exist between consensus on response to statement 15 and consensus on the need for more authority as held by administrators, supervisors, and specialists for administrators.

6. It appears that there was definite and direct relationship between consensus on responses to goal achievement and consensus on the need for professional improvement. Such relationship was less evident, but still present, when consideration was given to the expectation variable.



## CHAPTER VII

### IMPLICATIONS OF THE STUDY

The purpose of this chapter is to consider the implications of the study for the Chinese Extension Chief, to include his immediate staff of administrators, and for American extension advisors in Taiwan.

#### For Taiwan Extension Administrators

Arising from the analysis is an awareness that all is not well with the Taiwan extension organization. Although this conclusion had already been reached by the organization's leaders prior to the investigation, no systematic attempt had previously been undertaken to ascertain the nature and source of organizational problems as perceived by extension workers throughout the entire organization. Furthermore, no one had endeavored to determine how individuals viewed their present organization in comparison to what they expected and believed was needed to bring about organizational improvements. Such information was believed to be essential if the Extension Chief and his immediate staff of administrators were to initiate change, calculate consequences of action, and increase their predictive powers.

Although a number of inconsistencies appear when comparing respondent attitudes held toward the present organization with their perceptions of expectations and needs for organizational change, a number of deficiencies seem quite obvious.

One of the more noticeable concerns relates to authority and responsibility relationships. All status-role groups with the exception of advisors placed much importance on the need for more authority, primarily directed at administrators. Administrators and specialists often mentioned the category as an expectation, also. Advisors, too, were less inclined than were the other groups to report that authority does not equal responsibility. Lines of authority and responsibility were believed by all groups not to be clearly defined. There was general consensus between the groups that administrators do not have the authority to make final decisions. On the other hand, the reaction was mixed when applied to the statement, "Major extension decisions are made by the local Farmer's Association manager." Data<sup>1</sup> collected by the investigator utilizing other instruments points to frequent mention by administrators, supervisors, and specialists of authority and responsibility relationships.

The apparent lack of full consensus relative to this administrative consideration indicates the following. Extension leaders, namely administrators, supervisors, and specialists held different views than those of advisors. Individuals who occupy higher positions in the organization believed that authority should be lodged at the top of the extension hierarchy. Advisors either were unaware of this expressed problem, unconcerned, or somewhat confused. On the one hand, they obviously recognized the authority inherent in the position of the local manager and their prime responsibility to him. On the other hand, they were undoubtedly cognizant of their responsibilities to their superordinates. It seems logical to assume that this state of affairs could be a causal factor

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<sup>1</sup>On file with writer-investigator.

contributing to confusion. Then again, it may be that advisors did not appreciate the full nature of the situation owing to their position in the hierarchy. And finally, advisors may have seen no need for concern. They were hired by the local manager and were paid by him, thus, first and foremost responsible to him.

If authority and responsibility relationships are to be changed, it seems logical to assume that a clear line of authority and responsibility be established from administrators to advisors placing control over personnel in the hands of administrators and supervisors rather than Farmer's Association managers.

The study has further implications for administrators with respect to professional improvement of extension personnel. Advisors were less inclined to mention professional improvement either as an expectation or as a need. This phenomenon is particularly evident when viewed as a need. Only one advisor mentioned professional improvement as a need for other advisors or for self. Other status-role groups, on the other hand, generally expected and believed that advisors needed to improve themselves professionally. This paradox leads one to assume that perhaps there was a significant difference in professional standards held by advisors compared to those held by extension leaders.

It should be borne in mind that a wide gap in formal educational experiences exists between administrators and specialists on the one hand and advisors on the other hand. The latter are vocational high school graduates only while the former are all college-trained, many of whom have engaged in graduate study in foreign countries. Although supervisor respondents had generally completed no more than secondary levels of education, some had graduated from non-vocational schools, while others had participated in post high school training

programs. In addition, supervisors generally had served the organization for many years and were observed as being considerably better qualified than advisors.

The fact that there was universal agreement with respect to the lack of goal achievement provides further evidence that professional improvement programs need to be considered, especially for advisors. However, the major goal as reported by the organization (to disseminate knowledge to rural families) may not coincide with the perceptions of organizational goals held by advisors. Data collected by the investigator reveals confusion.

Data<sup>1</sup> collected by means of other instruments reveal that some advisors were critical of the action taken by superordinates and non-extension personnel requiring that they attend numerous training sessions. Such individuals were heard to say, "We don't have enough time left to do our regular work." An evaluation of all existing training programs should be considered.

Further observations by the investigator indicate that no one individual within the entire organization consisting of more than 1,000 individuals had been assigned the responsibility to plan and/or implement a coordinated professional improvement program. From the findings of this study, it is reasonable to assume that such action be considered.

The carrying out of assigned responsibilities, when combined as both an expectation and need, was more frequently mentioned than any other category. Although as a need, it ranked relatively low by supervisors, the same group made frequent mention of it as an expectation. The very fact that the majority

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<sup>1</sup>On file with writer-investigator.

of all respondents generally agreed to the statement that all personnel know what is expected of them tends to make the corresponding expectation and need more meaningful. If individuals know what they are expected to do and do not fulfill these expectations, then one or more factors may be responsible. The lack of cooperation and/or coordination might be a contributing factor. Adequate knowledge and skills may be lacking. Some personnel may be unqualified for the position which they presently occupy. The lack of clearly defined lines of authority and responsibility may hinder certain individuals from carrying out their responsibilities. This phenomenon may be in part caused by inadequate budgetary policies, or the lack of planning, or the need to better understanding problems and needs. Any or all of these might be possible causes. Respondents were in general agreement that extension goals are not being achieved. One reason may be that personnel are not carrying out their responsibilities.

Referring to cooperation and/or coordination, there was a tendency on the part of all status-role groups to make frequent mention of it both as an expectation and need. However, one could assume that because the majority of respondents agreed to statements 28, 29, and 30, a phenomenon of contradiction prevailed. This conclusion cannot be made. Each of the three statements treats of a special aspect of the two administrative principles, cooperation and coordination, while the expectation-need category is an all inclusive one. More microscopic implications are evident, however.

Advisors made frequent mention of the expectation "the opportunity to exchange ideas, information, and experiences with other advisors." On the other hand, they were more prone to agree to statement 30, "There is a free exchange

of information and ideas." Either the advisors did not fully understand the nature and content of statement 30 or else they were contradicting themselves. The fact that no mention was made of a "free exchange" by either administrators or specialists, considerable mention by advisors, and only an occasional reference to it by supervisors either as an expectation or need seems to be understandable. Administrators and specialists although, headquartered in separate offices and in different locations, operated as an administrative or specialist team. Supervisors and advisors were widely scattered throughout the country. Advisors, however, felt a greater need to consult with their peers than did the supervisors who had greater opportunity to work with other supervisors and who traveled more extensively between counties.

The attitudes held toward statement 28 dealing with coordination indicate a significant pattern. Ninety percent of the specialists believed that extension activities were not coordinated. Only fifty percent of the administrator group held this attitude. But for supervisors and advisors the general belief was that extension activities are coordinated. This may indicate status-role differences in the connotation of the term, coordination, or it may direct attention to the greater importance placed on it by those in leadership positions.

It is noted that the expectation, improved cooperation and/or coordination, when considered by supervisors was directed at other supervisors and when mentioned by advisors was oriented to other advisors. Less consideration was given by these two groups to this expectation and need focusing on either administrators or specialists.

Specialists were particularly concerned about improved cooperation and coordination as an expectation for all groups. No other group made greater

mention of any expectation or any need than did the specialists for this expectation. It is reasonable to assume that the specialists were in a position whereby they could look from the "outside in" and thus be better able to detect the need. It may be due to the fact that they were more verbal than all other groups or placed greater importance on the expectation owing to their constant association with Americans who tended to stress this principle of administration.

The frequent mention of more competent personnel as an expectation by all status-role groups and the high rank given to it by supervisors as a need, suggests that the extension organization reconsider its present selection policy. Observations made by the investigator revealed that advisors, in particular, were selected by Farmer's Association managers according to kinship patterns. The only requirement was that each candidate be a secondary school graduate. Friends and relatives played a major role in the selection of supervisors and administrators. Specialists were selected according to a rigorous system of standards established by the Chinese government in cooperation with American advisors.

A general overview of all data as it related to the study indicates cleavage between lower and higher participants. According to Etzioni<sup>1</sup> such cleavage is characteristic of complex organizations. It seems reasonable to assume that any action planned to strengthen the organization should consider what are the differences between status-role groups and in what areas is there dissensus.

It is not assumed that high consensus between status-role groups is

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<sup>1</sup>Amitai Etzioni, A Comparative Analysis of Complex Organizations (Glencoe, Illinois: The Free Press of Glencoe, Inc., 1961) p. 130.

necessarily found in an organization nor is it assumed that a high degree of consensus is essential for effective operation of the organization. However, it is believed that the degree of consensus is a measure of degree to which the organization is integrated as a collectivity.<sup>1</sup>

Although it is recognized that cultural differences do affect organizational structure and functionality, it seems logical to assume that certain basic essentials are vital to the effectiveness and efficiency of the Taiwan extension organization. The organization must have a common goal and take action to achieve goals and purposes. It should have unity of purpose. Unless lines of authority and responsibility are clearly defined, chaos will continue. Personnel policies should be considered for the selection and training of personnel as well as the elimination of incompetents. Individuals should feel secure in their job. Coordination is essential if maximum results are to be accomplished. Cooperation is necessary for efficiency. Consideration should be given to the division of work, executive leadership and conduct, planning and decision making, goal achievement, and evaluation.

#### For American Extension Advisors

The most important implication of the study for an American extension advisor is its limitations. More questions evolved from the study than answers (see summary and study deficiencies in the following chapter). The lack of certain expected relationships and apparent contradictions by status-role groups which were revealed by all data<sup>2</sup> suggests, among other things, differences in

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<sup>1</sup>Ibid, p. 128.

<sup>2</sup>Not confined only to interview and attitude schedules.



cultural patterns and differences between recorded observations and recorded responses.

It is noted that the expectation-need, avoid mixing education with business and/or politics, was only infrequently mentioned. In reality<sup>1</sup> the problem of mixing education and business was of grave concern to American advisors and specialists of the Joint Commission on Rural Reconstruction who were responsible for the distribution of large sums of United States money to the extension organization for a program restricted to education. When in attendance at combined meetings of administrators, specialists, and American advisors of the Joint Commission, most administrators themselves often repudiated the practice. However, this group made little mention of it when interviewed.

It was commonly known that many of the Farmer's Association managers required that advisors merchandize association products as an integral part of their extension responsibility. Advisors had been notified by the Joint Commission that such practices could not be tolerated. Most advisors found it necessary to follow the wishes of their local managers although they reported having disapproved of the practice.<sup>2</sup> It is believed that the fear of reprisals and jeopardization of job security on the part of advisors contributed to the complete absence of their mention about this as an expectation and only one response to it as a need for other advisors. Half of the supervisor respondent group reported that they expected advisors to refrain from mixing business with education.

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<sup>1</sup>Records on file with investigator.

<sup>2</sup>Data on file with investigator.

Apparently they felt freer to express themselves since they were not involved in such activities nor were they held responsible for such involvement. What has been described above with reference to the mixing of education and business equally applies to that of politics.

A second paradox relates to the expectation-need category, improved financial support for extension programs. Based on interview responses given by administrators, it ranked only eighth as an expectation and fourth as a need. In contrast, no concern was more commonly voiced by administrators during the investigator's frequent association with them than that of financial support for extension programs. It is likely that these respondents were more reluctant to mention financial support at the time of individual interviews knowing that they had frequently expressed themselves on this matter on other occasions and under different circumstances.

Improved planning is observed as occupying a relatively low rank order, both as an expectation and as a need. One should not necessarily conclude from this that improved planning was perceived to be unimportant. Program planning, as one administrative process, constituted a separate but integral part of the total overall study conducted in Taiwan. When interviewed, the same respondents were asked what they expected and believed was needed from each of the four groups and self for improved program planning. Although this phase of the study immediately followed the one in question (time and place) it may have affected respondent answers.

Job security was often referred to as a need by advisers. At one Extension Summer School Session held at the University and attended by seventy-seven

advisors, the group, as a collectivity, requested that the Agricultural Extension Department do what it could to help improve job security for advisors.<sup>1</sup> When interviewed, not one of the fourteen advisor respondents even mentioned job security as an expectation and only one as a need. Reference to job security was more commonly expressed as a felt need by other status-role groups in informal situations than it was during interview sessions.<sup>2</sup>

Although it is quite obvious that improved cooperation and/or coordination was highly considered by most status-roles, one should be cautious in interpreting the data. There was a tendency on the part of a sizable number of respondents to treat cooperation and coordination as synonymous terms. Had a clearer distinction been drawn between the two terms by a number of individuals, a different rank order may have evolved. It also seems reasonable to assume that the two terms hold somewhat different meanings when viewed by the Chinese compared to an American's interpretation.

A general overview of all data provides further implications for an American extension advisor. These appear to be some obvious inconsistencies. For example, it is noted that one or more status-role groups tended to respond in one way to a particular statement, but reversed themselves when responding to another statement that contained similar "content" but had been recorded and assigned a different numbered position in the attitude scale schedule.<sup>3</sup> Furthermore, one should be cognizant of those instances in which there appears to be

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<sup>1</sup>Record on file with investigator.

<sup>2</sup>Observation schedules on file with investigator.

<sup>3</sup>The numbered positions of the thirty statements as they appear in Tables 5 and 6 are the result of rearrangement for convenience of presenting and analyzing data.

little or no relationship between responses appearing on the attitude schedules and those reported as expectations and/or needs.

## CHAPTER VIII

### SUMMARY AND CONCLUSIONS

The purpose of this chapter is to cite deficiencies, to summarize the study, and present general conclusions.

#### Deficiencies of the Study

Frequent difficulties encountered in designing and implementing the research as well as tabulating, summarizing, and analyzing the data suggest a wide variety of deficiencies associated with the study.

First, and foremost, was the study's orientation. Cross-cultural research is difficult to say the least. Although organization and administration are phenomena common to all cultures, there are differences. These differences become increasingly more evident as the study progressed, being most pronounced when all data were tabulated and analyzed.

Social research is a moral action even when confined to a single culture.<sup>1</sup> In cross-cultural situations, this becomes more important. The investigator could not avoid the role of participant. According to Adams and Preiss<sup>2</sup> this dilemma does not necessarily constitute an undesirable situation, but the behavior of the investigator does effect the outcome of a study especially within the human relations aspect of cross-cultural field work. The investigator often

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<sup>1</sup>William Line and Margery R. King, "Cross-Cultural Research," The Journal of Educational Sociology, Vol. 29, No. 7, March, 1956, p. 285.

<sup>2</sup>R. Adams and J. Preiss, Human Organization Research (Homewood, Illinois: The Dorsey Press, Inc., 1960).

found himself faced with the problem of upholding the standards set for a researcher on the one hand, and at the same time attempting to render advisory service to the organization. The fact that other American advisors of the Joint Commission on Rural Reconstruction, U. S. Agency for International Development, were officially designated advisors to this organization, whereas the investigator's role was unofficial, did help to reduce the dilemma described above.

Accurate observation is difficult under any circumstance. This was particularly pertinent in Taiwan. It is believed that many observations were not complete owing to the language barrier and possible reluctance on the part of some to divulge information. There is always the tendency for an observer to inject feelings and emotions into what one observes and also difficult to keep fact and inference apart. It was not easy to see the whole, or even the interrelated parts of the whole. These are all significant limitations to this study. However, it is believed that the use of the interview and attitude scaling techniques helped to offset this limitation. The fact that more than one technique for data collection was utilized did provide important clues that likely would not have been as readily apparent had only one or two instruments been used.

The instruments which were developed and used for the collection of data had their limitations. There is the possible danger that they were not standardized to the culture although this was apparent at the time. An instrument is not a thing in itself. People differ in their relationship to an instrument far more than they differ in their variance within the instrument itself. The attempt was made to adapt the instruments but less success was achieved than was hoped for. Although carefully prepared and pre-tested (in the case of interview and attitude

scaling schedules) too much attention was paid to American "ideals." A rating scale is taken for granted in our American culture, but can one be certain that this technique is as applicable to a culture where great emphasis is placed on superior-subordinate relationships? To help compensate for this possibility, respondents were not asked to identify themselves by name. Secondly, statements for the attitude scaling interview had their basis in democratic administrative principles, not those of the Chinese. It is logical to assume that some of these statements were not ideally suited to describe the present extension organization. On the other hand, the organization aspired to a democratic system and hoped that these goals might be achieved.

Additional deficiencies are apparent with respect to the interview schedule. The differentiation between the meaning of the terms expectation and need is difficult enough in our own culture and becomes more pronounced when such terms are applied to a cross-cultural situation. It is believed that administrators and specialists were well aware of the differentiation, both because of their higher formal educational experiences and because the interviewer (writer) could interpret the meanings when questioned. This assurance was never fully felt when interviews were conducted by the Chinese interviewer.

Not until expectation and need responses were tabulated did the investigator become aware of the great difficulty encountered in attempting to tabulate such data. Use of open-ended questions in this cross-cultural situation created problems of interpretation and "grouping." Selected categories were sufficiently broad in scope to include all responses, but in an attempt to limit the categories, finer points of difference could not be so readily uncovered. It seems

reasonable to assume that the study would have been more valid had the expectation and need questions been translated into Chinese and a questionnaire administered to each respondent for his or her completion.

The barrier of language constitutes a prevailing problem in any cross-cultural research of this sort. Translators cannot be depended upon for providing the real meaning intended by the respondents.

Another weakness of the study was the advisor sample size for the determination of their perceptions with respect to expectations and needs. It would have been more desirable to have applied the principles of a mathematical probability that would have provided all advisors an equal opportunity to be selected. Furthermore, use might have been made of a mail questionnaire for selected advisors. This technique was considered, but at the time, presented various limitations.

In view of the above described deficiencies, the study should be replicated. Statistical procedures should be developed and applied to the selection of the supervisor and advisor samples. Techniques for data collection need to be more adaptable to assure greater reliability and validity of results. If the study is to be replicated by an American, the use of instruments requiring interpretative translation should be avoided.

### Summary and Conclusions

The primary objectives of this study were to ascertain problems of Taiwan's extension organization; to determine what were the attitudes held by status-roles with respect to their organization's present structure and functionality; what did these individuals expect and believe was needed for organizational



change; to determine the extent of consensus between status-role groups relative to their attitudes and perceptions; and, to ascertain whether or not there was a relationship between the consensus on attitudes held toward the present organization and consensus on perceived expectations and needs.

1. Hypothesis 1 stated that there is no significant difference in the consensus between administrator, supervisor, advisor, and specialist groups with respect to their attitudes held toward the actual structure and functionality of the present organization. Inter-group consensus was apparent on twenty-one of thirty statements to which respondents replied. Therefore, all null hypotheses regarding these twenty-one statements were accepted. Response to the remaining nine statements indicated the lack of inter-group consensus at either the .05 or .01 levels of significance. Null hypotheses for such statements were rejected.

There was more evidence of general disagreement to the majority of statements than there was agreement. A pattern of positive reaction by the four groups was apparent only with respect to three of the thirty statements. This phenomenon seems particularly significant in view of the fact that each statement was based on a variety of principles considered ideal for effective organization and presented in an affirmative manner. Moreover, evidence of disagreement by the various status-role groups was not found to be restricted to any one aspect of organizational structure and functionality, but widely distributed throughout all categories.

From these findings one would ordinarily be inclined to conclude that there was a relatively high amount of agreement regarding inadequacies of the present extension organization. Furthermore, one might conclude that specific organizational problems are thereby identified. Such conclusions may have been drawn

had the study been conducted within the American cultural framework. Instead, it becomes necessary to conclude that these findings merely suggest areas of inter-group consensus and the possibility of organizational stress and strain. The following reasons are given to support this less definite conclusion.

First, each of the thirty statements had their origin in organizational and administrative principles generally accepted within the highly industrialized areas of the Western world. Second, even though Taiwan's Extension system was re-organized according to democratic patterns and hopefully adapted to local conditions, it does not necessarily follow that such patterns are acceptable to Chinese extension personnel. Third, words carry different meanings in different cultures. This is apt to be especially evident when dealing with organizational and administrative concepts. Fourth, as one moves downward in the extension hierarchy, one finds individuals, especially advisors, who are much less familiar with organization and administration and less capable of comprehending the full scope and impact of the organization owing to their township "isolation." Sixth, since many of the advisor respondents had served extension for only limited periods of time<sup>1</sup> it is assumed that their knowledge of extension was limited. In contrast, the fact that administrators, supervisors, and specialists had longer tenures of service suggests their greater knowledgeability of extension matters. And, finally, one will note contradictory responses which lessen the reliability of some of the data. For example, it is noted that one or more status-role groups tended to respond in one way to a particular statement, but reversed themselves when responding to another statement that contained similar "content" but had been

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<sup>1</sup> Approximately 30 percent turnover of advisor personnel per year.

recorded and assigned a different numbered position in the attitude scale schedule.

2. Hypothesis 2 stated that there is no significant difference in the consensus between administrator, supervisor, advisor, and specialist groups with respect to their perceptions of expectations for organizational change. No significant difference was found on fifteen of the eighteen ranked expectations. There was a lack of consensus only on the following three: improved authority and responsibility relationships (at the .05 level); improved financial support; and, job security (the latter two at the .01 level).

Owing to the decreasing number of total responses given to expectations ten through eighteen and the corresponding unreliability of the  $x^2$  values computed for them, only those expectations ranking one through nine were considered. Thus, null hypotheses were accepted for seven expectations and rejected for two. It is concluded that there is a relatively high degree of agreement between status-role groups on all expectations suggesting areas of administrative concern relative to organizational change. The conclusion is one of suggestion, only, in view of such limitations as those of language barrier; the possible differences in interpretation of words and terms both by all status-role groups and the investigator; and, varying levels of formal education, understanding of extension, tenure of service, and the like, relating to status-role groups.

3. Hypothesis 3 stated that there is no significant difference in the consensus between administrator, supervisor, advisor, and specialist groups with respect to the perceptions of what is needed for organizational change. There was no significant difference in consensus between these groups with respect to twelve of seventeen ranked needs. The  $x^2$  values for needs ten through seventeen were

generally discounted owing to their decreasing frequencies of responses. Therefore, four null hypotheses were accepted and five were rejected. It is concluded that there is a relatively high degree of agreement between status-role groups on all ranked needs, but this agreement is less evident when the focus is on needs ranked 1 through 9. The phenomenon suggests areas of administrative concern relative to what is needed for organizational change. This conclusion is one of suggestion, only, for the same reasons as given for expectations above.

4. Hypothesis 4 stated that there is no relationship between (1) the consensus on attitudes held toward the actual structure and functionality of the present organization and (2) the consensus on perceptions of expectations and needs for organizational change.

With respect to part two of this hypothesis, it was determined that there is a direct relationship between the consensus on expectations and consensus on needs with respect to five of eight categories: improved cooperation and/or coordination; more competent personnel; improved authority and responsibility relationship; professional improvement; and improved planning. In each of the remaining three categories which exhibited the lack of inter-group consensus either advisor or supervisor groups were largely responsible.

Referring to part one of hypothesis 4, there were mixed patterns of relationship between the consensus on attitudes held toward the present organization and consensus on expectations and needs for organizational change. Some of these relationships were direct while others were inverse in nature depending upon the particular aspect of organization and administration in question. No one particular status-role group was consistently responsible for the occurrence of

these apparent mixed patterns of relationships. . An analysis of these relationships suggests areas of organizational stress and administrative concern relative to organizational change. This conclusion is one of suggestion, only, in view of the kinds of limitations described above.

The study raised more questions than answers although the original purposes of the study were generally achieved. . A replication of the study needs to be conducted either by Chinese extension leaders, an American advisor, or the cooperation of both.

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## **APPENDICES**

# APPENDIX A

Table 1. Expectations Held by Administrators<sup>1</sup> for All Status-Role Groups and Self Classified by Frequency of Response and Rank.

Expectations of Combined Status-Role Groups in Rank Order	For A <sup>2</sup> Frequency	For B <sup>3</sup> Frequency	For C <sup>4</sup> Frequency	For D <sup>5</sup> Frequency	For Self Frequency	Total		Rank
						Freq.	%	
1. Improved cooperation and/or coordination	8	7	3	3	3	24	15.17	2
2. Carry out assigned responsibilities	1	4	4	7	4	20	13.07	3
3. More competent personnel	8	4	4	5	5	26	17.00	1
4. Improved authority and responsibility relationships	4	6	3	2	2	17	11.11	4.5
5. Professional improvement	4	4	4	3	2	17	11.11	4.5
6. Improved financial support for Extension	0	0	1	3	2	6	3.92	8
7. Improved planning	6	1	2	1	0	10	6.54	6
8. Better understanding of needs and problems	2	0	0	3	0	5	3.27	9
9. Avoid mixing education with business and/or politics	1	1	2	0	3	7	4.58	7



TABLE 1. Continued

Expectations of Combined Status-Role Groups in Rank Order	For A <sup>2</sup>	For B <sup>3</sup>	For C <sup>4</sup>	For D <sup>5</sup>	For Self	Total	Rank
	Frequency	Frequency	Frequency	Frequency	Frequency	Freq. %	
10. Job security	1	1	2	0	0	4 2.61	10.25
11. Extension Legislation	0	0	0	0	0	0 0	9
12. More Extension personnel	2	0	0	0	1	3 1.96	14
13. Job descriptions	3	0	0	1	0	4 2.61	10.25
14. Respect for and loyalty to superiors	3	1	0	0	0	4 2.61	10.25
15. Higher material personnel benefits	0	0	0	0	2	2 1.31	15
16. Improved morale	0	0	0	0	0	0 0	0
17. Expanded Extension programs	0	0	0	0	0	0 0	0
18. Miscellaneous <sup>6</sup>	0	0	2	1	1	4 2.61	10.25
TOTAL	43	29	27	29	25	153 99.48	

1. Sample of eight
2. Administrators
3. Supervisors
4. Advisors
5. Specialists
6. Promotional opportunities
  - Quit complaining
  - Be more professional
  - Evaluation of personnel

Table 2. Expectations Held by Supervisors<sup>1</sup> for all Status-Role Groups and Self Classified by Frequency of Response and Rank.

Expectations of Combined Status-Role Groups in Rank Order	For A <sup>2</sup> Frequency	For B <sup>3</sup> Frequency	For C <sup>4</sup> Frequency	For D <sup>5</sup> Frequency	For Self Frequency	Total %		Rank
						Freq.		
1. Improved cooperation and/or coordination	6	11	1	3	0	21	13.55	3
2. Carry out assigned responsibilities	6	1	5	5	7	24	15.48	2
3. More competent personnel	5	0	5	0	3	13	8.38	4
4. Improved authority and responsibility relationships	2	0	2	0	0	4	2.58	11
5. Professional improvement	3	1	4	2	1	11	7.10	6
6. Improved financial support for Extension	6	1	5	13	1	26	16.77	1
7. Improved planning	4	1	1	1	1	8	5.16	8
8. Better understanding of needs and problems	7	2	1	0	0	10	6.45	7
9. Avoid mixing education with business and/or politics	0	0	7	0	0	7	4.52	9.5

Table 2. Continued

Expectations of Combined Status-Role Groups in Rank Order	For A <sup>2</sup> Frequency	For B <sup>3</sup> Frequency	For C <sup>4</sup> Frequency	For D <sup>5</sup> Frequency	For Self Frequency	Freq.	%	Rank
10. Job security	5	0	6	1	0	12	7.74	5
11. Extension legislation	4	0	0	0	3	7	4.52	9.5
12. More Extension personnel	3	0	0	0	0	3	1.93	12.5
13. Job description	0	0	0	0	0	0	0	0
14. Respect for and loyalty to superiors	0	0	1	0	0	1	.64	16.5
15. Higher material personal benefits	1	0	2	0	0	3	1.93	12.5
16. Improved morale	1	0	1	0	0	2	1.29	14.5
17. Expanded Extension programs	0	0	0	0	1	1	.64	16.5
18. Miscellaneous <sup>6</sup>	0	0	0	2	0	2	1.29	14.5
<b>TOTAL</b>	53	17	41	27	17	155	99.97	

1. Sample of fourteen  
2. Administrators  
3. Supervisors  
4. Advisors
5. Specialists  
6. Reduce training costs  
Promote enthusiasm

Table 3. Expectations Held by Advisors<sup>1</sup> for all Status-Rold groups and Self Classified by Frequency of Response and Rank.

Expectations of Combined Status-Role Groups in Rank Order	For A <sup>2</sup> Frequency	For B <sup>3</sup> Frequency	For C <sup>4</sup> Frequency	For D <sup>5</sup> Frequency	For Self Frequency	Total		Rank
						Freq.	%	
1. Improved cooperation and/or coordination	5	1	13	0	0	19	22.62	2
2. Carry out assigned responsibilities	6	5	0	5	6	22	26.19	1
3. More competent personnel	1	9	0	0	1	11	13.09	3
4. Improved authority and responsibility relationships	2	0	0	3	1	6	7.14	5
5. Professional improvement	1	0	0	0	1	2	2.38	9.3
6. Improved financial support for Extension	1	0	0	2	0	3	3.57	6.3
7. Improved planning	3	0	0	0	0	3	3.57	6.3
8. Better understanding of needs and problems	6	1	0	2	0	9	10.71	4
9. Avoid mixing education with business and/or politics	2	0	0	0	0	2	2.38	9.3

Table 3. Continued

Expectations of Combined Status-Role Groups in Rank Order	For A <sup>2</sup>	For B <sup>3</sup>	For C <sup>4</sup>	For D <sup>5</sup>	For Self	Total		Rank
	Frequency	Frequency	Frequency	Frequency	Frequency	Freq.	%	
10. Job security	2	1	0	0	0	3	3.57	6.3
11. Extension legislation	0	0	0	0	2	2	2.38	9.3
12. More Extension personnel	0	1	0	0	0	1	1.19	12.5
13. Job descriptions	0	0	0	0	0	0	0	0
14. Respect for and loyalty to superiors	0	0	0	0	0	0	0	0
15. Higher material personal benefits	0	0	0	0	0	0	0	0
16. Improved morale	0	0	0	0	0	0	0	0
17. Expanded Extension programs	0	0	0	0	1	1	1.19	12.5
18. Miscellaneous	0	0	0	0	0	0	0	0
<b>TOTAL</b>	29	18	13	12	12	84	99.98	

1. Sample of fourteen  
 2. Administrators  
 3. Supervisors  
 4. Advisors  
 5. Specialists

Table 4. Expectations Held by Specialists<sup>1</sup> for All Status-Role Groups and Self Classified by Frequency of Response and Rank.

Expectations of Combined Status-Role Groups in Rank Order	For A <sup>2</sup>	For B <sup>3</sup>	For C <sup>4</sup>	For D <sup>5</sup>	For Self	Total		Rank
	Frequency	Frequency	Frequency	Frequency	Frequency	Freq.	%	
1. Improved cooperation and/or coordination	10	10	7	10	4	41	20.91	1
2. Carry out assigned responsibilities	3	10	10	10	4	37	18.87	2
3. More competent personnel	10	4	3	3	1	21	10.71	3
4. Improved authority and responsibility relationships	7	2	1	2	8	20	10.20	4
5. Professional improvement	3	6	2	2	2	15	7.65	5
6. Improved financial support for Extension	1	0	0	1	3	5	2.55	9.3
7. Improved planning	4	0	2	5	3	14	7.14	6
8. Better understanding of needs and problems	2	1	0	0	5	8	4.08	8
9. Avoid mixing education with business and/or politics	1	4	4	0	4	13	6.63	7

Table 4. Continued

Expectations of Combined Status-Role Groups in Rank Order	For A <sup>2</sup>	For B <sup>3</sup>	For C <sup>4</sup>	For D <sup>5</sup>	For Self	Total		Rank
	Frequency	Frequency	Frequency	Frequency	Frequency	Freq.	%	
10. Job security	0	0	0	0	1	1	.51	16.5
11. Extension legislation	0	0	0	0	5	5	2.55	9.3
12. More Extension personnel	2	0	0	0	1	3	1.53	12.5
13. Job descriptions	2	0	0	3	0	5	2.55	9.3
14. Respect for and loyalty to superiors	0	1	1	0	0	2	1.02	14.5
15. Higher material personal benefits	0	0	0	0	1	1	.51	16.5
16. Improved morale	2	0	0	0	0	2	1.02	14.5
17. Expanded Extension programs	0	0	0	0	0	0	0	0
18. Miscellaneous <sup>6</sup>	1	0	0	2	0	3	1.53	12.5
<b>TOTAL</b>	<b>48</b>	<b>38</b>	<b>30</b>	<b>38</b>	<b>42</b>	<b>196</b>	<b>99.96</b>	

1. Sample of ten  
 2. Administrators  
 3. Supervisors  
 4. Advisors  
 5. Specialists  
 6. Promote good relations  
 Spend more time in office  
 Exert influence

Table 5. Needs Held by Administrators<sup>1</sup> for All Status-Role Groups and Self Classified by Frequency of Response and Rank.

Needs of Combined Status-Role Groups in Rank Order	For A <sup>2</sup>	For B <sup>3</sup>	For C <sup>4</sup>	For D <sup>5</sup>	For Self	Total		Rank
	Frequency	Frequency	Frequency	Frequency	Frequency	Freq.	%	
1. Carry out assigned responsibilities	8	8	8	8	6	38	23.45	1
2. Professional improvement	7	3	7	1	2	20	12.34	2
3. Improved cooperation and/or coordination	4	0	1	5	4	14	8.64	5.5
4. Improved authority and responsibility relationships	6	4	1	2	4	17	10.49	3
5. More financial support for Extension	6	4	1	1	4	16	9.87	4
6. Better understanding of problems and needs	2	0	1	2	1	6	3.70	9.5
7. More competent personnel	4	1	0	5	4	14	8.64	5.5
8. Improved planning	1	0	1	0	1	3	1.85	12
9. Higher material personal benefits	2	2	5	0	3	12	7.41	7



Table 5. Continued

Needs of Combined Status-Role Groups in Rank Order	For A <sup>2</sup>	For B <sup>3</sup>	For C <sup>4</sup>	For D <sup>5</sup>	For Self	Total		Rank
	Frequency	Frequency	Frequency	Frequency	Frequency	Freq.	%	
10. Job security	1	1	2	0	0	4	2.47	11
11. Avoid mixing education with business and/or politics	1	0	0	0	0	1	.62	14.5
12. More personnel	3	2	2	0	1	8	4.94	8
13. Extension legislation	1	0	0	0	1	2	1.23	13
14. Job descriptions	4	1	0	0	1	6	3.70	9.5
15. Higher morale	0	0	0	0	0	0	0	0
16. Exert influence	0	0	0	0	0	0	0	0
17. Miscellaneous <sup>6</sup>	0	1	0	0	0	1	.62	14.5
TOTAL	50	27	29	24	32	162	99.97	

1. Sample of eight  
 2. Administrators  
 3. Supervisors  
 4. Advisors  
 5. Specialists  
 6. More adequate span of control

Table 6. Needs Held by Supervisors<sup>1</sup> for All Status-Role Groups and Self Classified by Frequency of Response and Rank.

Needs of Combined Status-Role Groups in Rank Order	For A <sup>2</sup>	For B <sup>3</sup>	For C <sup>4</sup>	For D <sup>5</sup>	For Self	Total		Rank
	Frequency	Frequency	Frequency	Frequency	Frequency	Freq.	%	
1. Carry out assigned responsibilities	1	3	2	4	2	12	8.57	6.5
2. Professional improvement	3	2	3	3	6	17	12.14	3
3. Improved cooperation and/or coordination	2	6	3	3	2	16	11.43	4
4. Improved authority and responsibility relationships	7	4	2	0	6	19	13.57	1
5. More financial support for Extension	3	2	2	3	4	14	10.00	5
6. Better understanding of problems and needs	3	1	0	3	2	9	6.43	8
7. More competent personnel	1	1	12	3	1	18	12.86	2
8. Improved planning	7	2	2	0	1	12	8.57	6.5
9. Higher material personal benefits	0	0	0	0	1	1	.71	14.3

Table 6. Continued

Needs of Combined Status-Role Groups in Rank Order	For A <sup>2</sup>	For B <sup>3</sup>	For C <sup>4</sup>	For D <sup>5</sup>	For Self	Total		Rank
	Frequency	Frequency	Frequency	Frequency	Frequency	Freq.	%	
10. Job security	0	2	3	0	2	7	5.00	9
11. Avoid mixing edu- cation with business and/or politics	1	1	1	2	0	5	3.57	10
12. More personnel	2	0	0	0	0	2	1.43	12.5
13. Extension legislation	3	0	0	1	0	4	2.86	11
14. Job descriptions	0	0	0	0	1	1	.71	14.3
15. Higher morale	0	0	0	0	0	0	0	0
16. Exert influence	1	0	0	0	0	1	.71	14.3
17. Miscellaneous <sup>6</sup>	0	0	1	0	1	2	1.43	12.5
<b>TOTAL</b>	<b>34</b>	<b>24</b>	<b>31</b>	<b>22</b>	<b>29</b>	<b>140</b>	<b>99.99</b>	

1. Sample of fourteen  
 2. Administrators  
 3. Supervisors  
 4. Advisors  
 5. Specialists  
 6. Flexibility  
 Respect superiors

Table 7. Needs Held by Advisors<sup>1</sup> for All Status-Role Groups and Self Classified by Frequency of Response and Rank.

Needs of Combined Status-Role Groups in Rank Order	For A <sup>2</sup>	For B <sup>3</sup>	For C <sup>4</sup>	For D <sup>5</sup>	For Self	Total	Rank
	Frequency	Frequency	Frequency	Frequency	Frequency	Freq. %	
1. Carry out assigned responsibilities	5	8	4	2	3	22 19.30	2
2. Professional improvement	2	3	1	2	1	9 7.90	5
3. Improved cooperation and/or coordination	2	5	5	2	1	15 13.16	3
4. Improved authority and responsibility relationships	0	0	0	0	0	0 0	0
5. More financial support for Extension	1	0	5	2	5	13 11.40	4
6. Better understanding of problems and needs	12	6	2	6	2	28 24.56	1
7. More competent personnel	2	0	1	0	0	3 2.63	8.3
8. Improved planning	3	1	2	0	1	7 6.14	6
9. Higher material personal benefits	0	0	3	0	3	6 5.26	7

Table 7. Continued

Needs of Combined Status-Role Groups in Rank Order	For A <sup>2</sup>	For B <sup>3</sup>	For C <sup>4</sup>	For D <sup>5</sup>	For Self	Total		Rank
	Frequency	Frequency	Frequency	Frequency	Frequency	Freq.	%	
10. Job security	2	0	0	0	1	3	2.63	8.3
11. Avoid mixing education with business and/or politics	0	0	1	0	1	2	1.75	11
12. More personnel	0	0	1	0	0	1	.88	12.3
13. Extension legislation	2	0	0	0	1	3	2.63	8.3
14. Job descriptions	0	0	0	0	0	0	0	0
15. Higher morale	0	0	0	1	0	1	.88	12.3
16. Exert influence	0	0	0	0	0	0	0	0
17. Miscellaneous <sup>6</sup>	0	0	1	0	0	1	.88	12.3
<b>TOTAL</b>	<b>31</b>	<b>23</b>	<b>26</b>	<b>15</b>	<b>19</b>	<b>114</b>	<b>100.00</b>	

1. Sample of fourteen  
 2. Administrators  
 3. Supervisors  
 4. Advisors  
 5. Specialists  
 6. Opportunities for promotion

Table 8. Needs Held by Specialists<sup>1</sup> for All Status-Role Groups and Self Classified by Frequency of Response and Rank.

Needs of Combined Status-Role Groups in Rank Order	For A <sup>2</sup> Frequency	For B <sup>3</sup> Frequency	For C <sup>4</sup> Frequency	For D <sup>5</sup> Frequency	For Self Frequency	Total		Rank
						Freq.	%	
1. Carry out assigned responsibilities	4	3	6	4	8	25	13.16	2
2. Professional improvement	10	7	8	3	4	32	16.84	1
3. Improved cooperation and/or coordination	4	0	1	9	5	19	10.00	4
4. Improved authority and responsibility relationships	10	9	1	0	1	21	11.05	3
5. More financial support for Extension	4	2	1	2	2	11	5.79	8
6. Better understanding of problems and needs	3	0	1	5	1	10	5.26	9
7. More competent personnel	7	1	2	0	3	13	6.84	6
8. Improved planning	1	1	1	5	4	12	6.32	7
9. Higher material personal benefits	4	5	5	0	0	14	7.37	5

Table 8. Continued

Needs of Combined Status-Roles Groups in Rank Order	For A <sup>2</sup>	For B <sup>3</sup>	For C <sup>4</sup>	For D <sup>5</sup>	For Self	Total		Rank
	Frequency	Frequency	Frequency	Frequency	Frequency	Freq.	%	
10. Job security	3	3	3	0	0	9	4.74	10.5
11. Avoid mixing edu- cation with business and/or politics	3	2	3	1	0	9	4.74	10.5
12. More personnel	1	0	0	2	2	5	2.63	12
13. Extension legislation	0	0	0	1	2	3	1.58	13.5
14. Job descriptions	2	0	1	0	0	3	1.58	13.5
15. Higher morale	2	0	0	0	0	2	1.05	15
16. Exert influence	0	0	0	0	1	1	.53	16.5
17. Miscellaneous <sup>6</sup>	0	0	0	0	1	1	.53	16.5
<b>TOTAL</b>	<b>58</b>	<b>33</b>	<b>33</b>	<b>32</b>	<b>34</b>	<b>190</b>	<b>100.00</b>	

1. Sample of ten  
2. Administrators  
3. Supervisors  
4. Advisors  
5. Specialists  
6. Equality

## APPENDIX B

### NATURE OF STATUS-ROLE RESPONSES AND THEIR SUBSEQUENT CLASSIFICATION BY EXPECTATION CATEGORIES

1. Improved Cooperation and/or Coordination
  - a. Improved cooperation and coordination.<sup>1</sup>
  - b. Communications - horizontal, vertical and channels of.
  - c. Closer working relationships.
  - d. Exchange of ideas, information, and/or experience.
  - e. Public relations.
2. Carry Out Assigned Responsibilities<sup>2</sup>
  - a. Provide technical assistance.
  - b. Furnish more educational materials.
  - c. Disseminate information to rural people.
  - d. Organize farm groups.
  - e. Provide or be provided with support, guidance, counsel, and/or advice to Extension workers and/or rural clientele.
  - f. Strengthen local voluntary leadership.
  - g. Assist rural clientele in improvement of living standards.
3. More Competent Personnel<sup>3</sup>
  - a. Better qualified personnel entering Extension.
  - b. Higher standards for personnel selection.
  - c. Selection of personnel with rural oriented background and experience.

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<sup>1</sup>Generally reported in this form by status-role respondents without their differentiating between the two.

<sup>2</sup>General tasks (duties) oriented to the conduct of the Extension program as enumerated by document schedules in the possession of the writer.

<sup>3</sup>Not categorized as professional improvement in accordance with respondent's beliefs.



- d. College-trained personnel.
  - d. Stronger leadership potential.
  - f. Extension workers who work hard, are industrious, possess initiative, exhibit consideration of others, who are fair, and who set good examples to others. Such responses were grouped as character traits.
4. Improved Authority and Responsibility Relationships
- a. Clearer lines of authority and responsibility.
  - b. To be given more authority and/or responsibility or authority commensurate with responsibility.
  - c. Know to whom responsible.
  - d. More control over subordinates.
5. Professional Improvement
- a. To be provided or provide more opportunities for professional improvement both within and outside of Taiwan aimed at improved work performance.
  - b. Additional and/or improved training sessions.
  - c. Take more advantage of training opportunities (specialist's expectations of other groups).
  - d. Acquire additional knowledge for improvement of skills.
6. Improved Financial Support for Extension
- a. To secure more financial support from JCRR,<sup>1</sup> FA,<sup>2</sup> and government.
  - b. Dependable sources of support.
  - c. To explore new sources of financial support.
  - d. To work toward an adequately financed Extension system.
  - e. To financially assist less fortunate Farmer's Associations.
7. Improved Planning
- a. Program planning based on local needs.
  - b. Planning for organizational change.
  - c. Development of plans of work.

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<sup>1</sup> Joint Commission on Rural Reconstruction.

<sup>2</sup> Farmer's Association.

- d. General planning.
- 8. Better Understanding of Needs and Problems
  - a. Understanding of needs and problems of rural people.
  - b. Understanding of needs and problems of the organization - its goals, structure, functionality, and personnel problems.
  - c. Become better familiarized with problems and needs.<sup>1</sup>
  - d. Understand "our" problems.
  - e. Improve "their" understanding of the problems confronting the organization.
- 9. Avoid Mixing Education with Business and/or Politics
  - a. "Stick to" educational work.
  - b. To discontinue practice of selling Farmer's Association merchandise as part of delegated work responsibilities.
  - c. To avoid becoming involved in political activities of local Farmer's Association managers.
  - d. "Pay strict attention" to your Extension work.
- 10. Job Security
  - a. To be provided with job security.
  - b. The assurance that "we" will not be unfairly discharged.
- 11. Extension Legislation<sup>2</sup>
  - a. To assist in the preparation of regulations.
  - b. To promote Extension legislation.
- 12. More Extension Personnel
  - a. Additional staff to assist in the implementation of the present program.
  - b. To provide for subject-matter specialists headquartered at the Provincial Farmer's Association.
- 13. Job Descriptions
  - a. To prepare job descriptions.
  - b. To be provided with job descriptions.

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<sup>1</sup> No elaboration on part of respondents.

<sup>2</sup> A set of regulations drafted by Chinese leaders representing government and non-governmental agencies (and assisted by American advisors) designed to correct some of the more evident problems confronting the present extension organization. Such regulations were to be presented to the legislative bodies of Provincial and National Governments for appropriate action.

- c. To know his duties.
- 14. Respect for and Loyalty to Superiors
  - a. To be more loyal to superiors.
  - b. To respect the position of superior.
  - c. Protect subordinates.
- 15. Higher Material Personal Benefits<sup>1</sup>
  - a. More salary.
  - b. To be provided with or provide increased per diem benefits.
  - c. To provide or arrange for the provision of motorized cycles to facilitate travel.
- 16. Improved Morale
  - a. To raise morale of personnel in the organization.
  - b. To demonstrate better morale.
- 17. Expanded Extension Programs
  - a. To broaden Extension offerings to clienteles.
- 18. Miscellaneous
  - a. Promotional opportunities.
  - b. Be more professional.
  - c. Quit complaining.
  - d. Evaluation of personnel.
  - e. Reduction of training costs.
  - f. Promote enthusiasm.
  - g. Promote good relationships.
  - h. Spend more time in office.
  - i. Exert influence.

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<sup>1</sup>Is closely associated with the expectation ranked sixth, (Improved financial support for Extension) but categorized separately in accordance with status-role responses.

## NATURE OF STATUS-ROLE RESPONSES AND THEIR SUBSEQUENT CLASSIFICATION BY NEED CATEGORIES

### 1. Carry Out Assigned Responsibilities

- a. Need to provide or be provided with technical assistance.
- b. More educational materials for use in working with rural people.
- c. To carry out responsibilities associated with their Extension position(s).
- d. Support and encouragement from superiors and/or peers.
- e. To provide more support and encouragement to others.
- f. To provide support, counsel, and/or advice, to rural people.
- g. Spend more time "in the field" working with subordinates.
- h. Assist other Extension personnel solve problems.
- i. Train local leaders.
- j. To perform well on the job.

### 2. Professional Improvement

- a. To provide or be provided with more in-service training opportunities.
- b. To take greater advantage of training opportunities.
- c. To devote more time and effort to the development of personal skills and knowledge.
- d. To develop more effective personnel training programs geared to needs.
- e. More knowledge, improved skills and/or changed behavior for more effective work performance.

### 3. Improved Cooperation and/or Coordination

- a. To improve cooperation and coordination.<sup>1</sup>
- b. To conduct a stronger public relations program.
- c. The opportunity to exchange ideas, information, and/or experiences with others, especially peers.
- d. To improve communications with others.
- e. Closer working relationships within extension organization.

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<sup>1</sup> Generally reported in this form without respondents differentiating between the two.

- f. To develop and effect closer relationships with other Extension and non-Extension organizations.<sup>1</sup>
- 4. Improved Authority and Responsibility Relationships<sup>2</sup>
  - a. More authority.
  - b. More authority commensurate with responsibilities.
  - c. Authority to select and control personnel.
  - d. More authority to make decisions.
  - e. To develop or have knowledge of clearer lines of authority and responsibility that embody all levels of the Extension hierarchy.
- 5. More Financial Support for Extension<sup>3</sup>
  - a. More dollars.
  - b. More financial support from JCRR.
  - c. The assurance of an adequately financed Extension organization.
  - d. To explore sources of financial support and secure needed funds.
- 6. Better Understanding of Problems and Needs
  - a. To acquire a better understanding of the problems confronting the organization.
  - b. To improve the understanding of rural people's needs and problems.
- 7. More competent Personnel<sup>4</sup>
  - a. Personnel who can exercise stronger leadership.
  - b. More rigid standards for selecting personnel.
  - c. Administrators, supervisors, advisors, and/or specialists need superiors and/or peers who are better qualified and experienced.

<sup>1</sup>Taiwan's overall Extension offerings involve no less than eighteen separate government and non-government agencies.

<sup>2</sup>The most common manner in which this need was reported.

<sup>3</sup>Most frequent manner in which this need was expressed.

<sup>4</sup>Not categorized as professional improvement in accordance with respondent's beliefs.

8. Improved Planning

- a. To plan Extension programs based on the needs of rural people.<sup>1</sup>
- b. To pay more attention to (general) planning.
- c. Devote more time to planning.
- d. To develop program planning procedures.
- e. To understand program planning.

9. Higher Material Personal Benefits

- a. To provide or be provided with higher salary for individual performance.
- b. To provide or be provided with increased per diem allowance.
- c. Motorized transportation.

10. Job Security

- a. Job security.

11. Avoid Mixing Education with Business and/or Politics

- a. To find ways to avoid becoming involved in Farmer's Association business and/or political activities.
- b. Devote full time to educational endeavors or the opportunity to do such.
- c. Avoid being involved in "shady" deals that do not relate to education.

12. More Personnel

- a. To provide or be provided with more Extension personnel to assist on-going program.
- b. Subject-matter specialists within the present extension organization.<sup>2</sup>

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<sup>1</sup>Most responses relative to planning, as a need, were oriented to extension program planning.

<sup>2</sup>Such personnel are currently assigned to the Provincial Department of Agriculture and Forestry. Their responsibilities to extension are secondary.

13. Extension Legislation<sup>1</sup>

- a. Extension legislation or regulations.
- b. To help in the formulation, promotion, and promulgation of Extension legislation.
- c. An organization that is relatively free from major problems.

14. Job Descriptions

- a. To prepare job descriptions.
- b. An understanding of my duties.

15. Higher Morale

- a. To improve morale within the organization.

16. Exert Influence

- a. To exert influence.

17. Miscellaneous

- a. Equality.
- b. Opportunities for promotion.
- c. To be flexible.
- d. Respect for superiors.
- e. More adequate span of control.

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<sup>1</sup>A set of regulations drafted by Chinese leaders representing government and non-governmental agencies (and assisted by American advisors) designed to correct some of the more evident problems confronting the present extension organization. Such regulations were to be presented to the legislative bodies of Provincial and National Governments for appropriate action.

## APPENDIX C

### UNEQ1 PROGRAM INSTRUCTIONS<sup>1</sup> FOR ANALYSIS OF VARIANCE ROUTING

UNEQ1 has only one option--a one-way analysis of variance in which the subclass numbers may be unequal (i.e., an unequal number of subjects per group).

#### AOV Card

$$X(\text{Observed Variable}) = \text{AOV}(X(\text{Factor A Variable})) * (\text{gives the level number of each observation})$$

#### AOV Table

	SS	DF	MS	F
A	#	#	#	#
ERROR	#	#	#	
TOTAL (AFTER MEAN)	#	#		
MEAN	#			
TOTAL	#			

Notice that this table is the same as option 1 of FACREP. The only difference is that since the number of replications for each level of factor A may be unequal, a variable for replications is not specified on the AOV Card.

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<sup>1</sup>W. L. Ruble, Use of Analysis of Variance Routines on the CDC 3600, Agricultural Experiment Station Program Description 2 (East Lansing: Michigan State University Computer Center, September 30, 1963) pp. 35-36.



**PROCEDURES AND FORMULAE USED TO DEVELOP  
COMPUTER PROGRAM FOR EXPECTATIONS/NEEDS**

1. A table of frequencies was constructed to show the number of times each expectation/need was mentioned by each of the four status-role groups. An example follows.

		Status-Role Groups			
		A	B	C	D
Expectation	1	24	21	19	41
	2	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
Expectation	18	-	-	-	-

2. From the above table, a  $\chi^2$  test of contingency was computed on each expectation, i.e., a  $2 \times 4 \times \chi^2$  test.

Example

		Status-Role Groups				
		A	B	C	D	Totals
Expectation #1						
(No. of times mentioned)		24	21	19	41	105
Expectation #1						
(Number of times not mentioned.)		129	134	65	155	483
Total of all expectation responses.		153	155	84	196	588

It is hypothesized that Expectation #1 (is or is not mentioned) is independent from status-role groups, A, B, C, D, or more specifically, that the individual answering to Expectation #1 is a member of Group A, B, C, or D.

3. To test the hypothesis, the following formula was devised:

$$\chi^2 = \sum_j \left\{ \frac{\left( \phi_{ij} \frac{\left[ \sum_i \phi_{ij} \right] \left[ \sum_j \phi_{ij} \right]}{\sum_i \sum_j \phi_{ij}} \right)^2}{\frac{\left[ \sum_i \phi_{ij} \right] \left[ \sum_j \phi_{ij} \right]}{\sum_i \sum_j \phi_{ij}}} \right\} + \sum_j \left\{ \frac{\left( \frac{\left( \sum_i \phi_{ij} - \phi_{ij} \left( \frac{\sum_i \sum_j \phi_{ij}}{\sum_i \sum_j \phi_{ij}} \right) \right) \sum_i \phi_{ij} \right)^2}{\sum_i \sum_j \phi_{ij} \left( \sum_i \phi_{ij} - \sum_j \phi_{ij} \right) \sum_i \phi_{ij}} \right\}$$

where  $\phi_{ij}$  is the observed frequency (i.e., 24 for Group A in Expectation #1),  $i$  represents expectation 1, 2, 3, . . . 18; and,  $j$  designates the status-role group (A, B, C, D).

This formula is expanded from the standard  $\chi^2$  test of contingency formula<sup>1</sup> which makes it possible to work directly from a "grand" table of frequencies rather than having to form eighteen separate 2 x 4 tables of contingency.

---


$$\chi^2 = \sum_i \sum_j \frac{(\phi_{ij} - E_{ij})^2}{E_{ij}}$$

where  $\phi_{ij}$  is the observed and  $E_{ij}$  the expected frequency.

$$E_{ij} = \frac{\left( \sum_i \phi_{ij} \right) \left( \sum_j \phi_{ij} \right)}{\sum_i \sum_j \phi_{ij}}$$

WRITTEN PROGRAM<sup>1</sup> FOR CALCULATING SIGNIFICANCE OF  
DIFFERENCE BETWEEN TWO RANDOM VARIABLES  
(STATUS-ROLE GROUPS AND EXPECTATIONS/NEEDS)  
UTILIZING THE 3600 COMPUTER

<sup>1</sup>Prepared by Charles Hart, Computer Consultant, Michigan State University, September, 1964.

```

PROGRAM WYETH 1
  DIMENSION O(18,4), E(18,4), EX(18,4), SUMC(4), SUMR(18),
  1 CHISQ(18), SMALL(18), TITLE(18,4)
  1 FORMAT(79H
  1
  10 FORMAT(2A6)
  11 FORMAT(4A5 ,4F2.0)
  12 FORMAT(56H1TABLE OF OBSERVED FREQUENCIES AND CHI-SQUARE TESTS FOR
  1,2A6 ,2/,16X, 29HOBSERVED FREQUENCIES BY GROUP,4X,21HSMALLEST CH
  2I-SQUARE,/,26X,1HA,5X,1HB,5X,1HC,5X,1HD,4X,36HEXPECTED STATISTIC
  3 SIGNIFICANCE,/,4X,2A6 ,33X,9HFREQUENCY,/)
  13 FORMAT(1H0,12,1X,4A5 ,3X,4(F4.0,2X),2X,F6.2,2X,F11.4)
  14 FORMAT(1H1)
  20 READ 1,N
  IF(N-9)21,22,21
  21 PRINT 1
  GO TO 20
  22 K = 18
  100 DO 101 J = 1, 4
  101 SUMC(J) = 0.
  DO 102 I = 1, K
  SUMR(I) = 0.
  SMALL(I) = 99999.
  102 CHISQ(I) = 0.
  SUM = 0.
  READ 10, HEAD, HEAD1
  DO 104 I = 1, K
  READ 11, (TITLE(I,L),L=1,4) , (O(I,J),J=1,4)
  DO 103 J = 1, 4
  SUMR(I) = SUMR(I) + O(I,J)
  SUMC(J) = SUMC(J) + O(I,J)
  103 SUM = SUM + O(I,J)
  104 CONTINUE
  DO 111 I = 1,K
  DO 110 J = 1, 4
  E(I,J) = SUMR(I) * SUMC(J) / SUM
  EX(I,J) = (SUM - SUMR(I)) * SUMC(J) / SUM
  IF(SMALL(I) - E(I,J))106,106,105
  105 SMALL(I) = E(I,J)
  106 IF(SMALL(I) - EX(I,J))108,108,107
  107 SMALL(I) = EX(I,J)
  108 IF(SMALL(I))109,112,109
  109 CHISQ(I) = CHISQ(I) + ((O(I,J) - E(I,J))**2 / E(I,J)) +
  1 ((SUMC(J) - O(I,J) - EX(I,J))**2)/EX(I,J))
  110 CONTINUE
  111 CONTINUE
  GO TO 200
  112 CHISQ(I) = 0.
  GO TO 111
  200 PRINT 12, HEAD, HEAD1, HEAD, HEAD1
  PRINT 13, (I, (TITLE(I,L),L = 1,4), (O(I,J),J=1,4),
  1 SMALL(I), CHISQ(I), I = 1, K)
  IF(K-18)202,201,202
  201 K = 17
  GO TO 100
  202 PRINT 14
  STOP 111
  END
  END

```

## APPENDIX D

### INTERVIEW SCHEDULE

(Used for all status-roles included in study sample.)

#### Expectations

If the Farmer's Association extension organization is to be strengthened, what do you expect from:

1. Administrative staff
  - b. Extension Chief
  - c. Section chiefs
2. County supervisors
3. Township advisors
4. JCRR specialists
5. Self

#### Needs

If the Farmer's Association is to be strengthened, what do you believe each of the following needs:

1. Administrative staff
  - a. Extension Chief
  - b. Section chiefs
2. County supervisors
3. Township advisors
4. JCRR specialists
5. Self

## ATTITUDE SCALE SCHEDULE<sup>1</sup>

Following are a series of statements. Would you kindly indicate your attitude toward each. How do you feel about each of these statements? How well does each statement describe the way you feel using the scale which ranges from strongly disagree to strongly agree. Check how you feel about each statement and check only one space for each statement. There are no right or wrong answers.<sup>2</sup>

1. Extension goals are being achieved in Taiwan.  
Strongly disagree: \_\_\_\_: \_\_\_\_: \_\_\_\_: \_\_\_\_: Strongly agree
2. All extension workers in Taiwan know what is expected of them.  
Strongly disagree: \_\_\_\_: \_\_\_\_: \_\_\_\_: \_\_\_\_: Strongly agree
3. Lines of responsibility and authority are clearly defined.  
Strongly disagree: \_\_\_\_: \_\_\_\_: \_\_\_\_: \_\_\_\_: Strongly agree
4. The present extension organization in Taiwan gives all extension personnel the opportunity to make decisions.  
Strongly disagree: \_\_\_\_: \_\_\_\_: \_\_\_\_: \_\_\_\_: Strongly agree
5. Extension administrators in Taiwan understand the function of their organization.  
Strongly disagree: \_\_\_\_: \_\_\_\_: \_\_\_\_: \_\_\_\_: Strongly agree
6. The PFA Extension Chief and his four Section Chiefs have the authority to make final decisions about extension work in Taiwan.  
Strongly disagree: \_\_\_\_: \_\_\_\_: \_\_\_\_: \_\_\_\_: Strongly agree
7. Extension workers in Taiwan feel secure in their jobs.  
Strongly disagree: \_\_\_\_: \_\_\_\_: \_\_\_\_: \_\_\_\_: Strongly agree
8. A plan has been developed for the selection of extension leaders in Taiwan.  
Strongly disagree: \_\_\_\_: \_\_\_\_: \_\_\_\_: \_\_\_\_: Strongly agree
9. Extension activities within the Farmer's Associations in Taiwan are coordinated.  
Strongly disagree: \_\_\_\_: \_\_\_\_: \_\_\_\_: \_\_\_\_: Strongly agree
10. There is a free exchange of ideas and information within the extension organization.  
Strongly disagree: \_\_\_\_: \_\_\_\_: \_\_\_\_: \_\_\_\_: Strongly agree

---

<sup>1</sup>Translated into Chinese.

<sup>2</sup>Instructions clarified verbally before test administered.

11. All township advisors, hsien supervisors, and PFA extension personnel have the same idea about extension goals.  
Strongly disagree:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_: Strongly agree
12. Present extension policies and programs are not changed until results are evaluated.<sup>1</sup>  
Strongly disagree:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_: Strongly agree
13. Cooperation within the extension organization is voluntary.  
Strongly disagree:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_: Strongly agree
14. Procedures for routine operations of administration have been developed and put into operation.<sup>2</sup>  
Strongly disagree:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_: Strongly agree
15. All extension personnel have been assigned definite work responsibilities.  
Strongly disagree:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_: Strongly agree
16. The number of township advisors assigned to each hsien supervisor is too many in number.  
Strongly disagree:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_: Strongly agree
17. When extension personnel are delegated responsibility to do a certain job, they are also given the necessary authority.  
Strongly disagree:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_: Strongly agree
18. Responsibility in the extension organization is shared.  
Strongly disagree:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_: Strongly agree
19. Township extension workers are loyal to their hsien supervisors.  
Strongly disagree:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_: Strongly agree
20. Extension workers are loyal to their PFA chiefs.  
Strongly disagree:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_: Strongly agree
21. Extension administrators defend their subordinates whether they are right or wrong.  
Strongly disagree:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_: Strongly agree
22. Authority equals responsibility in Taiwan's extension organization.  
Strongly disagree:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_: Strongly agree

---

<sup>1</sup>Not included in present study.

<sup>2</sup>Not included in present study.

23. Job descriptions have been prepared for all extension positions.  
Strongly disagree:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_: Strongly agree
24. All extension personnel at the township, hsien, and provincial levels share in decisions.  
Strongly disagree:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_: Strongly agree
25. The line of authority is a clear line from PFA to township advisors.  
Strongly disagree:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_: Strongly agree
26. Each township extension advisor reports to only one superior.  
Strongly disagree:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_: Strongly agree
27. Extension personnel in Taiwan have opportunities for promotion in extension work.  
Strongly disagree:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_: Strongly agree
28. The present system of extension organization in Taiwan meets the needs of rural people.  
Strongly disagree:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_: Strongly agree
29. The present system of extension organization in Taiwan meets the needs of extension personnel.  
Strongly disagree:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_: Strongly agree
30. Major extension decisions are made by the local Farmer's Association General Manager.  
Strongly disagree:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_: Strongly agree
31. The first loyalty of a township extension advisor is to the Farmer's Association General Manager.  
Strongly disagree:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_: Strongly agree
32. Extension workers in Taiwan are recognized for their good work.  
Strongly disagree:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_: Strongly agree



# **RECORD OF NON-DIRECTED INTERVIEW<sup>1</sup>**

1. Reference to phase of study
  - (a) Component of administrative process (check one)
 

Organizing _____	Coordinating _____
Planning _____	Communicating _____
  - (b) Element of administrative behavior (check one)
 

Role _____	Needs _____	Goals _____
------------	-------------	-------------
  - (c) Interaction (check one)
 

Vertical _____	Horizontal _____
----------------	------------------
2. Conditions under which interview made
 

---



---
3. Where interview held? \_\_\_\_\_
4. When interview took place? \_\_\_\_\_
5. Who interviewed (name, title, organization of informant)
 

---
6. Record of interview (additional information on reverse side)
 

---



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7. How interview recorded? \_\_\_\_\_
8. Name of interviewer \_\_\_\_\_
9. Criticisms of interview data (defenses, opinions, biases, etc.)
 

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10. Remarks \_\_\_\_\_
 

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<sup>1</sup>Used for total Taiwan extension investigation of which this study is a part.

**GUIDELINES FOR EXTENSION ORGANIZATION INTERVIEWS**

1. Reasons for organizing.
2. Nature and function of extension organization.
3. Departmentation.
4. Span of control.
5. Authority and responsibility.
6. Spelling out relationships.
7. Flexibility.
8. Unity of purpose.
9. Job descriptions.
10. Line and staff relationships.
11. Service departments.
12. Unity of command.
13. Balance, continuity, leadership facilitation.
14. Personnel policies - salary; hiring; termination; promotion.
15. Security.
16. Coordination.
17. Cooperation.
18. Relations with other organizations.
19. Decentralization.
20. Structural arrangements.
21. Communications.
22. Control.
23. Loyalty.
24. Decision-making (allocation and distribution).
25. Evaluation.
26. Division of work.
27. Executive leadership.
28. Human relations.
29. Others.

# RECORD OF NON-CONTROLLED PARTICIPANT OBSERVATION<sup>1</sup>

1. Reference to phase of study
  - (a) Component of administrative process (check one)
 

Organizing_____	Coordinating_____
Planning_____	Communicating_____
  - (b) Element of organizational behavior (check one)
 

Expectations_____	Needs_____
-------------------	------------
  - (c) Interaction (check one)
 

Vertical_____	Horizontal_____
(Intra-org.)	(Inter-org.)
2. How observed? (Conditions under which observation made and information collected)
   
\_\_\_\_\_
   
\_\_\_\_\_
3. Where observed? \_\_\_\_\_
4. When observed? \_\_\_\_\_
5. Who was observed? (Name, title, organization)
   
\_\_\_\_\_
6. What observed? (Record of) - Additional information on reverse side.
   
\_\_\_\_\_
   
\_\_\_\_\_
7. How recorded? \_\_\_\_\_
8. Name of recorder \_\_\_\_\_
9. Criticisms of observation (defenses, opinions, biases, etc.)
   
\_\_\_\_\_
   
\_\_\_\_\_
10. Remarks: \_\_\_\_\_
   
\_\_\_\_\_
   
\_\_\_\_\_

<sup>1</sup>Used for total Taiwan extension investigation of which this study is a part.

DOCUMENT SCHEDULE<sup>1</sup>

## 1. Reference to phase of study:

## a. Component of administrative process (check one)

Organizing\_\_\_\_\_ Coordinating\_\_\_\_\_

Planning\_\_\_\_\_ Communicating\_\_\_\_\_

## b. Element of organizational behavior (check one)

Expectations\_\_\_\_\_ Needs\_\_\_\_\_

## c. Interaction (check one)

Vertical\_\_\_\_\_ Horizontal\_\_\_\_\_  
(intra-org.) (Inter-org.)

## 2. Nature of document

a. Kind of document \_\_\_\_\_

b. Official\_\_\_\_\_

c. Unofficial\_\_\_\_\_

d. Organization\_\_\_\_\_

e. Date\_\_\_\_\_

3. Name and title of informant\_\_\_\_\_

4. Record of data\_\_\_\_\_

5. Criticisms of data (defenses, opinions, biases, rationalizations, etc.)

6. Remarks:\_\_\_\_\_

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<sup>1</sup>Used for total Taiwan extension investigation of which this study is a part.



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