

## **Journal of International Agricultural and Extension Education: From Early Beginnings to Sound Sustained Future**

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### Abstract

The *Journal of International Agricultural and Extension Education* (JIAEE) has been one of the primary outlets for publishing and disseminating research and development activities in international agricultural and extension education. Almost seven years have passed since the publication of the first issue of the journal. During this time, a total of 160 articles have been published. A review of these articles was undertaken to determine scope, focus, program areas, and subject matter topics of articles published in JIAEE. Findings include: 1) authors from a variety of public and private organizations representing all geographical regions of the world published articles in JIAEE, 2) articles published in JIAEE tend to be more research-oriented, and 3) subject matter topics such as extension education, agricultural education, sustainability, curriculum, and global issues, which have implications for both the U.S. and the developing world, were the topics frequently published in JIAEE.

### Introduction

A group of 32 agricultural education faculty who were keenly interested in international development, came together in 1984 in Kansas City, Missouri to organize the Association for International Agricultural Education (AIAEE). The motto for this new organization was, "A professional association committed to strengthening agricultural and extension education programs and institutions in developing countries" (Thuemmel, 1985). The organization, 17 years later, now named the Association for International Agricultural and Extension Education (AIAEE), has attracted membership from the agricultural and extension education professions and related disciplines from nearly 50 different countries. AIAEE has sought to attract a broad range of membership including students, secondary teachers, county agents, researchers, college and university faculty, administrators, consultants, staff of donor agencies, and staff of non-government and private volunteer organizations (McBreen, 1989).

One of the purposes of AIAEE is to inform its members and others about new knowledge and information in international agricultural and extension education. To do this, AIAEE publishes refereed research papers at its annual conference in the form of proceedings. So far 17 volumes of the proceedings have been

published. The association also brings out a newsletter, "*The Informer*," to keep its membership informed of current events in the organization. In spring 1994, AIAEE published the first issue of its refereed journal, *The Journal of International Agricultural and Extension Education* (JIAEE).

The *Journal of International Agricultural and Extension Education* (JIAEE) has been one of the primary outlets for publishing and disseminating research and developmental activities in international agricultural and extension education. The purpose of the JIAEE is to enhance the research and knowledge base of agricultural and extension education from an international perspective. The articles appearing in the JIAEE reflect current international research activities of the members of the AIAEE. In addition, the JIAEE also reflects philosophical and application orientation in international agricultural and extension education activities carried out by AIAEE membership. In a membership survey conducted by Eaton, Radhakrishna and Diamond (1994), AIAEE members indicated that publications (the newsletter and the JIAEE) of AIAEE reflected relevant issues related to international agricultural development.

Steele (1996) in his vision of AIAEE in the year 2005 indicated that The Journal of International Agricultural and Extension Education will have:

a) become a dynamic, flexible, electronically driven publication; b) attracted a worldwide circulation; c) received significant volume of manuscripts from around the world; d) diversified the contents of the journal to include research-based, philosophical, applied and practical articles, book reviews, commentary, and feedback, etc.; and e) multilingual versions, particularly Spanish, French and Arabic. Abstracts of current issues of the journal have been published in Spanish. Publishing abstracts in French is on the way. Additionally, the leadership team and the Journal Editorial Board is examining the possibility and feasibility of the journal going on-line in the near future (Connors, 2001).

### Related Literature

Journals are important channels for the dissemination of research information and are indispensable to educators who are active in research and development and/or teaching. According to Goldsmith (1984), journals provide an avenue for recognition for many researchers since a published journal article is the first formal presentation to the scientific community of an innovation or discovery.

Past issues of journals and conference proceedings offer the opportunity for content analysis of the major themes or trends over the years. In addition, it may also be the best source to the most current state-of-the-art literature in any discipline. Such content analyses of journals and conference proceedings have been undertaken by Radhakrishna and Mbagha (1995); Freer, Clouse, Rocco and West (1994); Radhakrishna and Jackson (1992); Newman (1990); Crunkilton (1988); Moss (1986) and Goldsmith (1983).

In a review of the *Journal of Agricultural Education* (JAE) during the decade 1980-90, Radhakrishna and Jackson (1992) found several publishing patterns. These included: 1) number of articles published in the journal had increased, 2) scholars who publish in the JAE were mostly male and they tend to publish only in six major subject matter topics; 3) most of the articles published had more than two authors, indicating that agricultural educators work together as a team; and 4) authors who published in JAE were most likely to use journals and

books as major sources of citation in their research.

Newman (1990) examined reader opinions of the JAE and indicated that the readers were satisfied with the review process, format, length, quality of articles and problems addressed in the journal. However, readers suggested increasing the number of articles published per year and advertising to offset increasing costs.

Moss (1986) analyzed the contents of papers presented at NAERM for the years 1974-85. Moss found that four content areas had received considerable attention during the years 1974-1985. These were curriculum, teacher attitudes and teacher training, supervised occupational experiences (SOE), and employment opportunities. When examined over a 12-year trend, the subject matter of curriculum has been investigated consistently by agricultural educators. Also, SOE emerged as an important topic in the early eighties. However, a majority of the topics were in the "other" category. Moss concluded that priorities for research in agricultural education are not static (p. 6).

Crunkilton (1988) examined the summaries of research and development activities in agricultural education and research in extension education for six years (1981-82 to 1986-87). He found 67% of the studies were at senior high level, 41% in the area of curriculum/development and 54% statewide in scope. He concluded that "research in agricultural education is focused, but that focus has come about more by accident rather than through planned activities" (p. 327).

Almost seven years have passed since the publication of the first issue of the journal. Has the journal met the needs of its members? Who publishes and what is published in the journal will provide useful insights as we look to the year 2001 and beyond. Further, to what extent are we closer to the vision of AIAEE as predicted by Steele (1996)? A review of the journal since its inception will help us understand where we are, analyze our past efforts, where we would like to be, and what needs to be done in the future. As Knight (1986) indicated, what an organization or a profession publishes in its journal or conference proceedings should be a good indicator of what

is going on with the organization or the profession. In addition, a review of JIAEE would provide valuable insight into the subject matter content published in the JIAEE.

### Purpose and Objectives

The major purpose of this study was to analyze the content of articles published in the JIAEE for the years 1994-2000. Specifically, three aspects important to the journal and the organization were studied.

1. A profile of authors who have published in JIAEE.
2. Scope, focus, and program areas of articles published in JIAEE.
3. Subject matter topics addressed by authors who have published in JIAEE.

### Methodology

A census of all types of articles (N=160) published in the JIAEE during the years 1994-2000 was considered for the study. A total of 18 issues and 160 articles were analyzed. Of these 160 articles, 101 (63%) were feature articles, 23 (14%) were invited articles, 11 (7%) were commentary articles, and 25 (16%) book review and tools of trade articles (see Table 1). For the purposes of in-depth review, only feature articles (N=101) were examined.

A codebook was developed to enter data from the 101 feature articles. This codebook included information on several variables—gender, title or professional rank, authorship, geographic region, focus, program area, and subject matter topics. For each of the 101 articles, information on these variables was collected and entered. Data were summarized using frequencies and percentages.

## Results

### Objective 1-- Profile of Authors

Authors who have published in JIAEE are mostly male (79%). In terms of professional rank, a majority of authors (30%) were from the "other" category that represented several private and public organizations, donor agencies (The World Bank, United Nations, Kellogg Foundation, Winrock International, World Neighbors), followed by associate professors (24%), assistant professors (15%), professors (14%), graduate students (9%), and lecturer/instructor (8%). Forty-four percent of the articles had two authors, followed by 31% single author, 22% three authors, and 4% more than three authors (Table 2).

### Objective 2—Geographic Region (Scope), Focus and Program Areas

Scope of the articles was related to geographic region--Africa, Asia, Australia, South America, Europe, Middle East, The Caribbean, and the United States. Focus was categorized in terms of a developmental, curriculum, research, and philosophical. Program areas included agricultural education, extension education and international education. Results are shown in Table 3. Twenty-four of the 101 articles (24%) were related to the United States, followed by Africa (23%), Asia (18%), Central/South America (11%), Middle East (7%), Australia (5%), Europe, and The Caribbean (4% each) and others (4%).

Fifty-eight percent of the articles published in the journal had a research focus, followed by a developmental focus (18%), philosophical focus (16%), and curriculum (8%). Furthermore, 57 articles (56%) had an extension education emphasis, 26 articles (26%) an international education/development emphasis, and 18 articles (18%) an agricultural education emphasis.

Table 1

Types of Article Published in JIAEE

Year/Issue	Feature Articles	Invited Articles	Commentary	Book Reviews/ Tools of Trade	Total
1994					
Spring	9	1	--	--	10
Summer	--	--	--	--	--
Fall	10	--	--	1	11
TOTAL	19	1	--	1	21
1995					
Spring	8	--	--	--	8
Summer	--	--	--	--	--
Fall	9	1	--	--	10
TOTAL	17	1	--	--	18
1996					
Spring	6	--	1	2	9
Summer	--	--	--	--	--
Fall	8	--	--	2	10
TOTAL	14	--	1	4	19
1997					
Spring	7	--	2	1	10
Summer	--	5	--	4	9
Fall	6	--	1	2	9
TOTAL	13	5	3	7	28
1998					
Spring	5	--	3	2	10
Summer	--	6	--	--	6
Fall	6	--	2	4	12
TOTAL	11	6	5	6	28
1999					
Spring	8	--	--	--	8
Summer	--	5	--	--	5
Fall	7	--	--	4	11
TOTAL	15	5	--	4	24
2000					
Spring	4	--	2	1	7
Summer	--	5	--	--	5
Fall	8	--	--	2	10
TOTAL	12	5	2	3	22
Grant Total	101	23	11	25	160
Percent	63	14	7	16	100

Note: From 1997 and onwards, outstanding papers were treated as invited papers. Prior to 1997, outstanding papers were grouped under feature articles.

Table 2

Profile of Authors who Publish in JIAEE

Profile	1994	1995	1996	1997	1998	1999	2000	Total/(%)
<b>Gender*</b>								
Male	17	9	12	12	10	12	8	80 (79)
Female	2	8	2	1	1	3	4	21
Total	19	17	14	13	11	15	12	101
<b>Title/Rank*</b>								
Professor	2	2	1	4	3	-	2	14
Associate	4	4	1	3	5	7	-	24
Assistant	4	3	2	2	1	1	2	15
Instructor	1	1	1	1	-	3	1	8
Grad Asst.	3	2	2	-	-	1	1	9
Other	5	5	7	3	2	3	6	31
Total	19	17	14	13	11	15	12	101
<b>Authorship*</b>								
Single	7	5	5	4	2	4	4	31
Two	7	6	6	7	7	8	3	44
Three	5	4	3	2	1	3	4	22
Four or more	-	2	-	-	1	-	1	4
Total	19	17	14	13	11	15	12	101

\*First authors and feature articles only

Note: From 1997 and onwards, outstanding papers were treated as invited papers. Prior to 1997, outstanding papers were grouped under feature articles.

Table 3

**Scope, Focus and Program Area of Articles Published in JIAEE\***

Geographic Region/Focus/ Program Area	1994	1995	1996	1997	1998	1999	2000	Total
<b>Geographic Region</b>								
United States	4	10	2	2	1	2	3	24
Africa	5	2	3	3	4	2	4	23
Asia	4	2	3	1	3	4	1	18
S. America	3	2	2	2	2	-	-	11
Middle East	1	-	1	1	-	4	-	7
Australia	-	-	1	2	-	2	-	5
Europe	-	-	1	-	1	-	2	4
The Caribbean	1	-	-	1	-	1	1	4
Other	1	1	1	1	-	-	1	5
Total	19	17	14	13	11	15	12	101
<b>Focus</b>								
Research	10	7	7	8	7	13	7	59
Developmental	4	4	4	2	1	1	2	18
Philosophical	5	4	3	2	1	-	1	16
Curriculum	-	2	-	1	2	1	2	8
Total	19	17	14	13	11	15	12	101
<b>Program Area</b>								
Extension Ed	12	6	5	8	9	9	8	57
International Ed	4	7	6	2	-	5	2	26
Ag Education	3	4	3	3	2	1	2	18
Total	19	17	14	13	11	15	12	101

\*Feature articles only

Note: From 1997 and onwards, outstanding papers were treated as invited papers. Prior to 1997, outstanding papers were grouped under feature articles.

### Objective 3--Subject Matter Topics

The titles and contents of the 101 articles were examined to determine subject matter topics (Table 4). Twenty-six articles (26%) dealt with agricultural extension, followed by agricultural education (9%), and topics such as sustainability, curriculum, and global issues (8%

each), women (7%), international agricultural development and evaluation (5% each), technology transfer (4%), indigenous knowledge, youth, small farmers, and collaboration (3% each), student performance and leadership (2% each), and other--dairy, adult education, job satisfaction, and farming systems (3%).

Table 4

Subject Matter Topics of Articles Published in JIAEE

Subject Matter	1994	1995	1996	1997	1998	1999	2000	Total
Ag Extension	5	3	4	5	2	5	2	26
Ag Education	1	2	1	1	-	3	1	9
Sustainability	1	-	1	-	1	3	2	8
Curriculum	-	3	3	1	1	-	1	8
Global Issues	1	3	-	-	2	1	1	8
Women	-	3	-	2	1	-	1	7
International Ag Development	2	1	1	1	-	-	-	5
Evaluation	-	-	-	1	-	1	3	5
Tech. Transfer	1	-	2	-	1	-	-	4
Indigenous Knowledge	2	-	1	-	-	-	-	3
Youth	2	1	-	-	-	-	-	3
Small Farmers	2	-	1	-	-	-	-	3
Collaboration	-	-	-	-	1	1	1	3
Student Performance	-	-	-	1	-	1	-	2
Leadership	1	-	-	-	1	-	-	2
Dairy	1	-	-	-	-	-	-	1
Adult Ed	-	1	-	-	-	-	-	1
Job Satisfaction	-	-	-	1	-	-	-	1
Farming Systems	-	-	-	-	1	-	-	1
Other								
Grand Total	19	17	14	13	11	15	12	101

\*Feature articles only

Note: From 1997 and onwards, outstanding papers were treated as invited papers. Prior to 1997, outstanding papers were grouped under feature articles.

#### Conclusions and Recommendations

Based on the findings of this study, it can be concluded that the journal offers an array of publishing and reading opportunities to members of AIAEE.

Findings indicate a higher percentage of authors who publish in JIAEE are from private and public organizations such as the World Bank, United Nations, Winrock International, and World Neighbors. This is a good trend indicating that the journal is attracting manuscripts from outside academia. Also, a majority of the articles published in the journal had two or more authors, indicating

collaborative efforts and teamwork in conducting research and disseminating findings. Collaborative efforts in and between academia and public and private organizations should be encouraged.

Articles published in the JIAEE indicate a tendency to focus more on research than on developmental, philosophical, and curriculum aspects of the disciplines of agricultural education and extension education. An important question in this regard is whether there should be a better balance of articles among the several foci, or is the current trend focusing research-based articles acceptable? Closely related to this finding is the question of

evaluation criteria used for different foci. A well thought out set of criteria has been established for research-focused articles and appears to be working well. The inadequacy is that the same criteria are used for developmental and philosophy-based articles. Is this appropriate or should separate criteria be developed to evaluate these types of articles submitted for publication in the journal? It is suggested that the editorial board of the journal as well as the leadership of the organization should look into this question.

While articles published in the journal represent all geographical regions of the world, there was a preponderance of articles related to the United States. Most of these U.S. related articles dealt with internationalizing the curriculum and global issues. The statement on the inside cover page of the journal reads ". . . articles intended for publication should focus on international agricultural education and or international extension education." This is the major purpose of the journal, and therefore we must attract manuscripts from U.S. educators and scholars about their work in other countries and educators and scholars from other countries rather than manuscripts addressing local issues and problems.

A variety of subject matter topics in international agricultural and extension education are published in JIAEE, which provides perspectives about the research and philosophical efforts pursued by the members of AIAEE. Most common subject matter topic published is agricultural extension, which is the focus of most research efforts between the U.S. and developing countries. Agricultural education was the next most frequently studied subject matter, followed by curriculum wherein educators engaged in international education have discussed challenges and opportunities for internationalizing the curriculum in U.S. schools, colleges, and universities. In addition, articles relative to global issues/international agricultural development have implications for both the U.S. and the developing world.

At the 1996 AIAEE meeting, the editorial board expressed concern about the number of manuscripts submitted for publication, causing problems in timely publication. It is important to recognize that in the last seven years, a little

over 250 papers were presented at the AIAEE annual conference, but only 124 (feature plus invited articles) made it into the journal (note: some papers may not have been presented at past AIAEE meetings). Even if they made it to the journal, most of them (23 articles) were outstanding research papers. There is a need to encourage members to submit more articles. In his remarks in the inaugural issue of the Journal, Meaders (1994) indicated that the audience for the journal should not be limited to agricultural and extension education professionals, but should encompass other professionals in fields such as sociology, agronomy, agricultural economics, animal science, agricultural engineering, forestry etc. Attracting broader audiences for the journal will help in improved communication and international linkages for mutual benefit. In addition, this will provide a broader scope for the journal and increase membership and circulation.

#### Educational Importance

This analysis of articles published in the *Journal of International Agricultural and Extension Education* provides a useful perspective to authors and readers of the scholarly interests of international agricultural and extension educators. It also provides useful insights for a broader and more balanced representation of published articles. It also poses some questions on editorial and policy matters for the journal and associations' leadership, answers to which would facilitate the review and publications process.

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