

COURSE GUIDE

ARD507

ADMINISTRATION AND PROGRAMME PLANNING IN EXTENSION

Course Team: Prof. C.P.O. Obinne, (Course Developer/Writer) –
Dept. of Agric. Extension & Communication,
University of Agriculture, Makurdi, Nigeria
Prof Eddy A. ONEMOLEASE (Course Reviewer) –
Dept of Agric Economics & Extension, Faculty of
Agriculture, Ambrose Alli University, Ekpoma, Edo
State, Nigeria
Dr. Inyang Hellen B. (Course Internal Editor) –
NOUN.
Dr. Esheya Samuel Esheya (Course Review
Coordinator) - NOUN



NATIONAL OPEN UNIVERSITY OF NIGERIA

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National Open University of Nigeria
Headquarters
University Village
Plot 91, Cadastral Zone
Nnamdi Azikiwe Expressway
Jabi, Abuja

Lagos Office
14/16 Ahmadu Bello Way
Victoria Island, Lagos

e-mail: centralinfo@nou.edu.ng
URL: www.nou.edu.ng

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Introduction

The activities and efforts performed in planning, organizing and running an organization constitute what is referred to, generally, as administration. Planning is an important element in administration as it involves a detailed arrangement of material and human resources needed to achieve a desired goal.

For any organization or business to succeed and to attain all its goals, a formidable administrative machinery must be in place. Aspects to consider include principles of administration and planning, supervision, staff motivation, discipline, and staff participation among others.

The Course

The Course Guide describes, very briefly, the direction the course would follow, including the type of course materials needed as well as an indication of the importance of assignments. There are five (5) modules in this course with each module comprising some units.

Course Aims

The aim of this course is to explain the principles and processes of administration and planning as applied to extension work in order for the learner to appreciate the challenges facing Extension Administration and obtain essential skills of administration and planning.

Course Objectives

The general objectives of this course are for the learner to:

- Understand the theories and principles of Extension Administration
- List the tasks and functions of an Extension Administrator
- Explain the principles of supervision in extension work
- Describe some motivational techniques applied in extension work
- Explain the importance of extension programme planning
- Describe the extension planning process
- Enumerate the principles of programme planning
- Design a plan of work and a calendar of work
- Discuss the usefulness and processes of Strategic Extension Campaign
- Explain the concepts of monitoring and evaluation in Agricultural Extension programmes

Working Through the Course

To benefit from this course, the learner should study the units in detail. Each unit contains the content materials as well as assessment exercises which should be carefully worked on and submitted for assessment. The learner is strongly advised to study the course materials as contained in the units and attend all tutorial classes.

Course Material

Items which would be provided to each learner are:

- i. Course Guide, and
- ii. Study Units.

A Reference list is given to guide the learner in searching for more learning materials. The Internet is, also, very useful.

Study Units

There are 7 modules, all containing 28 Units

Module 1 Introduction to Extension Programme Administration

- Unit 1 Common Concepts in Extension Administration
- Unit 2 Principles of Extension Administration
- Unit 3 Conditions Necessary for Successful Extension Administration
- Unit 4 Theories of Administration Related to Extension

Module 2 Function and Characteristics of Extension Administration

- Unit 1 Essential Tasks of An Extension Administrator
- Unit 2 Strategic Tasks of An Extension Administrator
- Unit 3 Qualities and Functions of Extension Administrators
- Unit 4 Organizing and Coordinating for Extension Work

Module 3 Staff Management for Extension Programming

- Unit 1 Staff Recruitment, Placement and Discipline
- Unit 2 Discipline in The Extension Service
- Unit 3 Personnel Supervision in Extension Programme
- Unit 4 Motivation in The Extension System

Module 4 Personnel Management and Public Relations

Unit 1	Personnel Management and Staff Training – Part 1
Unit 2	Personnel Management and Staff Training – Part 2
Unit 3	Public Relations in The Extension Service – Part 1
Unit 4	Public Relations and The Extension Service - Part 2

Module 5 Extension Programme Planning & Campaign

Unit 1	Introduction to Extension Programme Planning
Unit 2	Assumptions & Principles of Extension Programme Planning
Unit 3	The Extension Worker's Role in Extension Programming
Unit 4	Strategic Extension Campaign

Module 6 Extension Programme Planning & Marketing

Unit 1	Stages in Extension Programme Planning
Unit 2	The Extension Workplan: Plan and Calendar of Work
Unit 3	Challenges in The Planning of Agricultural Extension Programmes
Unit 4	Marketing Extension

Module 7 Monitoring and Evaluation (M&E) in Agricultural Extension Programme

Unit 1	Monitoring & Evaluation (M&E) in Extension: Meaning, Scope & Indicators
Unit 2	Objectives, Principles & Importance of Monitoring & Evaluation in Extension Programme
Unit 3	The Evaluation Process in Extension Programme
Unit 4	Field Visits and Reporting

Textbooks/References

In addition to the Internet, other sources of information are the textbooks on general administration and programme planning.

Assessment

There are two aspects of assessment in this course, viz:

- (1) Tutor-marked assignment (TMA), and
- (2) End of Course Examination.

Tutor-Marked Assignment

The TMA is the continuous assessment component given by the teacher as he teaches. It is marked by the tutor and the number of such tests varies. TMA accounts for 30% of the total examination.

End-of-Course Examination

An examination is given at the end of the course. It accounts for 70% of the entire examination.

Summary

This book covers the essential concepts of extension administration and programme planning. Other specific areas treated are staff supervision, recruitment, discipline, motivation as well as strategic extension campaign, personnel management, public relations and evaluation.



**MAIN
COURSE**

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MODULE 1 INTRODUCTION TO EXTENSION PROGRAMME ADMINISTRATION

Unit 1	Common Concepts in Extension Administration
Unit 2	Principles of Extension Administration
Unit 3	Conditions Necessary for Successful Extension Administration
Unit 4	Theories of Administration Related to Extension

UNIT 1 COMMON CONCEPTS IN EXTENSION ADMINISTRATION

CONTENTS

- 1.1 Introduction
- 1.2 Learning Outcomes
- 1.3 Definition of Administration
- 1.4 The Concept of Extension Administration
- 1.5 Management versus Administration
- 1.6 Differences between Management and Administration
- 1.7 Meaning and Characteristics of Organization
- 1.8 Conclusion
- 1.9 Summary
- 1.10 References/Further Readings/Web Sources
- 1.11 Possible Answers to Self-Assessment Exercises



1.1 Introduction

Agricultural Extension has been regarded as a voluntary, out-of-school educational system. It has no fixed curriculum and deals mainly with the present needs of farmers. All types of farmers are involved (heterogenous) – male, female, small-scale, large scale, etc. The experiences acquired are meant for immediate application on the farmer's field. Extension is a democratic and continuous, cyclic process. Through extension work, farmers learn the need for change, the process of change, its results and benefits. It is, therefore, education for use/action.

Therefore, it is necessary to ensure a well-coordinated and effective administration of the processes of involving farmers and researchers for effective and efficient outcomes. The need for understanding the basic concept of extension administration becomes apparent.



1.2 Learning Outcomes

By the end of this unit, you should be able to:

- Define administration
- Highlight the purpose of extension administration.
- Highlight the differences between management and administration
- Define the concept of organization



1.3 Definition of Administration

Administration is the guidance, leadership and control of the efforts of a group of persons towards some common goals. Administration implies conscientious efforts directed towards organizing and controlling human activities in order to achieve agreed or desired goals. It involves, therefore, the organization, direction and control of persons and facilities in order to accomplish specified ends.

Administration involves essential activities of the people charged with ordering, forwarding and facilitating the efforts of individuals or groups brought together for desirable purposes. It involves efforts such as decision-making, programming, communicating relevant information, controlling and evaluating various actions.

Administration is used during policy formulation for developing staff, understanding the planning process, job description, training and evaluation processes.

1.4 The Concept of Extension Administration

Agricultural extension involves various activities directed to improve food production and living standards of the people. Extension, therefore, requires direction and control of these activities in order to achieve the desired goals. Extension administration depicts the effort of the administrator to direct, guide and integrate the activities of members of his staff in order to attain the goal of the extension service and help farmers realize their objectives. Thus, extension administration refers to the art of directing, guiding and controlling human and material resources in an extension system. It involves articulate joining of all aspects of agriculture such as animal and crops husbandry, soil management, technology design and supply services in order to increase food production and income levels of farmers.

Administration in extension is concerned mainly with bringing human beings together for the purpose of executing extension functions.

The administrator at the upper hierarchy should permit all members of the extension agency to participate in the efficient utilization of the available resources in order to achieve set goals. Members of an extension service are categorized into directive or executive cadre. Any staff in the directive cadre assumes responsibility for directing which indicates that there are people to direct. Similarly, the executive staff (also known as organizing staff) has the responsibility for organizing and executing issues, which indicates that there are people to organize. For a meaningful extension administration, mutual co-existence among members of an extension system is necessary.

Extension administration recognizes the existence of people with diverse interests, aptitudes, attitudes and social background. Therefore, extension is designed to serve farmers with differences in orientation. Extension has the task of limiting various interests and discouraging the uninteresting nature of farmers in order to salvage the whole agricultural system and achieve overall improvement in national economy. Extension administrators should focus efforts towards desired change. Change can be achieved through meaningful inter and intra-organisational relationships among extension workers and other development agencies.

1.5 Management versus Administration

Management refers to the act of managing people and what they do, for achieving a common objective using the organization's resources. It is an environment where the manager and his subordinates can work harmoniously for the achievement of group objective. It comprises a group of persons who employ their skills in operating the overall system of the organization. Management can be perceived as the skill of getting the work done by engaging the talents and skills of others. In a broad sense, management focuses on managing resources, in particular people, and how they are utilized by an organization to achieve a common goal. Essentially a manager must pool and integrate resources (people, equipment, funds, knowledge, expertise etc.) to achieve organizational goal.

Administration: The administration is a systematic process of administering the management of an organization. Its main function is the formation of plans, policies, and procedures, setting up of goals and objectives, enforcing rules and regulations, etc. Administration is concerned with laying down the policies and establishing the objectives of the organization.

1.6 Differences between Management and Administration

The major differences between management and administration are stated below:

Sn	Management	Administration
	An organized way of managing people and resources of a business	The administration is defined as an act of administering the whole organization by a group of people
	Management is an activity of business and functional level	Administration is a high-level activity
	Management focuses on policy implementation,	policy formulation is performed by the administration.
	Functions of management are executive and governing.	Functions of administration include legislation and determination.
	It works under administration.	It has full control over the activities of the organization.
	A group of persons, who are employees of the organization, is collectively known as management.	On the other hand, administration represents the owners of the organization.
	Applicable to profit-making organization like business enterprises.	Applicable to government and military offices, clubs, hospitals, religious organizations and all the non-profit making enterprises.
	Management is about putting plans and policies into actions	Formulation of plans, framing policies and setting objectives
	Decides who will do the work? And How will it be done?	Decides What should be done? And When is should be done?
	The key person is the manager	The key person is the Administrator
	Represents employees, who work for remuneration	Represents owners, who get a return on the capital invested by them.
	Management plays an executive role in the organization.	role is decisive in nature
	Focuses on managing work	Focuses on making best possible allocation of limited resources.
	The manager looks after the management of the organization	administrator is responsible for the administration of the organization.

Sn	Management	Administration
	Management focuses on managing people and their work	administration focuses on making the best possible utilization of the organization's resources
	Management style of an Organisation can also change with the removal or installation of a new Manager/Leader	Administrative policies or procedures however are slower to change and may remain in place for many generations of management
	How a manager chooses to guide or lead their team is often a function of their experience and the company culture	Administrative functions of a business can often be guided or influenced by legislation or law.

Self-Assessment Exercise 1

State six (6) differences between administration and management.

1.7 Meaning and Characteristics of Organization

Organization is the process of identifying and grouping work to be done, specifying and delegating responsibility and authority and establishing relationships in order for people to work harmoniously in accomplishing objectives. It is the formation of authority relationships with co-ordination between them, both vertically and horizontally, in order for the group to work together efficiently. Organisation is the foundation upon which the whole structure of management is built. Without an efficient organization no management can perform its functions efficiently.

The characteristics of organizations are as follows:

Division of Work:

Organization comprises a whole task of business, broken down into activities and functions. These activities are assigned or managed by different persons. This brings in division of labour. The division of work refers to assignment of responsibility for each organizational component or activity to a specific individual or group. It becomes specialization when the responsibility for a specific task lies with a designated expert in that field. Organization helps in dividing the work into related activities so that they are assigned to different individuals. This promotes organizational efficiency and effectiveness.

Co-Ordination:

Various functions/ activities in an organization depend upon one another and the performance of one influence the other. Co-ordination helps in

integrating and harmonizing various activities and keeps the organization operating. It also helps eliminate duplications and unnecessary delays in operations. Unless organization activities are properly coordinated, the performance of all segments will be adversely affected.

Common goals / Objectives:

Although the organization is composed of different activities, all working towards a common goal with clear-cut objectives. The unique objectives of each department of an organization should lead to the achievement of major or overall goal of the organization. Also, though employee may have personal goals, this should align with the overall goal of the organization.

Co-operative Relationship:

An organization is composed of several persons and creates co-operative relationship among various members of the group. Individuals are grouped into departments and their work is coordinated and directed towards organizational goals. Organization thus helps in creating meaningful relationship among its members. The relationship should be both vertical and horizontal among members of various departments. The organizational structure should be arranged in such a manner that members are motivated to perform their part of the overall work, together.

Well-Defined Authority-Responsibility Relationships:

An organization consists of hierarchical positions with well-defined authority and responsibility. There is a central authority from which a chain of authority relationship stretches throughout the organization, from the highest to the lowest ranks. The hierarchy of positions defines the communication lines and pattern of relationships among employees.

Continuity:

Organization is a never-ending process. It is composed of people with a defined relationship in which they work together to achieve the organization goals. This relationship does not come to end simply because a task is completed.

Flexibility.

The organizing process should be flexible so that any change can be incorporated easily. It ensures the ability to adapt and adjust the activities in response to the change taking place in the external environment. The programs, policies and strategies can be changed as and when required if the provision for flexibility is made in the organizing process.

Self-Assessment Exercise 2

Define the characteristics of organisations.

1.8 Conclusion

The purpose of extension administration is to obtain results primarily through the efforts/actions of other people assigned to perform specified tasks. This role is performed within the context of an organization.



1.9 Summary

Extension administration involves the direction and organization of human and material resources in order to achieve set goals. Although management and administration appear to be used synonymously, both concepts are unique and relevant to the efficient execution of the extension organization.

1.10 Tutor-Marked Assignment

1. What is the purpose of extension administration?
2. State five (5) main differences between Administration and Management
3. List and discuss five characteristics of an extension organization



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1.12 Possible Answers To Self-Assessment Exercise

SAE 1: State six (6) differences between administration and management

Answers: The differences between administration and management are as follows:

1. Management is an organized way of managing people and resources of a business while administration is an act of administering the whole organization by a group of people.
2. Management is an activity of business and functional level while administration is a high-level activity.
3. Management focuses on policy implementation while policy formulation is performed by the administration.
4. Functions of management are executive and governing while functions of administration include legislation and determination.
5. Management works under administration while administration has full control over the activities of the organization.
6. A group of persons, who are employees of the organization, is collectively known as management while administration represents the owners of the organization.
7. Management is applicable to profit-making organization like business enterprises while administration is applicable government and military offices, clubs, hospitals, religious organizations and all the non-profit making enterprises.
8. Management is about putting plans and policies into actions while administration is about formulation of plans, framing policies and setting objectives.
9. Management decides who will do the work? And how will it be done? While administration Decides What should be done? And When is should be done?
10. The key person in management is the manager while the key person in administration is the Administrator.
11. Management represents employees, who work for remuneration while administration represents owners, who get a return on the capital invested by them.
12. Management plays an executive role in the organization while administration role is decisive in nature.
13. Management focuses on managing work while administration focuses on making best possible allocation of limited resources.
14. The manager looks after the management of the organization while administrator is responsible for the administration of the organization.

15. Management focuses on managing people and their work while administration focuses on making the best possible utilization of the organization's resources.
16. Management style of an Organisation can change with the removal or installation of a new Manager/Leader while administrative policies or procedures however are slower to change and may remain in place for many generations of management.
17. How a manager chooses to guide or lead their team is often a function of their experience and the company culture while administrative functions of a business can often be guided or influenced by legislation or law. **(Any 6 differences)**

SAE 2: The characteristics of organizations are as follows:

Division of Work:

Organization comprises a whole task of business, broken down into activities and functions. These activities are assigned or managed by different persons. This brings in division of labour. The division of work refers to assignment of responsibility for each organizational component or activity to a specific individual or group. It becomes specialization when the responsibility for a specific task lies with a designated expert in that field. Organization helps in dividing the work into related activities so that they are assigned to different individuals. This promotes organizational efficiency and effectiveness.

Co-Ordination:

Various functions/ activities in an organization depend upon one another and the performance of one influence the other. Co-ordination helps in integrating and harmonizing various activities and keeps the organization operating. It also helps eliminate duplications and unnecessary delays in operations. Unless organization activities are properly coordinated, the performance of all segments will be adversely affected.

Common goals / Objectives:

Although the organization is composed of different activities, all working towards a common goal with clear-cut objectives. The unique objectives of each department of an organization should lead to the achievement of major or overall goal of the organization. Also, though employee may have personal goals, this should align with the overall goal of the organization.

Co-operative Relationship:

An organization is composed of several persons and creates co-operative relationship among various members of the group. Individuals are grouped into departments and their work is coordinated and directed towards organizational goals. Organization thus helps in creating meaningful relationship among its members. The relationship should be

both vertical and horizontal among members of various departments. The organizational structure should be arranged in such a manner that members are motivated to perform their part of the overall work, together.

Well-Defined Authority-Responsibility Relationships:

An organization consists of hierarchical positions with well-defined authority and responsibility. There is a central authority from which a chain of authority relationship stretches throughout the organization, from the highest to the lowest ranks. The hierarchy of positions defines the communication lines and pattern of relationships among employees.

Continuity:

Organization is a never-ending process. It is composed of people with a defined relationship in which they work together to achieve the organization goals. This relationship does not come to end simply because a task is completed.

Flexibility.

The organizing process should be flexible so that any change can be incorporated easily. It ensures the ability to adapt and adjust the activities in response to the change taking place in the external environment. The programs, policies and strategies can be changed as and when required if the provision for flexibility is made in the organizing process.

UNIT 2 PRINCIPLES OF EXTENSION ADMINISTRATION

Unit Structure

- 2.1 Introduction
- 2.2 Learning Outcomes
- 2.3 General Principles of Administration
- 2.4 Guides to Extension Administration
- 2.5 Importance of the Administration Principles
- 2.6 Conclusion
- 2.7 Summary
- 2.8 References/Further Readings/Web Sources
- 2.9 Possible Answers to Self-Assessment Exercises



2.1 Introduction

It is not possible to draw up a blueprint of exactly how to serve most effectively as an extension administrator. Most principles of management are pragmatic rules of thumb and outgrowths of experience. The principles are at best limited tools but, if wisely and carefully used, they can be very valuable. They are a guide to action.



2.2 Learning Outcomes

By the end of this unit, you should be able to:

- State the principles that guide the administration of extension services
- Explain the conditions necessary for successful extension administration
- Explain the importance of principles to extension administration



2.3 General Principles of Administration

A managerial principle is a broad and general guideline for decision-making and behaviour. Management principles are not as rigid as principles of pure science since they deal with human behaviour and are adapted to fit in the situation. Also, bear in mind that human behaviour is dynamic, hence the principles must keep pace with current development. The principles of management that is popular at organizational level is that proposed by Henri Fayol. These are listed and discussed as follows:

1. Division of work
2. The principle of Authority
3. Principle of Discipline

4. Unity of Command
5. Unity of Direction
6. Subordination of Individual Interests to Organization's Interests
7. Remuneration
8. Centralization and Decentralization:
9. Scalar Chain
10. Order:
11. Equity
12. Stability of tenure
13. Initiative
14. Esprit de Corps

Division of work

This principle emphasize that work should be divided among individuals and groups so that they can focus on their portion of the task, build up skills, and become more productive. In the view of this principle, staff perform better at work when they are assigned jobs according to their specialization. Specialization is important as staff perform specific tasks not only at a single time but as a routine duty also. This principle also denotes that, work should not be diluted by giving the same work to too many people, ensuring the proper utilization of labor, keeping them focused. This principle promotes efficiency and effectiveness can be achieved if one staff member is doing one thing at a time and another doing a different thing.

The principle of Authority

Fayol defined authority as the right to give orders and the power to exert obedience. This principle suggests that the need for managers to have authority in order to command subordinates so they can perform their jobs while being responsible for their actions. Authority and responsibility must go hand in hand implying that authority should be delegated to meet the responsibilities. An important point emphasize by Fayol is that only few persons should have the power and responsibility to give orders. Given power/ authority to too many persons give rise to conflicts impeding smooth operations.

Principle of Discipline

For efficient operation, there should be obedience, diligence, effort and respect which are equally applicable to everybody regardless of rank. To establish and maintain discipline there must be clearly defined roles, rules and regulations for all employees i.e., a code of conduct and ethics. This principle promotes the establishment of clearly-defined rules and regulations intended to guide organization behaviour and achieve good employee discipline and obedience.

Unity of Command

Subordinates/employees should have only one reporting line or boss. If an employee gets orders from two superiors at the same time, then the conflict will result.

Unity of Direction

An organization should be moving towards a common objective . This brings about harmony of effort towards the mission and vision. People engaged in a similar group of activities must have same objectives.

Subordination of Individual Interests to Organization's Interests

This principle states that a staff interest must not supersede that of the organization. The interests of one employee should not become more important than those of the organization. An organization should come up with strategies to ensure personal interests and organizational interests are aligned as closely as possible. An implication of this principle is the need for employees to sacrifice their personal interests for the organization's overall good.

Remuneration

Financial compensations should be fair, reasonable, and satisfactory to the both the employer and employee. Remuneration or compensation paid should be take into consideration the job role of employee, financial state of organization, cost of living, etc. as this reduces workplace tension, increase productivity, reduce conflict, and promote a harmonious working environment. This principle further encourages added benefits such as rent and medical allowances, education, and other fringe benefits, to enhance employee's motivation at work. Also stressed is the need for employees in senior position to be better paid than those in lower positions.

Centralization and Decentralization:

This principle refers to the amount of control with people in an organization, and is concerned with the concentration of decision-making authority in an organization. In centralization, decision making is made at top management level i.e., there are few people in control of making decisions and is usually characteristics of large organizations; in decentralization decision making is distributed downwards among all levels of an organization. Fayol recommended an appropriate balance of the two depending on size, nature of work, situation and weight of decision.

Scalar Chain

This refers to formal lines of authority- from highest to lowest ranks. The principle emphasizes the need for communication channels in an organisations being vertical, noting that there should be one single

uninterrupted chain of authority existing in the organisations. Scalar chain asserts that there should be a clear line of authority in an organization so that each employee knows and understand the line of authority.

Order:

Every organization has a hierarchy and employees should be aware of know their place or position in the organization's hierarchy or chain of command. For example, subordinates report to superiors. While this is not design to promote authoritarian leadership, it simply seeks to promote order and efficiency in operations and activities. Lack of order will lead to chaos in an organization. The principle also encourages the provision of required material/ resources needed for the organization to operate, at the proper time as this will strengthen the order in the system.

Equity

Management should treat all its employees in a fair and just manner at all levels. The principle of equality discourages any form of discrimination as regards status, sex, religion, etc. Equity means been fair, just and kind towards employees. When employees are thus treated, it will elicit commitment and loyalty. This principle is particularly critical for organizational management to note – you can't treat workers unfairly and impartially and expect the best performance. Organizations need to put in place mechanisms or policies to address subordinate grievances against their supervisors especially when they feel they are been unfairly treated. However, equity is not only about ensuring equality in promotion and other benefits among employees, it also embrace being fair in given out discipline.

Stability of tenure

The principle emphasizes that an organization cannot run smoothly if it constantly experiences employee attrition. This principle encourages organizations to make every efforts possible to retain employees. A high attrition rate will cost an organization time, resources and perhaps some crucial organizational memory. An organization will grow faster if its employees are stable. Employees with a secured long-term tenure or work experience will use his/her experience and knowledge gotten from working in the organization to initiate innovation, productivity, which will help with the organizations growth and further increase its profit base.

Initiative

Management should provide opportunities or give freedom to employees to suggest new ideas, experiences, and more convenient and efficient methods of work to ensure organization effectiveness. In other words, Management should encourage employee's initiative.

Esprit de Corps

This principle refers to teamwork and team spirit. Organizations should harness harmony, team spirit and unity among personnel. For an organization to achieve the best result, there should be a unified and effective integration and coordination of both individual and group activities or efforts. Esprit de corps is the common spirit existing in the members of a group and inspiring enthusiasm, devotion, and strong regard for the honor of the group. It is the spirit or attitude of oneness and unity that fosters support amongst members of a group that makes them seek the welfare of the group and support its goals and objectives. It is valued organization asset that its effectiveness. Esprit de corps does not mean there will be no changes of conflict or disagreement among staff; however, it will seriously keep this at a minimal level.

Self-Assessment Exercise 1

Outline at least ten (10) principles of management at organizational level as proposed by Henri Fayol.

2.4 Guides to Extension Administration

With respect to the extension organization, some core principles of administration, in addition to those earlier mentioned above, are discussed as follows:

1. The structure of an administrative organization is established in a subordinate – super-ordinate hierarchy. Each worker should know his supervisor. Each supervisor is expected to supervise a person. Each member of staff within the extension agency should report to one and only one leader. This structure should be made flexible and modifiable.
2. The authority delegated to an individual in an organization should be commensurate with the responsibility assigned to him. Responsibility implies accountability for the performance of the duty. Responsibility cannot exist without authority. Responsibility cannot be delegated but authority can be delegated. Authority is the supreme coordinating power within an Organisation.
3. Effective administration occurs when authority and responsibilities assigned to an individual or group are clearly defined and understood. A job description which clearly sets out the duties of each person and the degree of authority given is very crucial. What is job description? Job description is a statement describing the duties of a worker. Job specification is a statement that explains the minimum requirements of the staff qualification.
4. A two-way channel of communication must exist for a meaningful administration of an extension system to be achieved. Vertical and horizontal communication should be maintained to develop desirable staff attitude and interest in an organization.

Communication is a process whereby decisions are transmitted from one member of extension organization to another through agreed channels. Without effective communication, an organization cannot function and there will be no opportunity for individual members to get information and fine-tune farming activities of farmers. Thus, communication is inseparably linked with co-ordination which is a process by which multitude of skills, attitude and interests in an agency are bound together (Obinne, 1990).

5. Effective use of specialist knowledge in planning and implementing programmes is very necessary and greatly required in Performance oriented extension administration. *One of the serious problems facing administration the world over is inadequate use of specialist knowledge in policy formulation, planning and execution of programmes.* Extension administration requires specialist knowledge in various aspects of agriculture and extension services. Efficiency in extension administration depends on the extent to which specific issues recommended by specialists in different disciplines can be adequately addressed and controlled.

2.5 Importance of the Administration Principles

The significance of principles of management can be discussed in terms of the following points:

- (i) Providing extension programme managers with useful insights into reality:
- (ii) Optimum utilization of resources and effective administration:
- (iii) Scientific decisions:
- (iv) Meeting changing environment requirements:
- (v) Fulfilling social responsibility:
- (vi) Management training, education and research:

These are discussed as follows:

(i) Providing extension programme managers with useful insights into reality:

The principles of management provide managers with useful insights into real world situations. Adherence to these principles add to their knowledge, understanding and skill of managerial situations. It will also allow managers to learn from past errors and conserve time by solving recurring problems quickly thereby increasing managerial efficiency. A good example will be a manager who leaves routine decision-making to his/her subordinates and deal with major issues which require her/his expertise by adopting the principles of delegation.

(ii) Optimum utilization of resources and effective administration: Organization resources (human and material) are limited. They must be put to optimum use i.e., used in such a way that they give maximum benefit with minimum cost. Principles equip the extension managers to foresee the cause-and-effect relationships of their decisions and actions. As such the wastages associated with a trial-and-error approach can be minimized if not completely eliminated. Effective administration also requires that management is objective in his/her conduct so that managerial power is used without biased. For example, in deciding the staff discipline or sack, a manager has to set aside his/her personal sentiments and act based on organizational policies.

(iii) Scientific decisions: Management principles help the manager in thoughtful decision-making. Decisions should be based on facts, timely, realistic and subject to measurement and evaluation. Scientific decision is based on logic and reasoning, rather than emotions. Management decisions taken on the basis of principles ensures that such decisions are free from bias and prejudice, but rather based on the objective assessment of the situation.

(iv) Meeting changing environment requirements: the principles help managers to meet changing requirements or demand of the environment. management principles are flexible to adapt to dynamic business environment of the 21st century. For example, management principles emphasize division of work and specialization. In modern times several companies have adopt this principle by specializing in their core competency and divesting non-core businesses.

(v) Fulfilling social responsibility: The increased awareness of the public, forces businesses especially limited companies to fulfill their social responsibilities. Management theory and management principles have also evolved in response to these demands. Moreover, the interpretation of the principles also assumes newer and contemporary meanings with the change in time. So, if one were to talk of 'equity' today, it does not apply to wages alone. Value to the customer, care for the environment, dealings with business associates would all come under the purview of this principle.

(vi) Management training, education and research: Principles of management are at the core of management theory and constitute the basis for management education, training, and research. You must be aware that entrance to management institutes is preceded by management aptitude tests.

Self-Assessment Exercise 2

Discuss the importance of administration principles in the extension administration

2.6 Conclusion

Principles are critical to effective extension administration. Without sound and time-tested principles, the extension organization will remain limited in its impact.



2.7 Summary

In this unit, you have learned about general principles of administration. You have equally been exposed to its application in extension administration. Some guidance on how run the extension administration was given. The role of principles in promoting extension administration was also emphasized. Summarily, extension principles in administration encompass: Division of work , The principle of Authority , Principle of Discipline , Unity of Command , Unity of Direction , Subordination of Individual Interests to Organization's Interests , Remuneration , Centralization and Decentralization:, Scalar Chain , Order: , Equity , Stability of tenure , Initiative , Esprit de Corps

Some importance of extension administrative principles are: (i) Providing extension programme managers with useful insights into reality: , (ii) Optimum utilization of resources and effective administration: , (iii) Scientific decisions: , (iv) Meeting changing environment requirements: ,



2.8 References/Further Readings/Web Sources

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2.9 Possible Answers to Self-Assessment Exercises

Self-Assessment Exercise 1

Outline at least ten (10) principles of management at organizational level as proposed by Henri Fayol.

Answers: The principles of management at organizational level as proposed by Henri Fayol are as follows:

1. Division of work
2. The principle of Authority
3. Principle of Discipline
4. Unity of Command
5. Unity of Direction
6. Subordination of Individual Interests to Organization's Interests
7. Remuneration
8. Centralization and Decentralization:
9. Scalar Chain
10. Order:
11. Equity
12. Stability of tenure
13. Initiative
14. Esprit de Corps (**Any 10 correct answers**)

Self-Assessment Exercise 2

Discuss the importance of administration principles in the extension administration

Answers: The importance of administration principles in the extension administration are discussed as follows:

- (i) **Providing extension programme managers with useful insights into reality:** The principles of management provide managers with useful insights into real world situations. Adherence to these principles add to their knowledge, understanding and skill of managerial situations. It will also allow managers to learn from past errors and conserve time by solving recurring problems quickly thereby increasing managerial efficiency.
- (ii) **Optimum utilization of resources and effective administration:** Organization resources (human and material) are limited. They must be put to optimum use i.e., used in such a way that they give maximum benefit with minimum cost. Principles equip the extension managers to foresee the cause-and-effect relationships of their decisions and actions. As such the wastages associated with a trial-and-error approach can be minimized if not completely eliminated. Effective administration also requires that

management is objective in his/her conduct so that managerial power is used without biased.

- (iii) **Scientific decisions:** Management principles help the manager in thoughtful decision-making. Decisions should be based on facts, timely, realistic and subject to measurement and evaluation. Scientific decision is based on logic and reasoning, rather than emotions. Management decisions taken on the basis of principles ensures that such decisions are free from bias and prejudice, but based on the objective assessment of the situation.
- (iv) **Meeting changing environment requirements:** The principles help managers to meet changing requirements or demand of the environment. Management principles are flexible to adapt to dynamic business environment of the 21st century. For example, management principles emphasize division of work and specialization.
- (v) **Fulfilling social responsibility:** The increased awareness of the public, forces businesses especially limited companies to fulfill their social responsibilities. Management theory and management principles have also evolved in response to these demands. Moreover, the interpretation of the principles also assumes newer and contemporary meanings with the change in time.
- (vi) **Management training, education and research:** Principles of management are at the core of management theory and constitute the basis for management education, training, and research. You must be aware that entrance to management institutes is preceded by management aptitude tests.

UNIT 3 **CONDITIONS NECESSARY FOR SUCCESSFUL EXTENSION ADMINISTRATION**

Unit Structure

- 3.1 Introduction
- 3.2 Learning Outcomes
- 3.3 Conditions that Promote Extension Administration
- 3.4 Conclusion
- 3.5 Summary
- 3.6 References/Further Readings/Web Sources
- 3.7 Possible Answers to Self-Assessment Exercises



3.1 Introduction

The extension organization does not operate in isolation of the socio-economic, cultural and political environment in which it resides. Successful extension administration is not a product of chance or luck; there are ‘conditions’ that favour the effective operation of the organization. This is what this unit will cover.



3.2 Learning Outcomes

By the end of this unit, you should be able to:

- Identify the conditions that favour successful extension administration in the society
- Explain how environmental factors affect the success of extension administration.



3.3 Conditions that Promote Extension Administration

The success of administration in an extension service depends on the following conditions:

1. Support-oriented: The extension service should be seen as an institution established for the purpose of assisting rural people through educational process to make maximum use of their available resources.
2. Availability of information: Administrators should realize the need for the identification of sources of technological information to be used for the solution of problems of rural people.

3. Information sharing: Extension administration should regard extension education as the sharing of technical knowledge useful for solving recognized problems of rural people.
4. Accessibility: Extension education should be available to all rural people irrespective of race, creed, social class, or sex.
5. Social alignment: Extension administrators and extension policy makers should develop an extension service adapted to the social realities and social organizations of the society being served.
6. Establish training institutions: There is need to establish institutions for the training of personnel required for the effective running of the extension service.
7. Appropriate training methods: There is the need for organizing the educational and training methods to suit the skills, attitudes, abilities, knowledge and resources of the people.
8. Local involvement: The principle of local involvement or participation in the planning of extension programmes should be ensured at all times.
9. Support development of auxiliary services: Efforts must be made for auxiliary services such as transport, veterinary services and credit.

Self-Assessment Exercise

- | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none">1. List five conditions conducive for the successful extension administration.2. What is social alignment in extension |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

3.4 Conclusion

For the extension administrator to work successfully, there are conditions that must be in place. Some of these conditions lie both within and external to the extension organization.



3.5 Summary

There are important conditions that will allow the extension administrator to work successfully. Some of these include: support-oriented, local engagement, information availability and sources, information sharing, social alignment, available institutional support, training methods available and used and logistic support.



3.6 References/Further Readings/Web Sources

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3.7 Possible Answers to Self-Assessment Exercise

Self-Assessment Exercise 1

Question: List five conditions conducive for the successful extension administration

Answers: The conditions conducive for the successful extension administration are as follows:

1. Support-oriented,
2. Availability of information,
3. Information sharing,
4. Accessibility,
5. Social alignment,
6. Establish training institutions,
7. Appropriate training methods,
8. Local involvement and
9. Support development of auxiliary services. **(Any five conditions)**

2. Social alignment: Extension administrators and extension policy makers should develop an extension service adapted to the social realities and social organizations of the society being served.

UNIT 4 THEORIES OF ADMINISTRATION RELATED TO EXTENSION

Unit Structure

- 4.1 Introduction
- 4.2 Learning Outcomes
- 4.3 Management/Administrative Theories
 - 4.3.1 The Classical Management Theories
 - 4.3.1.1 Scientific Management Theories
 - 4.3.1.2 Classical Organization Theory
- 4.4 Behavioural and Systems Approaches
 - 4.4.1 The Behavioural Theory
 - 4.4.1.2 Human Relations Movement
 - 4.4.1.3 Behavioural Science Approach
 - 4.4.2 Systems Approach/Theory
- 4.5 Conclusion
- 4.6 Summary
- 4.7 References/Further Readings/Web Sources
- 4.8 Possible Answers to Self-Assessment Exercises



4.1 Introduction

The theories of management make it easier for extension administrators or managers to decide what to do to perform their duties most effectively. Extension administrators should be familiar with the major theories and try to apply them as appropriate to given situations. There are three well-established schools of management thought, namely classical, behavioural and quantitative. There are two newer approaches, the systems approach and the contingency approach. It is possible to integrate all of these. There is nothing rigid in administrative matters because of changing circumstances.



4.2 Learning Outcomes

By the end of this unit, you should be able to:

- Describe the two major classification of Administrative Theories
- Discuss two Classical Management theories, noting the merit and demerit
- Compare the theoretical approaches associated with the Behavioral & System Theory



4.3 Management/Administrative Theories

4.3.1 The Classical Management Theories

The Classical School has two branches – scientific management and classical organization theory. Important proponents of the Classical School include Robert Owen (1771 – 1858), Frederick W. Taylor (1856 – 1915) both of the Scientific Management Thought, and Henri Fayol (1841 – 1925) who was of the Classical Organisation Theory.

4.3.1.1 Scientific Management Theories

Robert Owen believed that the manager should bring reforms into the organization by improving the workers' conditions. He invested in his workers as "vital machines". He put in place specific work procedures to ensure increased productivity.

Frederick W. Taylor worked towards increasing the efficiency of workers. He constructed the principles of scientific management. Taylor determined how much time workers needed to perform certain tasks. Thus, he broke down each job into its components and established the best methods of operation for each part. He applied the differential rate system to workers earnings based on set performance standards of work. Taylor is often referred to as the father of scientific management.

Taylor's principles of scientific management are as follows:

1. The development of a true science of management – the best method for performing a task should be determined. This scientific-method-of-work principle also states that the responsibility for workers' methods of work should be that of management.
2. The scientific selection of the worker – each worker should be given responsibility for the task for which he is best suited.
3. The scientific education and development of the worker.
4. Intimate, friendly cooperation between management and labour.
5. Piece-rate principle – wages should be proportional to output and the rates should be based on the standards determined by time study. Emphasis is on maximizing the use of available human and material resources in achieving the goals of the organization. Taylor emphasized economic rationality, hard work as well as defined social roles and position. He believed that workers should neither be overpaid nor underpaid.

Benefits

One contribution of scientific management is the efficiency of the techniques advocated such as time and motion studies. Another is that the work design suggested makes managers to search for the “one best way” of doing a job, that is professionalization of management. Finally, the emphasis placed on scientific selection of workers has shown that a worker cannot do his job properly without ability and training.

Demerits

The proponents laid too much emphasis on economic and physical needs of workers but failed to recognize the place of the social needs of staff as group members. Secondly, they overlooked the desire of workers for job satisfaction (issues about working conditions, etc).

In brief, scientific management was concerned with how to increase the productivity of the organization and that of the individual worker.

Self-Assessment Exercises

- | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none">1. Explain the scientific management theory2. What are the merits and demerits of this theory? |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|

4.3.1.2 Classical Organization Theory

This is the second part of classical management, and it seeks guidelines for managing complex organizations. The founder of this school of thought is Henri Fayol because he was the first to systematize managerial behaviour. He produced a blueprint for a cohesive doctrine of management, stressing that management is a skill, and, thus, management could be taught.

Fayol explained management in terms of five functions, namely:

1. Planning - devising a course of action that would enable the organization meet its set goals.
2. Organizing - mobilizing resources (human and material) of the organization to make the plans come into effect.
3. Commanding – motivating workers and getting them to do their work.
4. Coordinating – ensuring that the human and material resources as well as activities of the organization work harmoniously to attain the set goals.
5. Controlling – monitoring/supervising the plan to see that it is being executed properly.

Fayol's 14 Principles of Management

These are frequently applied in administration.

1. Division of Labour - Specialization of work will ensure efficient performance by workers.
2. Authority – Ability to give orders to ensure compliance. Managers need formal authority to be able to command but they, also, need personal authority (e.g. intelligence to compel obedience). Responsibility assigned should be followed by authority to act.
3. Discipline - Workers need to respect and obey the rules and agreements existing in the organization.
4. Unity of Command - Each employee should be responsible to only one superior officer. In other words, each worker must receive instructions/orders about an issue from only one superior in order to avoid conflict and confusion.
5. Unity of Direction - Similar operations in the organization should be directed by only one manager using one plan.
6. Subordination of Individual Interest to the Common Good - The interest of the organization should be paramount. Therefore, the personal interests of workers should not come first.
7. Centralization - Managers should have the final responsibility but there is need to give their subordinates enough authority to do their works properly. An optimum balance is necessary.
8. The Hierarchy - The line of authority runs (by ranks) from top management to the lowest level of the organization. This is the scalar chain - subordinates should recognize the formal chain of command in the organization (that is, the well-defined organizational hierarchy).
9. Remuneration - wages paid should be fair to both employees and the employers.
10. Order - People and materials should be in their right places at the right time. Workers should be put in positions most suited to them.
11. Equity - Fairness and friendliness toward subordinates should be ensured.
12. Stability of staff - Efforts should be made to encourage workers to remain in service for relatively long period. A high worker turnover rate creates inefficiency in an organization.
13. Initiative - Workers should be allowed to formulate and executive their plans.
14. Espirit de Corps - Team spirit is important.

One criticism of Fayol's views is that some of the principles lack universal applicability. Another is that the definitions of some principles are imprecise. Some principles are, also, mutually contradictory.

4.4 Behavioural and Systems Approaches

4.4.1.1 The Behavioural Theory

The focus is on the “human side” of an organization. It considers the best possible worker with needed skills, the best possible work conditions, and the best possible effect or influence to motivate workers.

4.4.1.2 Human Relations Movement

Elton Mayo (1880 – 1949) stressed the need for managers to create good human relations by finding out why workers act the way they do and what social and psychological factors motivate them.

The Hawthorne Experiment

Mayo and his Harvard associates conducted a famous study of human behaviour in work situations at the Hawthorne Plant. In one of the experiments, they placed two groups of six women each in separate rooms and acted as supervisors. In one room the conditions were varied and in the second room they were not. Variables tried were (i) salaries increase, (2) coffee breaks, (3) shortened workday and work week. They discovered that output went up in both the test and control rooms (groups). They concluded that because the test and control groups had been singled out for special attention, the workers developed a group pride that motivated them to improve their performance at work. Another source of increased motivation was the sympathetic supervision the workers received.

Mayo believed, therefore, that when special attention is given to employees by management, productivity is likely to increase regardless of actual changes in working conditions (Stoner, 1978, P. 47). This phenomenon is called the **Hawthorne effect**. Mayo sought answers to this discovery – the social environment of workers (informal work groups) has a great influence on productivity. The implication is that management must recognize workers’ needs for recognition and social satisfaction in order to maximize the organization’s output. The concept of the social man must be understood and utilized by management by stressing social needs in addition to organizational needs as well as personal economic needs.

4.4.1.3 Behavioural Science Approach

Mayo and the other theorists of the Human Relations School introduced the “social man” motivated by a desire to form relationships with others. In order to more accurately explain the motivations of people, McGregor, Argyris and Maslow applied the concept of “self-actualizing man”. The

concept states that the needs which people are motivated to satisfy fall into a hierarchy.

At the top of the hierarchy are the *higher-level needs* for example, ego needs (the need for respect, etc.), and self-actualizing needs, for example, the need for meaning and personal growth. At the bottom of the hierarchy are the *lower-level needs*, for example, physical and safety needs. The lower-level needs, for example physical and safety needs. The lower-level needs must be satisfied before the higher-level needs become noticeable. An extension administrator could use different ways to motivate his workers once he understands this hierarchy.

However, everybody may not go from one need level to another the same way, because no two individuals are exactly alike.

4.4.2 Systems Approach/Theory

A System is an interdependent group of items that form a unified whole. The systems approach is believed to provide an integrated framework to help administrators solve problems. The systems approach to management views an organization as a unified, purposeful system made up of interrelated parts. Thus, the activity of a part of an organization affects that of every other part.

The common concepts in the systems approach are sub-systems, synergy, open and closed systems, system boundary, flow and feedback.

Subsystems - These are the parts that make up the whole of a system. For example, a department is a subsystem of the organization.

Synergy - This means that the whole is greater than the sum of its parts such that as separate departments in an extension organization cooperate and interact, they become more productive than if they had acted in isolation.

Open and Closed Systems - An open system is one that interacts with its environment. A closed system does not.

System Boundary - Every system has a boundary which separates it from its environment. It can be rigid or flexible boundary.

Flow - Each system has flows of inputs and outputs. The flows of information, material and energy (eg human) enter the system from the environment as inputs.

They leave the system as outputs in terms of goods and services.

4.5 Conclusion

An understanding and wise use of the theories of management would greatly assist the extension manager to run his organization very smoothly and productively.



4.6 Summary

The classical and behavioural schools of management have helped extension administrators in understanding their organizations well and how to run them. A good extension administrator would seek to integrate the theories as appropriate.



4.7 References/Further Reading/Web Resources

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4.8 Possible Answers to Self-Assessment Exercises

Self-Assessment Exercises

1. Explain the scientific management theory
2. What are the merits and demerits of this theory?

Question 1 Answer: The Scientific Management Theories was propounded by Robert Owen (1771 – 1858) and Frederick W. Taylor (1856 – 1915)

Robert Owen viewed that the manager should bring reforms into the organization by improving the workers' conditions. He invested in his workers as "vital machines". He put in place specific work procedures to ensure increased productivity. While Frederick W. Taylor worked towards increasing the efficiency of workers. He constructed the principles of scientific management. Taylor determined how much time workers needed to perform certain tasks. Thus, he broke down each job into its components and established the best methods of operation for each part. He applied the differential rate system to workers earnings based on set performance standards of work. Taylor is often referred to as the father of scientific management.

Question 2 Answer: The merits of this theory are as follows:

1. One contribution of scientific management is the efficiency of the techniques advocated such as time and motion studies.
2. The work design suggested makes managers to search for the "one best way" of doing a job, that is professionalization of management.
3. The emphasis placed on scientific selection of workers has shown that a worker cannot do his job properly without ability and training.

The demerits of the theory are as follows:

1. The proponents laid too much emphasis on economic and physical needs of workers but failed to recognize the place of the social needs of staff as group members.

They overlooked the desire of workers for job satisfaction (issues about working conditions, etc.).

MODULE 2 FUNCTION AND CHARACTERISTICS OF EXTENSION ADMINISTRATION

Unit 1	Essential Tasks of An Extension Administrator
Unit 2	Strategic Tasks of An Extension Administrator
Unit 3	Qualities and Functions of Extension Administrators
Unit 4	Organizing and Coordinating for Extension Work

UNIT 1 ESSENTIAL TASKS OF AN EXTENSION ADMINISTRATOR

Unit Structure

1.1	Introduction
1.2	Learning Outcomes
1.3	Essential Tasks of Extension Administrator
1.4	Regular Tasks of the Extension Administrator
1.5	Conclusion
1.6	Summary
1.7	References/Further Readings/Web Sources
1.8	Possible Answers to Self-Assessment Exercises



1.1 Introduction

The task of administration is to guide and direct an administrative process which allows the full participation of other members in the system. Administration is both an art (involving many tasks and technical and human elements) and a science (involving proven procedures useful for carrying out the administrative duties).

There are many components of good administration.



1.2 Learning Outcomes

By the end of this unit, you should be able to:

- Identify the essential tasks involved in extension administration
- Be able to perform the require tasks if appointed as an Extension Administrator



1.3 Essential Tasks of Extension Administrator

Planning is an important work of an administrator. It involves getting ready to carry out the job. In the first place, targets to be accomplished within a specific time frame must be set. Such performance objectives are set with reference to activities to be undertaken, where the activities would be executed, what each activity would actually accomplish and how much of each activity can be successfully carried out in the plan period.

The next task under planning is budgeting. The administrator has opportunity to influence the budget of his agency. Ideally, input into the next year's budget is made by all levels right from the lowest level of an organization. The budget must state the amount of funds needed by each department/unit, stating the amounts according to uses. The most usual types of budgets are those that include separate line items for salaries, travel, equipment, buildings, and vehicles (Mosher, 1975). Programme budget is common these days, covering specific programme objectives. It is ideal to involve all subordinate administrators in budget making.

The third task is for the administrator to prepare a work schedule of what is to be done month by month and note the individuals to be involved. This arrangement makes supervision easy.

The fourth task is to draw up plans for adequate information flows. An extension administrator must be up to date on events in the organization and within the society. He should be conversant with the duties of each worker, problems faced and the farmers' situations. Methods of collecting and processing relevant information include weekly, monthly or quarterly reports, studies, field visits and staff meetings. Good information flows allow the organization to be effectively integrated and to operate from day to day.

1.4 Regular Tasks of The Extension Administrator

The tasks of the administrator, also, include those that must be performed on a daily or weekly basis. These tasks of execution are eight.

1. Assigning Tasks to Staff Members

The good administrator places each staff in a job for which he is well qualified. He needs to consult other members of staff before assigning tasks.

2. Supervising Personnel

Direct supervision is carried out to ensure that workers perform efficiently. Quite often, supervision is delegated to others who inform the administrator about what each worker does.

3. Authorizing Expenditures

Expenditures have to be approved. How best to use the available funds allotted in the budget should be determined.

4. Maintaining Physical Facilities

All physical facilities should be accounted for – availability, proper storage, functioning.

5. Resolving Conflicts

Conflicts which occur between individuals in the organization must be promptly resolved. Conflicts may, also, occur between subordinate units.

6. Revising Programmes

Programmes may be revised to meet new situations. Modifications to work plans are allowed from time to time.

7. Assessing and Reporting Progress

Work accomplishments should be assessed annually or periodically. It is important to regularly submit written reports of programme activities.

8. Recruiting and Promoting Employees

Administrators are often involved in replacing staff or recruiting new ones when vacancies exist. Appropriate disciplinary measures may be taken when necessary.

Self-Assessment Exercises

1. Why are the four essential asks discussed above useful to an extension administrator?
2. Discuss the regular tasks of an extension administrator.

1.5 Conclusion

The essential tasks are important for the smooth running of an extension organization. Many members of staff should be brought into the administrative process.



1.6 Summary

The administrator must be involved in the tasks of prior planning (setting performance objectives; budgeting; preparing work schedule; and planning information flows). The tasks of execution for every extension administrator are task assignment; personnel supervision; expenditure authorization/control; physical facilities and supplies maintenance; conflict resolution, and programme revision. Others are assessing and reporting programmes as well as employee recruitment, promotion and discipline.



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1.8 Possible Answers to Self-Assessment Exercise

SAE 1: Why are the four essential asks discussed above useful to an extension administrator?

Answer: The four essential tasks discussed above are useful to an extension administrator because of the following reasons:

1. Planning being an important work of an administrator, involves getting ready to carry out the job. In the first place, targets to be accomplished within a specific time frame must be set. Such **performance objectives** are set with reference to activities to be undertaken, where the activities would be executed, what each activity would actually accomplish and how much of each activity can be successfully carried out in the plan period.
2. Budgeting: **Budgeting** is the next task under planning. The administrator has opportunity to influence the budget of his agency. Ideally, input into the next year's budget is made by all levels right from the lowest level of an organization. The budget must state the amount of funds needed by each department/unit, stating the amounts according to uses.
3. For the administrator to **prepare a work schedule** of what is to be done month by month and note the individuals to be involved. This arrangement makes supervision easy.
4. To draw up plans for adequate **information flows**. An extension administrator must be up to date on events in the organization and within the society. He should be conversant with the duties of each worker, problems faced and the farmers' situations. Methods of collecting and processing relevant information include weekly, monthly or quarterly reports, studies, field visits and staff meetings. Good information flows allow the organization to be effectively integrated and to operate from day to day.

SAE 2: Regular Tasks of The Extension Administrator

The tasks of the administrator, also, include those that must be performed on a daily or weekly basis. These tasks of execution are eight.

1. Assigning Tasks to Staff Members

The good administrator places each staff in a job for which he is well qualified. He needs to consult other members of staff before assigning tasks.

2. Supervising Personnel

Direct supervision is carried out to ensure that workers perform efficiently. Quite often, supervision is delegated to others who inform the administrator about what each worker does.

3. Authorizing Expenditures

Expenditures have to be approved. How best to use the available funds allotted in the budget should be determined.

4. Maintaining Physical Facilities

All physical facilities should be accounted for – availability, proper storage, functioning.

5. Resolving Conflicts

Conflicts which occur between individuals in the organization must be promptly resolved. Conflicts may, also, occur between subordinate units.

6. Revising Programmes

Programmes may be revised to meet new situations. Modifications to work plans are allowed from time to time.

7. Assessing and Reporting Progress

Work accomplishments should be assessed annually or periodically. It is important to regularly submit written reports of programme activities.

8. Recruiting and Promoting Employees

Administrators are often involved in replacing staff or recruiting new ones when vacancies exist. Appropriate disciplinary measures may be taken when necessary

UNIT 2 STRATEGIC TASKS OF AN EXTENSION ADMINISTRATOR TASKS

Unit Structure

- 2.1 Introduction
- 2.2 Learning Outcomes
- 2.3 Strategic Tasks of An Extension Administrator
- 2.4 Conclusion
- 2.5 Summary
- 2.6 References/Further Readings/Web Sources
- 2.7 Possible Answers to Self-Assessment Exercise



2.1 Introduction

The strategic tasks of administration are additional tasks. They indicate the manner in which essential tasks are carried out. Good extension administrators make effective and regular use of the strategic tasks because these tasks shape the entire organizational goals.



2.2 Learning Outcomes

By the end of this unit, you should be able to:

- Discuss the strategic tasks of an extension administrator
- Identify causes of low staff morale
- List factors that can help raise staff morale



2.3 Strategic Tasks of An Extension Administrator

Let us examine some of these tasks.

1. Looking Ahead

A good extension administrator keeps thinking ahead, looking at possible ways of improving his organization. He keeps learning about agricultural development, his own specialized field, and administrative needs generally. He could study methods used by other organizations elsewhere in order to gain more understanding of how to manage his agency.

2. Linkage with Similar Organizations

Inter-agency coordination is very necessary. A good extension administrator would consider what contribution he could make to ensure effective coordination and how to go about it. Regular contact (formal and

informal) with similar agencies would promote a better understanding of how best to serve the needs of overall agricultural development through sharing experiences.

3. Staff Development

Both the individual staff members and organization stand to benefit if training programmes are incorporated in the activities performed. Workers should be encouraged to acquire greater competence through training. Individual employees gain experience and new knowledge through professional growth.

Staff development can be promoted through conferences and seminars, formal in-service training and training in other organizations (universities, etc).

4. Maintaining Staff Morale

Staff morale is related to enthusiasm and attention to careful work performance, confidence in the organization and commitment to work. Morale tends to increase among staff if the extension administrator treats workers as human beings with individual differences and personal problems.

To increase staff morale, administrators should apply some techniques, namely:

- i. Ensuring regular staff promotions
- ii. Regular payment of salaries
- iii. Clear definition of work responsibilities
- iv. Encouraging participatory administration

v. Posting staff according to areas of specialization.

A good administrator should avoid personal favoritism and delays in making decisions. Nepotism has a negative impact on organizations. Therefore, the extension administrator should not employ mainly family members in the system.

SELF-ASSESSMENT EXERCISE

- 1: List 5 strategic tasks of the extension administrator.
- 2.State the techniques for maintaining staff morale.

2.4 Conclusion

The strategic tasks of an extension administrator are additional tasks that a good administrator recognizes and uses regularly.



2.5 Summary

The strategic/additional tasks of a good extension administrator are:

- a. Thinking and looking ahead
- b. Linking with other similar organizations
- c. Ensuring staff development through training, seminars, etc.
- d. Maintenance of staff morale
- e. Avoiding personal favoritism



2.6 References/Further Readings/Web Sources

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2.7 Possible Answers to Self-Assessment Exercise

SAE 1: List 5 strategic tasks of the extension administrator.

Answer: The five (5) strategic tasks of the extension administrator include:

- i. Looking Ahead
 - ii. Linkage with Similar Organizations
 - iii. Staff Development
 - iv. Maintaining Staff Morale
 - v. Posting staff according to areas of specialization.
2. **To increase staff morale, administrators should apply some techniques, namely:**
- i. Ensuring regular staff promotions
 - ii. Regular payment of salaries
 - iii. Clear definition of work responsibilities
 - iv. Encouraging participatory administration

UNIT 3 QUALITIES AND FUNCTIONS OF EXTENSION ADMINISTRATORS

Unit Structure

- 3.1 Introduction
- 3.2 Learning Outcomes
- 3.3 Essential Attributes of an Administrator
- 3.4 Functions of an Extension Administrator (Extension Director)
- 3.5 Other Responsibilities and Functions of an Extension Administrator
- 3.6 Conclusion
- 3.7 Summary
- 3.8 References/Further Readings/Web Sources
- 3.9 Possible Answers to Self-Assessment Exercises



3.1 Introduction

The first concern in staffing an extension organization is the position of the administrator or director. Not all administrators show evidence of the qualities needed for good leadership. Some leaders end up being poor administrators.



3.2 Learning Outcomes

By the end of this unit, you should be able to:

- Itemize the essential attributes of an extension administrator
- Describe the functions of an extension director.



3.3 Essential Attributes of An Administrator

A good administrator should:

1. Command respect and loyalty
2. Transfer (delegate) authority
3. Include all levels in policy development
4. Instill confidence
5. Generate enthusiasm
6. Teach others.
7. Learn from others
8. Build team spirit and action
9. Make on-the-spot decisions
10. Assume responsibility

11. Be a good listener and diplomatic
12. Recognize limitations in himself and others
13. Judge fairly
14. Be honest, and
15. Be objective (Swanson, 1984)
16. Be able to foresee the future impact of decisions taken
17. Be flexible
18. Appear decent in the public.

Self-Assessment Exercise 1

What five attributes will you recommend to a newly appointed Extension Administrator?

3.4 Functions of An Extension Administrator (Extension Director)

The Director of Extension is the organization's Chief Executive. The function of the Director is to plan, organize, staff, direct and control the activities of the organization. The position includes responsibility for supervision, personnel management, salary administration, facilities management, fiscal management, programme development and co-ordination; programme execution and programme evaluation. The Director is ultimately responsible for managing the organization and for giving it leadership and direction.

The above functions must be delegated to some extent to others in the organization. There is, also, a great need for effective communication within the organization.

The Extension Director should have the following minimum qualifications:

- a. a university degree in a relevant field and, usually, a postgraduate degree, and
- b. several years of professional experience, preferably at different levels in the extension organization.

Other qualities expected of the Extension Director are:

- a. the ability to make decisions and follow through on those decisions
- b. a positive attitude in dealing with superiors, subordinates, and the general public
- c. a highly developed sense of co-operation
- d. the ability to inspire in others a sense of responsibility and duty to the people being served
- e. a basic understanding of the educational philosophy and methods of an effective extension organization
- f. the technical skills of management, and
- g. an understanding of agriculture and the ability to relate to rural people.

Self-Assessment Exercise 2

State at least five (5) other qualities expected of the Extension Director.

3.5 Other Responsibilities and Functions of an Extension Administrator**A. Responsibilities**

- (1) Delineation of the objectives of extension service - since the extension service exists to fulfill set objectives, there is a central source from which activities are initiated.
- (2) Drawing broad plans of action - he is responsible for drawing broad plans for restructuring activities in the extension service. The administrator must be fully conversant with the functions in other areas of agriculture.
- (3) Assembling of various categories of staff - provision of support staff at all levels is a major responsibility of top administrative staff. The top administrator should assemble an adequate working team of experts whose activities are complementary to each other.
- (4) Delegation of function - it is the usual practice for the chief executive to delegate functions. He should be able to assign specific functions to individual members of staff. In all cases, responsibilities are clearly written down and not merely stated verbally. Periodic review of job description is made by the administrator to reflect changing situations.
- (5) Directing (supervising) delegated functions - this responsibility assumes that the administrator has a clear understanding of his authority and how it is exercised. Directing and overseeing requires that an officer to whom function is assigned should report back to the administrator. The report could be oral or written.
- (6) Definition and standardization of performance - it is the responsibility of the administrator to clearly define and set standards of performance. This is needed to ensure that the quantity and quality of the performance of the organization and staff is established.
- (7) Provision for evaluation of performance - evaluation of the overall result of extension effort is the responsibility of top administrators. Evaluation refers to the appraisal of the degree to which goals set for various programmes have been attained.
- (8) Provision for stimulation and energization of personnel - when large numbers of people are brought together in an organization, it is not feasible to have common interest spontaneously. They need guidance and stimulation from their superior officers. The degree of interest, enthusiasm and devotion to duty will tend to be the product of similar qualities found in superior officers. It is the responsibility of administrators to show, by example, a high degree

of interest, devotion to duty for the junior ones to emulate and create a good working atmosphere that will stimulate staff to work efficiently.

B. Functions

The functions of an administrator in the administrative process are:

- a) Planning
- b) Organizing
- c) Staffing
- d) Directing
- e) Coordinating
- f) Reporting
- g) Budgeting

These are represented by the acronym POSDCoRB

- a. **Planning** - Effective extension work results from planning. Any administrator that does not plan ahead, with specific aims and objectives to be realized within a specific time, is bound to inhibit performance. It is the function of the administrator to plan the programme of extension and such a programme will include:
 1. the description of situation
 2. problems or actions that need to be given attention
 3. aims and objectives to be achieved
 4. responsibilities of various officers, and
 5. possible courses of action to achieve the stated objectives

Planning helps to (a) avoid waste of resources, (b) facilitate proper allocation and distribution of available resources, and (c) provide a guide to constructive action in the field.

- b. **Organizing:** Organising refers to the arrangement of persons, ideas, materials and other facilities necessary for the performance of functions. Work is assigned to individuals, groups or departments.
- c. **Staffing:** This involves the recruitment, selection, development, utilization and accommodation of human resources in the organization.

d. Directing (Supervision)

This involves direct face-to-face oversight of tasks assigned to individuals or small groups in order to ensure correct and adequate performance. It is the process of ensuring that policies, administrative procedures and programmes are carried out properly. The supervisor is a person who is responsible for overseeing the work of a given number of field officers in a given area.

The function of a supervisor is that of translating extension policies into action.

Optimum performance is obtained under a supervised condition.

e. **Coordination**

The organisation's activities must be coordinated and correlated. Coordination is an essential element in administration and it involves adjustment of the parts to each other. The administrator should coordinate the human efforts and group staff activities in order to obtain the best results.

f. **Reporting (Evaluation)**

This function involves appraisal of activities or performance. From time to time, administrators must evaluate themselves, their staff and the system. Evaluation offers the opportunity to determine how well the goals of the extension service are being achieved and the overall performance of the organization. Information and data are gathered from the various units, departments and even individuals in the form of a report. Based on the report, adjustments could be made.

g. **Budgeting**

Budgeting is a process of optimal allocation of available resources to competing needs, so as to achieve set objectives. Some of the objectives are to:

- a) plan the policy of an organization
- b) coordinate the activities of an organization so that each is part of the integral whole
- c) control each function so that the best possible result may be obtained, and
- d) evaluate the activities of an organization.

The budgeting process creates a formal planning framework and gets people involved in deciding what is to be done in the future.

It fosters coordination and communication, and promotes efficiency in operating an organization. Budgeting makes people aware of the cost of undertaking a specific activity or project.

It aids in orienting organizational operation towards the goals of the organization.

Limited resources can be allocated to provide the greatest degree of benefits.

Self-Assessment Exercise 3

Mention the seven (7) functions of an administrator in the administrative process.

3.6 Conclusion

Good leadership qualities must be shown by administrators who must also perform their duties well.



3.7 Summary

Among the functions of a good extension administrator are assumption of responsibility, objectivity, preparing action plans, setting standards of performance, as well as reporting and budgeting. Among the essential attributes the administrator must possess, the following are important: good leadership, experience, positive attitude, team spirit, motivational.



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3.9 Possible Answers to Self-Assessment Exercises

Self-Assessment Exercise 1

Question: What five attributes will you recommend to a newly appointed Extension Administrator?

Answer: The attributes to be recommended to a newly appointed Extension Administrator are as follows:

1. Command respect and loyalty, 2. Transfer (delegate) authority, 3. Include all levels in policy development, 4. Instill confidence, 5. Generate enthusiasm, 6. Teach others, 7. Learn from others, 8. Build team spirit and action, 9. Make on-the-spot decisions, 10. Assume responsibility, 11. Be a good listener and diplomatic, 12. Recognize limitations in himself and others, 13. Judge fairly, 14. Be honest, 15. Be objective, 16. Be able to foresee the future impact of decisions taken, 17. Be flexible and 18. Appear decent in the public. **(Any 5 correct answers)**

Self-Assessment Exercise 2

Question: State at least five (5) other qualities expected of the Extension Director.

Answer: Other qualities expected of the Extension Director are:

- a. the ability to make decisions and follow through on those decisions
- b. a positive attitude in dealing with superiors, subordinates, and the general public
- c. a highly developed sense of co-operation
- d. the ability to inspire in others a sense of responsibility and duty to the people being served
- e. a basic understanding of the educational philosophy and methods of an effective extension organization
- f. the technical skills of management, and
- g. an understanding of agriculture and the ability to relate to rural people. **(Any five answers)**

Self-Assessment Exercise 3

Question: Mention the seven (7) functions of an administrator in the administrative process.

Answer: The seven functions of an administrator in the administrative process are:

1. Planning, 2. Organizing, 3. Staffing, 4. Directing, 5. Coordinating, 6. Reporting and 7. Budgeting

UNIT 4 ORGANIZING AND COORDINATING FOR EXTENSION WORK

Unit Structure

- 4.1 Introduction
- 4.2 Learning Outcomes
- 4.3 Meaning and Importance of Organizing
- 4.4 Structure of Extension Organizations
 - 4.4.1 Some factors that affect organizational design
 - 4.4.2 Guidelines for Setting up or Modifying an Extension Organisation
 - 4.4.3 Extension Administration in Ministry of Agriculture
- 4.5 Coordination Process
 - 4.5.1 Principles of Coordination
 - 4.5.2 Coordinating Procedures
 - 4.5.3 Span of Management
- 4.6 Budget and Fiscal Policies
 - 4.6.1 Meaning of Budget
 - 4.6.2 Role of the Budget
 - 4.6.3 Types of Budgets
 - 4.6.4 Budget Defense Guidelines
- 4.7 Budget Development and Fiscal Control
 - 4.7.1 Budget Implementation/Fiscal Control
- 4.8 Conclusion
- 4.9 Summary
- 4.10 References/Further Readings/Web Sources
- 4.11 Possible Answers to Self-Assessment Exercises



4.1 Introduction

An organization always includes persons who interact within a specified structure. Individuals in an organization have personal goals and contribute to the attainment of organizational goals.

An organization (another meaning is an institution, e. g. government agency) is a structured process in which persons interact for objectives (Hicks and Gullett, 1976, P.22). It is a process of organizing – the way in which work is arranged and allocated to persons. It is the arrangement of persons, ideas, materials and other facilities necessary for the performance of functions. An extension organization, therefore, is established to get work done. An extension organization is constantly changing. This calls for a strategy for organizing and coordinating its activities.



4.2 Learning Outcomes

By the end of this unit, you should be able to:

- Define organizing and coordinating
- Describe the organizing process in the context of an extension organization.
- Describe the coordinating process and mechanisms in an extension organization
- Able to manage the budget development process in an extension organization



4.3 Meaning and Importance of Organizing

The organizing process is a three-step procedure:

1. Detailing all the work that must be done to attain the organization's goals.
2. Dividing the entire workload into activities which can logically and comfortably be performed by one person. Work is divided among members based on suitability and ability in order to avoid too heavy workload and idleness/inefficiency.
3. Setting up a mechanism to coordinate the work of the organization members into a unified, harmonious whole. This is done to enable members keep sight of the organization's goals and reduce inefficiency and harmful conflicts.

A successful accomplishment of the organizing process will enable the extension organization to achieve its goals. Through the organizing process, members know their duties well, allowing extension administrators to concentrate on other tasks. Confusion and doubt in the organization are reduced by the organizing process. There is no wasteful duplication of effort or conflict as the activities of managers and their subordinates are coordinated.

An extension organization usually has a document of operation (a mission statement) which contains, among others, the following:

- a) Clear objectives of the organization and the means of achieving them.
- b) The policies and guidelines to be followed by individuals to make optimum use of the available resources.
- c) The resources available to the organization which include people.
- d) The expected outputs from the organization
- e) The clientele to be reached
- f) The responsibilities of the individuals and groups within the organization and the relationship between them.

Self-Assessment Exercise 1

- g) Justify the need for organizing in an extension organization.

4.4 Structure of Extension Organizations

Extension is organized in many ways around the world. Different organizational approaches could operate effectively if the people involved understand them and want to make them function. There is no idea model that can be recommended for all countries.

Extension generally functions at each level of government in Nigeria. In any extension organization, certain elements must be present and these include research, extension and education.

In Nigeria, agricultural extension services are organized according to various subject areas and administered under various state ministries of agriculture. Extension services are, also, provided by agricultural development programmes (ADPs) as well as some non-governmental agencies. Subject-matter specialists (SMSs) from the various disciplines provide training to field extension agents. Extension, also, depends on other agencies by way of linkage and interaction for a variety of services (e. g. credit and input, research, education, etc.).

4.4.1 Some factors that affect organizational design

- a) The scope of the extension content (subject matter) to be covered and the nature of client problem
- b) The size of the area to be covered (extension domain)
- c) The number, type and characteristics of the clientele to be served
- d) The duties to be performed by different personnel
- e) The extension methods that are relevant, and the relative emphasis to be placed on them
- f) The number and type of extension personnel to be employed and supervised
- g) The distribution of knowledge centres, such as universities and field research stations, with which extension will need a special relationship.

4.4.2 Guidelines for Setting up or Modifying an Extension Organisation

1. The organization should be hierarchical to accommodate the different administrative and geographical levels at which extension needs to function
2. Units with similar functions should be grouped together to provide a reasonable workload for such administrator
3. Authority should be delegated so that it is commensurate with the responsibilities that are assigned throughout the organization

4. Lines of authority should be as short and direct as possible, especially where communication is slow, and knowledge of the local situation limited
5. Each individual staff should have only one supervisor

Self-Assessment Exercise 2

Highlight the five (5) guidelines for Setting up or Modifying an Extension Organisation.

4.4.3 Extension Administration in Ministry of Agriculture

During the colonial era in Nigeria, the agricultural system was organized as a division or department. Its services were devoted to crops, livestock, fishery and forestry, in line with the agricultural policy that gave pre-eminence to production for the export market. The organizational structure of former regional Ministries of Agriculture in Nigeria indicated that the agricultural department was divided into three divisions, namely: 1. Administration, 2) Veterinary and (3) Extension or Agricultural Services. With the establishment of farm settlements, these three divisions were further divided into six sub-divisions, namely (1) Training (2) Agricultural Engineering (3) Forestry (4) Research (5) Produce Inspection, and (6) Fisheries. The Agricultural Services division was directly responsible for all extension services.

Agricultural policies of Government are implemented by the Ministry of Agriculture and agricultural extension services are administered under the various state ministries of agriculture.

Administration at Federal Level

At the Federal level, the MANR is headed by the Minister who is responsible for the implementation of national agricultural policies. Under the Minister is the Permanent Secretary (PS). There are specialist officers heading the various divisions or departments, as well as other ancillary officers.

Administration at State Levels

At the State level, the Ministry is headed by a Commissioner who is, also, responsible for the implementation of agricultural policies in the State. Below the Commissioner is the Permanent Secretary who is the administrative head of the ministry and the chief adviser to the commissioner on all matters pertaining to agricultural development and programmes. He is, also, responsible for the coordination of various technical divisions and the implementation of policies with regard to agricultural development. He is assisted in matters of finance and administration by a cadre of executive officers.

Each of the departments is headed by a technical chief responsible to the PS for all activities under his portfolio. Their responsibility is to translate Government policies and programmes into field action. The agricultural department, headed by a Chief Agricultural Officer (CAO), is divided into other sections, one of which is the Extension and Training Division.

4.5 Coordination Process

Coordination of functions and activities in an extension organization is necessary for successful accomplishment of desired goals. Coordination is the process of integrating the objectives and activities of the separate units/departments of the extension organization. The objective is to efficiently accomplish the goals of the organization, even though there is division of labour.

An organization is the means through which individuals work as a group as effectively as each would work alone. When people work together, the best results are attained when there is division of labour.

Division of labour is one main reason for creating an organization. Work is often divided among persons because:

- 1) men differ in nature, capacity and skill,
- 2) the same man cannot be in two places at one and the same time, and
- 3) the range of skills and knowledge is so great that a man cannot know more than one small fraction of the whole.

Division of labour makes possible the utilization of varying skills and aptitudes and eliminates wastes of time.

The main task of the administrator in an organization, therefore, is to coordinate all human efforts and to group staff activities in such a way as to obtain the best results. Coordination is the guiding principle of organizations.

Coordination, also, operates through the existence of knowledge. Knowledge is as important as authority. All the way down the line, staff must know what should be done to solve a given problem. They should, also, know the channels through which they can communicate in order to function effectively. Certain principles guide and ensure coordination in an organization.

4.5.1 Principles of Coordination

Administration and coordination are linked together in the organization and direction of human and material resources. They are important in the efficient operation of the extension service or any other agency that is responsible for developing economic or cultural well-being of people.

Effective coordination is a process which grows through cooperation and willing interaction between people. There are principles of coordination to be considered in the early stages of organizational planning and policy development.

1. Professionally competent staff must be provided

The basic strength of any organization rests on the professional competence of its staff. The amount of coordination required by administrative officers is inversely related to the competence and training.

2. Administrative staff in key positions must be cooperative and enjoy mutual respect for each other

The policies related to coordination are usually established at the top administrative level. Procedures and practices to effect coordination policies are, also, determined by top administrative staff through their philosophies and their actions in the performance of their day-to-day duties. If top administrators and heads of departments communicate with each other, seek advice from each other, hold each other in mutual respect and create a sense of unity, the attitude becomes contagious among the rest of the staff.

Mutual respect and confidence among staff are built on:

- a) A foundation of comparable professional training and ability.
- b) Willingness to examine a given problem and the facts associated with it objectively.
- c) Recognition and acceptance of honest differences of opinion.
- d) A “give and take” philosophy.

3. Objectives of an organization must be clearly defined and understood

Well-defined and relevant objectives of an organization's programmes provide the direction, incentives and reasons for coordination. Definition of what is to be accomplished, why, when, how and by whom it is to be done, provides vital information to persons who are willing to coordinate their resources with others to achieve set objectives.

4. Two-way channels of communication must be kept open

Coordination and communication are important in an organization. Coordination can be considered as a product of effective communication. It is a poor administrative procedure to ignore the tasks of communicating decisions to those concerned with their execution.

Frequent staff meetings are most effective for communicating policies, problems and accomplishments of staff. Careful minutes of meetings containing decisions should be kept and circulated to staff concerned. Letters and memoranda should be circulated to staff.

Seminars and workshops involving policy makers and leaders of the extension service in which major problems dealing with organization, policies, programme content, effective extension methods and personnel requirements are analyzed facilitate two-way communication processes. Newspaper publications, bulletins etc. are useful in informing staff about decisions and problems of the organization. Office arrangements are important in facilitating face-to-face communication with minimum time and effort involved. People doing similar kinds of work should be accommodated together so that they communicate freely with one another.

5. A feeling must be created that field staff are important members of the organization

If every staff member feels a sense of responsibility for the total programme, the results are likely to be more rewarding. To achieve this, field staff should be consulted on current problems and possible solutions. They should, also, be kept informed of new policies and programmes. In-service training, conferences, use of newsletters and personal visits, as well as letters of appreciation recommending a field work are, also, effective ways of convincing staff that they are important members of the organization.

6. The location of responsibility for coordination is important

The coordination of programmes within an agency should be so placed within the administrative structures that:

- (a) The persons responsible for coordinating have authority to deal with administrative problems and report directly to the chief administrative officer.
- (b) Officers at the zonal or divisional headquarters have status commensurate with their responsibilities. Responsibility is judged by the size of the budget, the number of staff and scope of public service.

4.5.2 Coordinating Procedures

Mechanisms useful in achieving effective coordination are:

1. Managerial Hierarchy - Using the organization's chain of command, the extension manager judiciously exercises his authority, establishes procedures, and resolves disagreements in order to ensure efficient operation of the organization.
2. Interdepartmental Communication - An effective aid to coordination is the communication between managers on the same level (horizontal communication). This mechanism allows managers from different subunits or departments to integrate their activities.

3. Organizational Committees - The meetings of formal committees can bring about effective interdepartmental coordination. Committee members meet formally (as frequently as once a week) to share information and jointly take decisions. These are specialized management, multiple management and general management committees. Advantages of committees include creating valuable ideas, transmitting information or ideas, consolidating power and authority to implement decisions, combining knowledge and abilities, advising, representing diverse views, blurring individual responsibility, and coordinating groups.
4. Liaison Individuals Liaison persons help extension managers achieve more effective coordination of activities. They link departments and units and clarify specific roles or duties meant for each unit.

Self-Assessment Exercise 3

Mention the four (4) mechanisms useful in achieving effective coordination.

4.5.3 Span of Management

Span of management is closely related to coordination. It means the number of subordinates reporting to a manager or supervisor. Span of management is broader than “span of control”. There is no ideal span but the factors to consider in deciding a range of span include economic costs, business realities, management realities, human realities, and management level.

4.6 Budget and Fiscal Policies

4.6.1 Meaning of Budget

The budget is a financial statement which spells out estimated revenue and proposed expenditure for the coming financial year. It contains proposals about expected revenue from different sources and expenditure items. In many cases, the budget contains an appraisal of the performance of the economy in the previous year.

4.6.2 Role of the Budget

1. It is a tool for economic planning
2. It helps to remedy depression.
3. It is used as a means of raising revenue.
4. It helps to control inflation.
5. Budgeting aids in creating organizational orientation towards its goals.

4.6.3 Types of Budgets

There are two major kinds:

- (a) The master budget, that is, the total budget package consisting of numerous separate budgets combined into the overall plan.
- (b) The financial budget consists of budgets that involve short-term and long-term financing activities which affect the financial statements of an organization.

Performance reports are prepared periodically to compare actual operating results with budget. Control involves the use of performance reports to encourage successful budget performance and discourage unfavourable performance.

4.6.4 Budget Defense Guidelines

During defense, the heads of departments present their budget estimates to the budget committee for defense and approval.

Budgets are a way that managers or ministerial heads of departments have of proposing plans and projects that they would like to see implemented. The budget proposal should be presented in a professional manner. The materials should be quantified since objective figures are more likely to be accepted than vague generalizations about the benefits of the budgets. Priorities must be set such that the most important part of the budget is presented first.

Self-Assessment Exercise 4

State the roles of Budget in an extension organization.

4.7 Budget Development and Fiscal Control

The organization starts the preparation of its budget estimates in response to the call circular from the director of budget and planning. Each department makes estimates with a view to getting much more than it had in the previous year.

The state budget is classed into three broad categories of Recurrent Revenue Heads, Recurrent Expenditures, and Capital Estimates.

- (a) **Recurrent Revenue Heads** – comprise revenue projections of the organization for the coming year. These could be revenues from the sale of seedlings, farm equipment, fertilizer, money to be paid in by farmers, etc.
- (b) **Recurrent Expenditure** - consists of resources/money for the day- to- day running of the organization and they include such things as staff and personnel costs (that is, salary), allowances and overhead costs for example, money for the maintenance of office,

or farm equipment, vehicles, training and staff development, maintenance of capital assets, buying of stationary , miscellaneous expenses etc.

- (c) **Capital Expenditure/Estimates** include such projects that run for more than one year. Examples are oil palm rehabilitation scheme and establishment of livestock farm

4.7.1 Budget Implementation/Fiscal Control

Fiscal policy is concerned with the determination of the procedure to be followed in making expenditures and in obtaining revenue. It involves the use of government income and expenditure instruments to regulate the economy.

To increase substantially, monthly expenditure should be related to revenue generating effort. Measures to regulate recruitment and promotion of personnel include temporary embargo on new appointment and promoting staff in the organization in accordance with the provisions in the approved estimates. Measures aimed at cutting down public expenditure include restriction of 10% on overhead charges of recurrent expenditure items, embargo on senior management overseas courses and overseas tours by functionaries and restricting allocation of official vehicles to certain categories of officers. Measures to control the execution of capital projects and programmes include devoting available resources to on-going viable projects that are likely to be completed and have immediate and direct impact on the masses.

Experts have suggested that the solution to the problem of fiscal indiscipline in Nigeria lies on the reform of the economy with a view to closing the valves through which resources flow into private packets. Some managers and organizations expend their resources most inefficiently. There are two forms of inefficiency, namely, allocative and X-inefficiencies. Allocative inefficiency involves using the resources to create wealth elsewhere or using the resources in a way that does not benefit the target beneficiaries. X – Inefficiency involves using the resources in a manner that yields lower output than could have possibly been obtained with the allotted resources (that is, wasteful spending and/or corruption).

The legal framework to make policy makers and executors in Nigeria act fiscally responsibly has been provided by the Fiscal Responsibility Act 2007 and the Public Procurement Act 2007.

Self-Assessment Exercise 5

State the different categories of the state budget you know.

4.8 Conclusion

Organizing and coordinating are important management concepts which help to ensure efficient administration.



4.9 Summary

Workers must be put in suitable positions in order to achieve organizational goals. Their work should be coordinated properly to reduce disagreements. One key measure in coordination is the use of committees.



4.10 References/Further Readings/Web Sources

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4.11 Possible Answers to Self-Assessment Exercises

Self-Assessment Exercise 1

Question: Justify the need for organizing in an extension organization.

Answers: Organizing in an extension organization is needed because an extension organization usually has a document of operation which contains the following:

- i. Clear objectives of the organization and the means of achieving them.
- ii. The policies and guidelines to be followed by individuals to make optimum use of the available resources.
- iii. The resources available to the organization which include people.
- iv. The expected outputs from the organization.
- v. The clientele to be reached.
- vi. The responsibilities of the individuals and groups within the organization and the relationship between them.

Self-Assessment Exercise 2

Question: Highlight the five (5) guidelines for Setting up or Modifying an Extension Organisation.

Answers: The five (5) guidelines for Setting up or Modifying an Extension Organisation are:

1. The organization should be hierarchical to accommodate the different administrative and geographical levels at which extension needs to function.
2. Units with similar functions should be grouped together to provide a reasonable workload for such administrator.
3. Authority should be delegated so that it is commensurate with the responsibilities that are assigned throughout the organization.
4. Lines of authority should be as short and direct as possible, especially where communication is slow, and knowledge of the local situation limited.
5. Each individual staff should have only one supervisor.

Self-Assessment Exercise 3

Question: Mention the four (4) mechanisms useful in achieving effective coordination.

Answers: The four mechanisms useful in achieving effective coordination are:

5. Managerial
6. Interdepartmental
7. Organizational Committees
8. Liaison Individuals

Self-Assessment Exercise 4**Question:** State the roles of Budget in an extension organization.**Answers: The roles of Budget in an extension organization are:**

6. It is a tool for economic planning
7. It helps to remedy depression.
8. It is used as a means of raising revenue.
9. It helps to control inflation.
10. Budgeting aids in creating organizational orientation towards its goals.

Self-Assessment Exercise 5**Question:** State the different categories of the state budget you know.**Answers: These are the categories of state budget:**

1. Recurrent Revenue Heads,
2. Recurrent Expenditures, and
3. Capital Estimates.

Module 3 Staff Management for Extension Programming

Unit 1	Staff Recruitment, Placement and Discipline
Unit 2	Discipline in The Extension Service
Unit 3	Personnel Supervision in Extension Programme
Unit 4	Motivation in The Extension System

UNIT 1 STAFF RECRUITMENT, PLACEMENT AND DISCIPLINE

Unit Structure

- 1.1 Introduction
- 1.2 Learning Outcomes
- 1.3 Meaning of Staff Recruitment and Selection
- 1.4 Staff Recruitment Methods
- 1.5 Staff Selection
- 1.6 Number of Extension Personnel Needed
- 1.7 Conclusion
- 1.8 Summary
- 1.9 References/Further Readings/Web Sources
- 1.10 Possible Answers to Self-Assessment Exercises



1.1 Introduction

Staffing is an important aspect of extension organization. The quality of personnel as well as their number would be considered in filling positions.



1.2 Learning Outcomes

By the end of this unit, you should be able to:

- Discuss the procedure for staff recruitment.
- Describe the process of staff selection
- Be able to determine the number of personnel required by an extension organization.



1.3 Meaning of Staff Recruitment and Selection

The two initial stages in staffing an Organisation are ***recruitment***, the process of finding qualified people and encouraging them to apply for work within the organization, and ***selection***, the process of choosing among those who applied. The first concern in staffing an extension service should be the position of the administrator or director. The

personnel department is usually responsible for designing and implementing the recruitment programme.

Self-Assessment Exercise 1

Distinguish between staff recruitment and staff selection

1.4 Staff Recruitment Methods

Most organizations follow a deliberate practice of recruiting from within and use job posting to announce available positions to current employees who may then bid for them. Other internal recruitment methods include employee referrals by other departments, and computerized skills inventories of employees which provide a list of qualified employees for openings.

Expanding organizations and those with many positions to fill must use outside recruitment programmes. The major methods include employees' referrals, advertising, placement agencies (which include state agencies, known as job services, and private agencies which include executive search firms specializing in recruiting top managers), campus and field recruiting, and unsolicited applications.

Laws and regulations designed to help prevent discrimination in employment have caused organizations to recruit specific groups, including women, old workers, minorities and the handicapped.

1.5 Staff Selection

Once the recruitment programme has supplied enough job applicants, the selection process begins. In most organizations, the personnel department is responsible for designing the selection system and managing its everyday operation. It does the screening of applicants to determine who will be sent to the departmental heads or other managers for final evaluation.

Selection standards should have reliability, meaning that they consistently produce the results, and validity, high correlation between test scores or ranking and success on the job. In addition, selection standards must have job relatedness – be relevant to actual performance of the job, and must be legally acceptable under the uniform guideline but not having an adverse impact on any legally protected group.

The major sources of information about applicants are the application form (which supplies basic background information), the reference check, and physical examination.

Selection tests (measures of proficiency, achievement or knowledge, aptitudes or potential ability, mental ability or intelligence, personality, physical ability and interests) are generally administered and evaluated before the final stages of the selection process.

Interview

Interview can take place at several stages of the selection process. Although interviews can be the least objective part of the process, they are generally considered the most valuable. The different interview scenarios include the group interviews (during which one candidate meets with two or more interviewers), and the one-on-one interview (during which the candidate meets privately with a single interviewer). Interview techniques include structured or patterned interviews during which the interviewer follows a standard list of questions for all applicants; the nondirective interview, during which the interview does not follow a list of questions; and the situational problem interview, during which the candidate is given a specific problem to solve or project to complete.

Two major problems of interviewing are the halo effect in which the interviewer is so impressed with one area, that he or she concentrates on it in exclusion of other matters, and the horn effect in which the interviewer concentrates on a negative area.

For an interview to be effective, the following should take place:

- a) The interviewer should be thoroughly familiar with the job description and the candidate's qualification.
- b) The interview should not be interrupted.
- c) The interview should begin in general talk to put the candidate at ease and establish rapport.
- d) During the interview, the candidate should make sure he or she understands the exact nature of the job.
- e) Listen to the candidate's answers to the questions asked and take notes discretely, so as not to hinder the discussion.
- f) Close the interview by giving a date by which the candidate would learn of the organization's decision.
- g) The interview is followed by bringing the candidate back to the reception area; and
- h) Writing notes on the interview.

After all qualified or the most qualified candidates have been interviewed, the selection committee or the supervisor (in the case of private organizations) generally makes the selection decision.

Self-Assessment Exercise 2

Highlight at least five (5) conditions necessary for an effective interview to be conducted.

1.6 Number of Extension Personnel Needed

The number of personnel needed in an extension service depends on several factors, namely:

1. The size of the extension area to be served.
2. The scope and complexity of the extension programme (crop, livestock, marketing).
3. The size and complexity of the farms
4. The mobility of the extension staff.
5. The ease of communication between staff segments.
6. The number and the educational level of the extension clientele.
7. The educational level and experience of the extension staff, and
8. The major extension methods used to reach the clientele.

In projecting extension staffing requirements, there should be approximately 12 percent administrative and supervisory staff (zonal managers, etc.), 13 percent subject matter specialists (SMSs), and 75 percent Village Extension Workers (VEW).

The appropriate extension ratio between extension workers and farmers should be 1: 100 – 250, depending on various influencing variables.

1.7 Conclusion

A major function of the extension management is staff recruitment. The approach taken to accomplish this can make or mar the extension organization. It is therefore important that the right staff are selected to implement the extension programme.



1.8 Summary

Staff recruitment methods include job posting, employee referrals, advertising, placement agencies (which include state agencies, known as job services, and private agencies which include executive search firms specializing in recruiting top managers), campus and field recruiting, and unsolicited applications.



1.9 References/Further Readings/Web Sources

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1.10 Possible Answers to Self-Assessment Exercises

Self-Assessment Exercise 1

Question: Distinguish between staff recruitment and staff selection

Answer: Staff recruitment is the process of finding qualified people and encouraging them to apply for work within the organization through employees' referrals, advertising, placement agencies, campus and field recruiting, and unsolicited applications. While staff *selection* is the process of choosing among those who applied for the job.

Self-Assessment Exercise 2

Question: Highlight at least five (5) conditions necessary for effective interview to be conducted.

Answer: The following are the conditions necessary for effective interview to be conducted:

- a) The interviewer should be thoroughly familiar with the job description and the candidate's qualification.
- b) The interview should not be interrupted.
- c) The interview should begin in general talk to put the candidate at ease and establish rapport.
- d) During the interview, the candidate should make sure he or she understands the exact nature of the job.
- e) Listen to the candidate's answers to the questions asked and take notes discretely, so as not to hinder the discussion.
- f) Close the interview by giving a date by which the candidate would learn of the organization's decision.
- g) The interview is followed by bringing the candidate back to the reception area; and
- h) Writing notes on the interview. **(Any five correct answers)**

UNIT 2 DISCIPLINE IN THE EXTENSION SERVICE

Unit Structure

- 2.1 Introduction
- 2.2 Learning Outcomes
- 2.3 Disciplinary Matters in Extension Organization
- 2.4 Sequence of Punishment Under Progressive Discipline
- 2.5 Principles of Effective Discipline
- 2.6 Points to Consider when Conducting Investigation into a Misconduct
- 2.7 Conclusion
- 2.8 Summary
- 2.9 References/Further Readings/Web Sources
- 2.10 Possible Answers to Self-Assessment Exercises



2.1 Introduction

Personnel play an important role in the successful operation of the extension organization; however, extension personnel, like any other human being, can mis-behave. This mis-aligned activities of the personnel can derail the organization. Hence, organizations have disciplinary measures in place to moderate staff behaviour within the workplace.



2.2 Learning Outcomes

By the end of this unit, you should be able to:

1. Identify reasons for disciplinary measure in an extension organization
2. Explain the process of conducting discipline in the extension organization
3. Appreciate the principles of effective discipline



2.3 Disciplinary Matters in Extension Organization

Staff should abide by the rules, regulations and agreements that govern the extension service. Obedience to rules would make the running of the organization to be smooth. There are laid-down ways to behave involving the training of the mind and body or behaviour at work in order to produce self-control or good conduct. This is discipline. It is being patient, humble, loyal, fair, just, committed and sincere at work. Discipline is the

willingness or ability to respect or obey authority and observe rules in the extension organization. It is an ingredient of effective administration.

Both the administrator and the workers should exhibit discipline at work. Many organizations have rules directly concerned with the behaviour of workers. Rules of behaviour state what workers should or should not do and the punishment for disobedience. Repeated offences of the same type tend to increase the severity of the penalty.

For a first offence, an employee is rarely dismissed. Major offences (theft, fighting) may result in severe punishment. According to Hicks and Gullett (1976, P. 434), organizations generally use the idea of major and minor offences and a sequence of penalties or progressive disciplines for repeated minor offences within a given time period. With increased litigation in the workplace, extension administrators must ensure that their disciplinary actions are fair and just. Fairness can be achieved through progressive discipline.

2.4 Sequence of Punishment Under Progressive Discipline

1st Stage: A clear oral or verbal warning of the staff, stating calmly that any repetition of the offence will be visited by more severe action.

2nd Stage: Written warnings, put in the worker's file. The inappropriate behaviour should be specifically detailed. The behaviour should be monitored. Discussion with the staff is helpful.

3rd Stage: The staff may be laid off for a limited time with loss of pay.

4th Stage: The worker may be discharged, that is, dismissed, as the ultimate punishment. There should be a well-documented case to substantiate the act of termination.

Effective Discipline: The purpose of discipline is to assist in securing organizational objectives by guiding workers' behaviour. It is a corrective measure rather than a punitive one. The essence is to encourage workers to learn from their mistakes.

Effective discipline states that "Experience is the best teacher – if you learn from it". The discipline is directed against the act, not against the individual. When disciplining workers, the focus must be on the behaviour – not on personality.

Self-Assessment Exercise 1

What process will you adopt to effect disciplinary measure in an extension organization?

2.5 Principles of Effective Discipline

1. Immediacy - The sooner the discipline follows the offence, the more likely it is to be associated with the offence.
2. Forewarning - There should be clear knowledge of those offences that lead to discipline problem and of the severity of disciplinary action imposed for each.
3. Consistency - If rule enforcement is consistent, a worker would easily accept disciplinary measure without cries that he or she is being discriminated against.
4. Impersonality - Workers should be made to understand that it is the particular act committed, not the individuals, that invites punishment. Discipline must be used carefully in the extension organization. The manager's first step should be to set good example and reward appropriate behaviour. Behaviour that is positively rewarded easily becomes habit and remains.

Self-Assessment Exercise 2

Discuss any five principles that should guide effective discipline in extension organization.

2.6 Points to Consider When Conducting Investigation into A Misconduct

1. Conduct an investigation with another member of management.
2. When interviewing a unionized employee, it is necessary for his or her union to be represented.
3. Many witnesses should be talked to when conducting an investigation.
4. The paper trail should be checked - Documentary evidence that can be used to support evidence of a misconduct include policy documents, performance appraisals, financial records, computer records, e-mails, telephone call records, etc.
5. Seek outside or expert assistance to investigate evidence of misconduct

2.7 Conclusion

The success of an extension organization partly rests on the quality and quantity of personnel appointed into positions of administration. It is advisable to use standard procedures in selecting personnel into the service.



2.8 Summary

Discipline in the workplace is the means by which the supervisor corrects behavioural deficiencies and ensures adherence to established organizational rules. Discipline is not designed to punish or embarrass a worker. Positive approaches are useful to ensure harmony.



2.9 References/Further Readings/Web Sources

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2.10 Possible Answers to Self-Assessment Exercises

Self-Assessment Exercise 1

Question: What process will you adopt to effect disciplinary measure in an extension organization:

Answer: The process to be adopt to effect disciplinary measure in an extension organization are in sequences as follows:

1st Stage: A clear oral or verbal warning of the staff, stating calmly that any repetition of the offence will be visited by more severe action.

2nd Stage: Written warnings, put in the worker's file. The inappropriate behaviour should be specifically detailed. The behaviour should be monitored. Discussion with the staff is helpful.

3rd Stage: The staff may be laid off for a limited time with loss of pay.

4th Stage: The worker may be discharged, that is, dismissed, as the ultimate punishment. There should be a well-documented case to substantiate the act of termination.

Self-Assessment Exercise 2

Question: Discuss any five principles that should guide effective discipline in extension organization.

Answer: The principles of effective discipline in extension organization include:

1. **Immediacy:** The sooner the discipline follows the offence, the more likely it is to be associated with the offence.
2. **Forewarning:** There should be clear knowledge of those offences that lead to discipline problem and of the severity of disciplinary action imposed for each.
3. **Consistency:** If rule enforcement is consistent, a worker would easily accept disciplinary measure without cries that he or she is being discriminated against.
4. **Impersonality:** Workers should be made to understand that it is the particular act committed, not the individuals, that invites punishment.
5. **Dismissal:** This is the ultimate punishment. There should be a well-documented case to substantiate the act of termination.

UNIT 3 PERSONNEL SUPERVISION IN EXTENSION PROGRAMME

Unit Structure

- 3.1 Introduction
- 3.2 Learning Outcomes
- 3.3 Meaning of Supervision
- 3.4 The Importance of Extension Supervision
- 3.5 Principles of Extension Supervision
- 3.6 Necessary Administrative Conditions for Supervision
- 3.7 Functions of the Extension Supervision
- 3.8 Conclusion
- 3.9 Summary
- 3.10 References/Further Readings/Web Sources
- 3.11 Possible Answers to Self-Assessment Exercises



3.1 Introduction

Supervision in most extension programmes is government-controlled. The effect is bureaucratic real tape which does not leave room for much initiative on the part of the workers. The quality of supervisions will determine the extent to which supervision in the extension system succeeds. Who are extension supervisors, and what work do they do?



3.2 Learning Outcomes

By the end of this unit, you should be able to:

- Define supervision and explain its usefulness in extension work
- State the principles of extension supervision
- Identify conditions that promote effective extension supervisor
- State the functions of an extension supervisor
 - Explain the problems confronting effective extension supervision in Nigeria



3.3 Meaning of Supervision

Supervision may be defined as a social process, a critical watching and directing of activities or course of action. It deals mainly with leadership, guidance and personnel development. Supervision is the art of working with a group of people over whom authority is exercised in such a way as to achieve the goals of the extension organization.

Supervising people requires great skills, high common sense, good foresight and high intelligence. Extension supervision is the process by which agricultural officers and agricultural superintendents who are in charge of zones, blocks and cells assist junior staff to do their job more satisfactorily.

A supervisor, therefore, is any one responsible for ensuring the effective performance of the work of others.

3.4 The Importance of Extension Supervision

Supervision is needed for the following reasons:

1. Giving and receiving instruction and directions.
2. Understanding essential policies, procedures and rules in the organization.
3. Co-ordinating activities in the extension organization.
4. Developing understanding and co-operation between individuals and organizational units.
5. Guiding a smooth functioning team in action.
6. Developing in each staff member the feeling that he belongs to the group and is properly informed of all relevant decisions.
7. Providing a relief valve for emotional tension.
8. Developing improved performance through the use of goals and creative discipline.

3.5 Principles of Extension Supervision

1. Supervision is an integral part of administration.
2. Supervision is a co-operative activity. It takes place through the shared ideas, efforts and experiences of all staff members.
3. Supervision is ordinarily concerned with the co-operative improvement of the setting in which work takes place. It seeks improved methods of teaching and creates a physical, social and psychological climate favourable to learning at work.
4. Planning is fundamental to supervision.
5. Supervision is creative, not prescriptive. It determines procedures in the light of the needs of each situation.
6. Supervision substitutes leadership for authority. It is based on the democratic philosophy that respects individual differences. It stimulates initiative, self-reliance and individual responsibility.
7. Supervision primarily builds creative human relationship.
8. Supervision provides for the establishment of extension objectives and goals and means for systematic evaluation of extension programme.
9. Supervision recognizes the need for constant monitoring and evaluation.

Self-Assessment Exercise 1

State five principles of extension supervision.

3.6 Necessary Administrative Conditions for Supervision

Administrative conditions that facilitate effective extension supervision are listed.

1. The people under a supervisor should be limited to a number he can effectively supervise (span of control).
2. Activities closely related to each other should be grouped together under common direction.
3. Keep to a minimum the number of supervisory levels.
4. Each supervisee should have only one supervisor to whom he reports.
5. The system should afford the immediate supervisor an opportunity to have the final say in selecting his own subordinates in order to make adequate use of the unique relationship that must exist between this key man and those whom he supervises.
6. Good supervision results not so much from what a person does but the manner in which he does his supervision.

3.7 Functions of The Extension Supervision

The success of the supervisor depends on the success of those he supervises. Conversely, the success of those being supervised is dependent, to a large extent, upon the degree to which the supervisor acts responsibly towards several levels of personnel within the organization.

The function of the supervisor falls into four main areas:

1. Personnel
2. Extension programmes
3. Finance
4. Public relations

(a) Personnel Functions

For effective extension programme there must be a trained supervisor to play the following roles:

- a. Recruitment - he must seek persons of exceptional ability and initiative to fill vacant positions
- b. Selection - he gives advice in selecting those who will make the greatest contribution to extension work.
- c. Placement for induction training - New employees are placed in a location which is likely to match their interests.
- d. Training - The supervisor should visit the new agents frequently to confer with them on policy and procedures.

- e. Counseling - He should consult frequently with the agents on problems of personnel relation and extension programme and policies.
- f. Guidance - He should assist the agents in setting for themselves educational, occupational and personal goals.
- g. Appraisal - He should appraise agents' works and guide them in making own appraisal of work and its effectiveness.
- h. Transfers and promotions - These are made on the basis of the supervisor's recommendations. Promotions should be made on merit basis only.
- i. Separation - He should ensure that agents have completed all necessary reports and forms prior to separation and minimize any ill will that a separation may incur.

(b) Extension Programme Functions

The following are roles which the supervisor must perform if the programme of extension must be developed:

- a. Programme planning - Give agents guidance in programme planning and execution.
- b. Co-ordination - Assist the individual agent in coordinating the programme with the various subject matter departments.
- c. Evaluation - He is responsible for the evaluation of the effectiveness of the programme of the area.

(c) Finance Function

Discuss the extension programme with the sponsoring organization and be ready to assist with preparation of state extension budget when asked to.

(d) Public Relations Functions

Below are his duties in building good public relations:

- a. Working conditions: Assist the local government staff in securing adequate, most attractive, pleasant office facilities.
- b. Communications: Encourage the agent to express himself freely. He must communicate the agents' ideas and suggestions to the Extension Director and, in turn, communicate the ideas and wishes of the Director to the agent.

3.8 Problems of Extension Supervision in Nigeria

Supervision in Nigerian Extension Services is fraught with numerous problems, ranging from poor staffing of the service to lack of logistic support.

The problems can be classified as follows:

1. Staffing problem - inadequate in number and quality.
2. Lack of or insufficient and inappropriate extension work tools.

3. Lack of adequate logistic support.
4. Poor and irregular supply of recommended farm inputs.
5. Poor provision of professional improvement opportunities for staff.
6. Financial problems.

3.9 Conclusion

Supervision is very important in the process of attaining the goals of the extension service. It is guided by a set of principles.



3.10 Summary

Through supervision, the performance of workers become efficient. The principles needed for effective supervision in extension work include cooperation, leadership, creative human relationship and constant monitoring. Financial, staffing, and logistic problems tend to militate against effective supervisory work.



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3.12 Possible Answers to Self-Assessment Exercises

Self-Assessment Exercise 1

Question: State five principles of extension supervision.

Answer: These are the principles of extension supervision:

1. Supervision is an integral part of administration.
2. Supervision is a co-operative activity.
3. Supervision is ordinarily concerned with the co-operative improvement of the setting in which work takes place.
4. Planning is fundamental to supervision.
5. Supervision is creative, not prescriptive.
6. Supervision substitutes leadership for authority.
7. Supervision primarily builds creative human relationship.
8. Supervision provides for the establishment of extension objectives and goals and means for systematic evaluation of extension programme.
9. Supervision recognizes the need for constant monitoring and evaluation.

Self-Assessment Exercise 2

Question: Mention the four areas in which the function of the supervisor falls within.

Answer: The four areas in which the function of the supervisor falls within are:

1. Personnel
2. Extension programmes
3. Finance
4. Public relations

UNIT 4 MOTIVATION IN THE EXTENSION SYSTEM

Unit Structure

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1.0 Introduction

The question of what motivates workers to perform effectively is not easy to answer. Individuals pursue different goals at work – promotion, monetary rewards, job satisfaction or self-esteem. Many strategies help to make workers perform efficiently. The reactions of persons to success or failure at work differ. Beliefs which administrators have about motivation are important determinants of how they attempt to manage workers.



4.2 Learning Outcomes

By the end of this unit, you should be able to:

- Explain the meaning and types of motivation
- Classify motivation theories
- Understand the importance of motivation in the extension service.



4.3 Meaning and Types of Motivation

4.3.1 Meaning of Motivation

Motivation refers to the force which causes, channels, and sustains a person's behaviour. It is any influence that directs or maintains a goal-directed behaviour.

Motivation may be positive or negative. The positive type, also called “anxiety-reducing motivation” or the “carrot approach” offers benefits

(pay, praise) to the individual for his acceptable performance. Negative motivation (also called the “stick approach”) uses punishments (threats of dismissal, reprimands) where an individual performs below expectation.

Motivation is not the only influence on a worker’s performance level. Other factors are the individual’s abilities, and his understanding of what behaviours are necessary in order to achieve high work performance (role perceptions).

The relationship of the three factors to work performance can be represented by the equation:

$$\text{Performance} = f(\text{motivation, ability, role perceptions})$$

Every factor is critical; if any one factor has a low value, performance will be low even if the others are high.

4.3.2 Types of Motivation

1. **Achievement Motivation** – It is the drive to pursue and attain goals. An individual with achievement motivation wishes to advance up on the ladder of success.
2. **Affiliation Motivation** – It is a drive to relate to people on a social basis. Persons with affiliation motivation tend to perform work better when they are complimented for their favourable attitudes and co-operation.
3. **Competence Motivation** – It is the drive to be good at something, allowing the individual to perform high quality work. Competence – motivated people seek job mastery, take pride in developing and using their problem-solving skills and strive to be creative when confronted with obstacles. They learn from their experience.
4. **Power Motivation** – It is the drive to influence people and change situations. Power-motivated people wish to create an impact on their organization and are willing to take risk in doing so.

Self-Assessment Exercise 1

Discuss the four types of motivation you know.

4.4 Classification of Motivation Theories

There are three classifications – content, process and reinforcement theories.

1. **Content Theories** – These are theories that focus on the “what” (motive or stimulus) of motivation (that is, the content and driving nature of needs). Proponents include McGregor and Maslow. The content approach stresses the need to understand the factors *within* the individual which cause him to act in a certain way, e. g. the need for security, food, achievement, or sex. Managers should realize that workers tend to behave in ways that would lead to the satisfaction of their needs. Therefore,

extension managers should regularly observe the actions of their workers in order to determine workers' needs and predict, to some extent, their behaviours.

2. *Process Theories* – These theories focus on the “how” and “by what goals” individuals are motivated. An individual may work very hard to be promoted. There is the notion of *expectancy* in the process theories, that is, what a worker believes would likely occur as a result of his behaviour. *Valence* is, also, an important factor in motivation. It means the strength of the worker's preference for the expected outcome.

3. *Reinforcement Theories* – They focus on the ways in which behaviour is learned or acquired. Often, workers behave the way they do because, in the past, they had learned that certain actions or behaviours were rewarded while certain other actions were associated with unpleasant results. Thus, the theories emphasize how the *consequences* of a past action influence future behaviours in a cyclical learning process. One proponent of these theories is B. F. Skinner.

Administrators have attempted to motivate workers by increasing their job satisfaction. They want workers to accept the work situation as established by management. In some cases (e. g. the traditional model of motivation), workers are expected to accept the authority of management in return for high wages. In the human relations model, workers are expected to accept management authority because the supervisors treat them with consideration and listened to their needs.

4.5 Factors Affecting Motivation in Organizations

Experts have identified three general variables affecting motivation in organizations as individual characteristics, job characteristics and work situation characteristics.

1. *Individual characteristics* refer to the interests, attitudes, and needs that an individual brings to the work situation. Since individuals differ in these characteristics, their motivations will, therefore, differ.
2. *Job characteristics* refer to the attributes of the employee's tasks. These characteristics include the amount of responsibility the individual is given, the variety of tasks the individual can perform, and the extent to which the job itself is satisfying.
3. *Work situation characteristics* refer to what happens to the individual in his or her work environment. For example, do superiors reward high performance, or do they ignore it?

A more detail discussion of the components of each type is given below.

Financial benefits

Though financial benefits can be considered a universal motivator, there is no doubt that they can enhance many employees' overall motivation in the organization. Establishing diverse opportunities for employees to enjoy financial benefits is an important motivator and give the staff a sense of accomplishment and appreciation. Examples of financial motivators are bonuses, raises, promotions.

Recognition and appreciation

Recognition and Appreciation are two important components of motivation within an organization. When employees are recognized and appreciated, they feel accomplished and appreciated, and these reinforces good job performance. The more staff behavior is recognized and appreciated, the more likely they will repeat these actions and remain motivated in the workplace

Development

Providing opportunities for career development is another very important motivator. Such development makes an employee self-dependent and allows them to contribute more effectively and enhance their input in the organization. When an Organisation invests in their employees, it breeds loyalty, retention and motivation, demonstrating to the employee that the Organisation has genuine concern for and wants them to progress within the company.

Non-financial incentives

Non-financial rewards are a way of satisfying employees' ego and self-actualization needs. These are often used to: acknowledge good performance, recognize achievement, increase morale and motivate better performance at the workplace. These non-monetary rewards help to fulfil organizational objectives at a relatively low cost. Some examples of non-financial incentives that you can use as a manager are verbal appreciation such as simply saying, 'Thank you' to an employee, public appreciation and acknowledgement of a job or task well done, rewarding an employee with the title, "employee of the month", flexible working arrangements, opportunity to work from home, free or subsidized meals.

Relationship with colleagues

Employees spend most of their active day at work, and therefore spend significant amount of time in social relationships with their colleagues. The nature of this relationship and interaction can have important impact on their work performance based on whether the interaction is positive or negative. Positive experiences or attitudes will lead to satisfaction and motivation about work while negative experiences can lead to isolation, making it more difficult to for the employee to find satisfaction from

work, and thus decrease motivation. Employee's social needs linked to their desire to be accepted and to belong to a community can be used to build strong and loyal teams that will achieve higher results by cooperating on the basis of common understanding.

To inspire the development of positive work relationships, team building activities can be organized which would allow employees know each other better such as brainstorming sessions in or outside of the office that allow anyone to speak freely, openly and honestly, team get-togethers e.g., lunches or dinners, and social events (Christmas) etc. Note, you should ensure the activities planned (e.g., sport) line up with staff abilities.

Leadership style

The management of an organization including its various hierarchy (managers, supervisors, managers, and others) play a significant role in their employees' motivation. The appropriate leadership styles encourage employees to develop objectives and goals in their positions, work towards those goals and help employees maintain that motivation throughout the course of their time at the organization. A leader must understand the most appropriate leadership styles for each type of employee, as employees respond differently to different leadership styles. Some common leadership styles include Autocratic, democratic, coaching, authoritative, laissez-faire. A good leader has the knowledge of what truly inspires loyal and motivated humans to perform at a high level. It is important that a good leader has reasonable expectations, gives credit where credit is due and appreciates their staff.

Company's culture

One reason why employee work determines how well they perform is because they are conscious of their organizations' culture and have align their professional goals with the organization's goals. Any doubt or poor understanding of the organization goals are major causes of low job satisfaction, negative attitude, and lower commitment. comparatively, staff who are aligned with the organization's culture tend to be happier in their roles, achieve better result and fulfillment at the workplace. By showing employees how their role(s) in the company links to the Company's vision, mission and values, and how their contribution impact on the business and the society, you give them a purpose which motivates them to better work performance.

A company's culture comprises six core elements including work environment, company mission, value, ethics, expectations, and goals. The culture is a set of rules or accepted behaviours that guide employees in their day-to-day decisions. While every company would have their own unique set of features, values and beliefs, culture it is important to make sure that the employees have a productive and enjoyable working environment.

Professional development opportunities

Employees are more motivated at work when there are ample opportunities for growth and professional development. When employees are given opportunities to increase their skills and become more efficient in their positions, this instills a sense of accomplishment and pride acting as a strong motivation for employees. This will ultimately impact an organization's overall success.

Job advancement opportunities

Another job motivation factor is when the organization has when a clear path of job advancement. Employees who feel stuck in one position without opportunity to advance within a company are more likely to become burnt out and look for other jobs. It is important the employees are informed of a clear plan of progression within their position in the workplace. This can instill motivation to work towards a promotion, ultimately increasing employee productivity.

Processes within the company

Organizational processes impact desire, enthusiasm, and willingness of the employees. The workload, division of responsibilities, access to resources and accountability all depends on the structure and efficiency of the processes on which the organization runs. When processes at the workplace are efficiently designed, employees are motivated to work better as it reduces potential constraints to work performance. For organizational processes to be efficient, each employee should be aware of his/her expected roles and line of communication.

Personal life

You should know that employee's personal lives impact on their work performance. Personal challenges such as marital crises, health, family concerns etc., can give rise to poor concentration and attention, lack of engagement and even absenteeism at the workplace. Since most employees spend much of their time at work, managers and others can provide support to colleagues who may be going through tough times. Most organisations have clear policies, procedures that specify how employees can be supported during difficult times (bereavement, health challenge etc.) including flexible working, paid time off or Employee support Programs. These support build trust and loyalty within and among employees who consequently become more committed.

Flexible work schedules

When employees are given the opportunity to create their own work schedules (work flexible hours), they are strongly motivated. Flexible schedules allow employees to better accommodate other personal needs (family needs, holidays etc.) that the formal rigid schedules don't offer. Some employees work better in the mornings, others do better in the afternoons, while some do well in the evenings. For example, some employees work better in the mornings, while others do their best work

in the afternoons or evenings. Giving employees therefore, the option to choose their schedules allows them set up their workday in a such a way that is conducive to their preferences and needs and can keep them motivated to accomplish their daily work target.

Work environment

Motivated employees thrive in a positive work environment. This refers to the physical and non-physical environment that directly impact the environment of the workplace. The physical environment refers to the office space and surrounding areas. Employees work better in open spaces that stimulate the senses, The non-physical environment refers to opportunities for social engagement and communication. Engagement is done through many such means as regular feedback, development and daily assignments and challenges. Effective communication is established through a continuous open dialogue, characterize by trust and honesty. Allowing employees to communicate or socialize with each other throughout the day can also increase workplace motivation.

Positive company culture

When a company's culture supports employees and brings them together on a regular basis, the latter feel more valued and are more motivated. To improve a company's culture, you must focus on the following - employees wellbeing, inclusion and equality among employees and compassion towards employees.

Job security

A strong motivation is job security i.e., when employees feel they have job security with a company. A wise manager must constantly inform his/her team of their job security and to how valuable they are to the company.

4.6 Maslow's Hierarchy of Human Needs

Maslow's hierarchy of needs is very useful in organizations. Maslow provides a theory that not only classifies human needs in a convenient way but, also, has direct implications for managing human behaviour in organizations. Maslow views human motivation in terms of a hierarchy of five needs:

1. *Physiological needs*, which include the need for air, water, food and sex.
2. *Security needs*, which include the need for safety, order, and freedom from fear or threat.
3. *Belongingness and love need (or social needs)*, which include the need for love, affection, feelings of belonging, and human contact.
4. *Esteem needs*, which include the need for self-respect, self-esteem, achievement, and respect from others.

5. *The need for self-actualization*, which includes the need to grow, to feel self-fulfilled, and to realize one's potential.

According to Maslow, individuals will be motivated to fulfill the need that is *prepotent*, or most powerful, for them at a given time. Starting with the physiological needs, each need must be at least partially satisfied by the individual before he or she moves up the hierarchy to the next need stage.

The practical implication of this theory for motivation in organizations is that unless employees are provided with the means to gratify their basic, physiological needs with a wage sufficient to feed, shelter, and protect their families satisfactorily and with a safe working environment, managers will get little result from incentives designed to provide employees with esteem, feelings of belonging, or opportunities to grow.

Self-Assessment Exercise 2

Mention the five (5) Maslow's hierarchy of needs.

4.7 Theory X and Theory Y Assumptions

McGregor suggested that there are two sets of assumptions about how workers can be motivated (Table 1). Theory X assumptions are based on the traditional view that human beings regard work only as something that must be done to survive. Therefore, they would avoid work if it is possible. Theory Y assumptions state that people do not inherently dislike work but can find it a great source of satisfaction.

Theory X and theory Y assumptions may be merged to form Theory Z. The general patterns of the three views are presented in Table 2.

Table 1: McGregor's Theory X and Theory Y

	Assumption of Theory X:	Assumption of Theory Y:
1	The average human being has an inherent dislike of work and will avoid it if he can.	The expenditure of physical and mental effort in work is as natural as play or rest.
2	Because of this human characteristic of dislike of work, most people must be coerced, controlled, directed, or threatened with punishment to get them to put forth adequate effort toward the achievement of organizational objectives	External control and the threat of punishment are not the only means for bringing about effort toward organizational objectives. Man will exercise self-direction and self-control in the service of objectives to which he is committed.

	Assumption of Theory X:	Assumption of Theory Y:
3.	The average human being prefers to be directed, wishes to avoid responsibility, has relatively little ambition, and wants security above all else.	Commitment to objectives is a function of the rewards associated with their achievement.
4.		The average human being learns, under proper conditions, not only to accept but to seek responsibility.
5.		The capacity to exercise a relatively high degree of imagination, ingenuity, and creativity in the solution of organizational problems is widely, not narrowly, distributed in the population.
6.		Under the conditions of modern industrial life, the intellectual potentialities of the average human being are only partially utilized.

Source: McGregor, D. (1960), *The Human Side of Enterprise* McGraw-Hill, New York pp. 33 – 34; 47 – 48.

4.8 Management by Objectives

“*Management by Objectives*” (MBO) was first applied by Peter Drucker in 1954. Supporters of MBO believed that many problems faced by managers could be avoided by using MBO. In MBO, effective planning in an organization depends on the manager having clearly defined objectives that apply specifically to his or her individual functions in the organization.

Managers should participate in setting their performance objectives. They should, also, outline the specific plans for achieving set goals. The common elements in any MBO system are:

- i. Top-Level Goal Setting – Effective goal setting and planning start with top management.
- ii. Individual Goal Setting – Managers and subordinates set individual goals that are related to the organizational goals.
- iii. Participation – Subordinates mutually participate at various degrees in setting objectives.
- iv. Autonomy in Implementation – Individuals have a wide range of discretion in developing and choosing the means for achieving the objectives.

- v. Review of Performance – Regular, periodic reviews of performance by managers and subordinates.
- vi. Commitment to the Programme – Managers and subordinates must commit a great deal of time and energy in order to implement a successful MBO Programme.

MBO can be highly motivating if properly introduced and implemented.

Table 2: Comparison of the Patterns of Managerial Approaches to Motivation

Traditional Model	Human Relations Model	Human Resources Model
Assumptions		
(1) Work is inherently distasteful to most people.	(1) People want to feel useful and important.	(1) Work is not inherently distasteful. People want to contribute to meaningful goals that they have helped establish.
(2) What they do is less important than what they earn for doing it.	(2) People desire to belong and to be recognized as individuals	(2) Most people can exercise far more creative, responsible self-direction and self-control than their present jobs demand.
(3) Few want or can handle work that requires creativity, self-direction, or self-control.	(3) These needs are more important than money in motivating people to work	
Policies		
(1) The manager's basic task is to closely supervise and control his subordinates	(1) The manager's basic task is to make each worker feel useful and important	(1) The manager's basic task is to make use of his "untapped" human resources.
(2) He must break down tasks into simple, repetitive, easily learned operations.	(2) He should keep his subordinates informed and listen to their objections to his plans.	(2) He must create an environment in which all members may contribute to the limits of their ability.
(3) He must establish detailed work routines and procedures and enforce these firmly but fairly.	(3) The manager should allow his subordinates to exercise some self-direction and self-control on routine matters	(3) He must encourage full participation on important matters, continually broadening subordinate self-direction and self-control.
Expectations		
(1) People can tolerate work if the pay is	(1) Sharing information with subordinates and involving them in routine	(1) Expanding subordinate influence, self-direction, and self-

Traditional Model	Human Relations Model	Human Resources Model
decent, and the boss is fair.	decisions will satisfy their basic needs to belong and to feel important	control will lead to direct improvements in operating efficiency.
(2) If tasks are simple enough and people are closely controlled, they will produce up to standard.	(2) Satisfying these needs will improve morale and reduce resistance to formal authority-subordinates will "willingly cooperate".	(2) Work satisfaction may improve as a "byproduct" of subordinates' making full use of their resources.

Source: Stoner (1978, p. 411)

4.9 Conclusion

Motivation is a powerful tool in the hands of a good administrator. It can be used to significantly increase workers' productivity.



4.10 Summary

Motivation can be positive or negative, depending on its use by a manager. Motivation is grouped into three theory categories – content, process, and reinforcement theories. There are different levels of human needs – individuals are motivated to meet the needs that are dominant.



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4.12 Possible Answers to Self-Assessment Exercises

Self-Assessment Exercise 1

Question: Discuss the four types of motivation you know.

Answer: The four types of motivation are:

1. **Achievement Motivation** – It is the drive to pursue and attain goals. An individual with achievement motivation wishes to advance up on the ladder of success.
2. **Affiliation Motivation** – It is a drive to relate to people on a social basis. Persons with affiliation motivation tend to perform work better when they are complimented for their favourable attitudes and co-operation.
3. **Competence Motivation** – It is the drive to be good at something, allowing the individual to perform high quality work. Competence – motivated people seek job mastery, take pride in developing and using their problem-solving skills and strive to be creative when confronted with obstacles. They learn from their experience.
4. **Power Motivation** – It is the drive to influence people and change situations. Power-motivated people wish to create an impact on their organization and are willing to take risk in doing so.

Self-Assessment Exercise 2

Question: Mention the five (5) Maslow's hierarchy of needs.

Answer: The five Maslow's hierarchy of needs include:

1. Physiological needs,
2. Security needs,
3. Belongingness and love need (or social needs),
4. Esteem needs and
5. The need for self-actualization,

MODULE 4 PERSONNEL MANAGEMENT AND PUBLIC RELATIONS

Unit 1	Personnel Management and Staff Training – Part 1
Unit 2	Personnel Management and Staff Training – Part 2
Unit 3	Public Relations in The Extension Service – Part 1
Unit 4	Public Relations and The Extension Service - Part 2

UNIT 1 PERSONNEL MANAGEMENT AND STAFF TRAINING – PART 1

Unit Structure

- 1.1 Introduction
- 1.2 Learning Outcomes
- 1.3 Meaning, Objectives and Importance of Personnel Management.
- 1.4 Functions of Personnel Administration.
- 1.5 Conclusion
- 1.6 Summary
- 1.7 References/Further Readings/Web Sources
- 1.8 Possible Answers to Self-Assessment Exercises



1.1 Introduction

Personnel management refers to planning for human resources needs, hiring/recruiting employees, training, compensating and retiring them. Training of workers is an essential component of personnel administration.



1.2 Learning Outcomes

By the end of this unit, you should be able to:

- Understand the functions of personnel management
- State the guidelines for successful personnel administration
- Discuss the importance of staff training



1.3 Meaning, Objectives and Importance of Personnel Manager

1.3.1 Meaning of Personnel Management

Personnel management involves planning, organizing, selecting, controlling and directing of the human resources in order to achieve individual and organizational goals. Aspects of personnel management

functions include policies, procedures, and practices which result in the recruitment, training, promotion and discipline of staff. The way these issues are dealt with tend to affect staff morale, loyalty to the organization and satisfaction at the job.

Personnel management is concerned with the efficient and effective use of human resources within the work environment. It is that part of the management process, that is primarily concerned with the human component of an Organisation. It is that field of management that focuses on the planning, organising, directing and controlling various functions of procurement, development, maintenance and utilization of human resources in such a way that the company's objectives and that of the personnel department are achieved. It entails recruiting, using and maintaining a satisfied workforce. In the management of an Organisation, all departments require the support of the personnel department since every department has to manage human beings.

1.3.2 Objectives of Personnel Management

Among the more important personnel objectives are the following:

1. To create a staff/employee recruitment and selection systems for hiring the most qualified employee in accordance with the organization policies and needs.
2. Achieve organization's goals through maximizing the potential and motivating each staff to exert their best efforts and develop their competence.
3. For the effective management of organizations' employees, encapsulated in retaining and promoting those with satisfactory performance and discharge of those whose work performance is otherwise unsatisfactory.
4. To ensure the organization operations comply with government laws.

Self-Assessment Exercise 1

State five objectives of Personnel Management.

1.3.3 Importance of Personnel Management:

According to Gokalp, Demirors and Eren (2020) and Lebedev, Reznikova, Dimitrieva and Ametova (2018), personnel management is important for avoiding the following consequences in the organization:

1. To hire the wrong person in the job i.e., one whose credential does not match the job
2. To experience high turnover or staff attrition (resignation)
3. To find organizational staff not putting in their best efforts or poorly motivated

4. To waste time with useless interviews
5. To have some staff think their remuneration is unfair and inequitable relative to other staff.
6. To allow a lack of training to undermine the effectiveness of the organization.
7. To commit any unfair labour practices.

1.4 Functions of Personnel Administration

1.4.1 Core Personnel Administration Tasks:

Personnel management fulfils its function by performing the following tasks:

1. Determine the needs of staff in the organization.
2. Create and manage staff files and records and protects same from unauthorized access.
3. manage employment contracts, transfers, promotions or exit
4. Process employee requests, e.g., study leave, annual leave etc.
5. Manage all correspondence with external bodies such as authorities, insurance companies, and contractual partners etc.
6. Supervising the entry and exit of employees
7. Manage employee absences
8. coordinate salary payments
9. manages, records and validate staff working times, absenteeism, vacation, work entries and overtime.
10. Providing information about staff at short notice when demanded by the top management
11. Manages employee registration with the relevant office such as insurance companies, tax offices etc.
12. Ensures personnel protection – that personnel life and health is not at risk and protection practices are being adhered to.

1.4.2 Functions of Personnel Administration

- i. Planning the human resources needs of the organization.
- ii. Recruitment and selection of employees.
- iii. Ensuring proper employment legislation.
- iv. Maintaining the safety and health of employees
- v. Maintaining a conducive organizational and/or working environment.
- vi. Facilitating effective labour relations.
- vii. Training and development of employees.
- viii. Staff appraisal and compensation.

1.4.3 Responsibilities of Personnel Administration

Among the most important responsibilities of administrators in African extension services is to ensure the selection, recruitment and effective utilization of qualified persons to develop their capabilities to meet the objectives of the organization. The result of this principle is maximum staff efficiency which, in turn, leads to an effective extension service. It is, however, crucial for the administrator to maintain uniform policy and equity in handling personnel issues and maximize satisfaction among the staff.

Another important responsibility of personnel administration is to direct Government towards formulating aims and objectives that foster good staff morale. In this regard, personnel administration should endeavour to use all scientific knowledge in improving human relations and working conditions. The implication is that the employment and working conditions of extension workers should create an atmosphere conducive to self-realization and personnel satisfaction in working with rural people. Co-operation among the personnel unit in the Ministry of Agriculture, the Ministry of Establishment and the Public Service Commission should be emphasized. This is necessary so that decisions taken in the framework of civil service administration standards and procedures do not hamper the development and execution of extension programmes. In other words, co-operation among government civil service structure and other agencies with extension organization will enable extension administration to operate in such a way as to maintain good relationship with extension staff, inspire their confidence and maintain good morale. It is necessary to take special consideration when formulating the rules and regulations in personnel administration.

The growing importance of the extension service and its special needs call for creation of a special personnel office to administer extension personnel matters. The duties of such an office would complement rather than overlap those of the personnel division of the Ministry, and, by creating an atmosphere of understanding and cooperation with the division, would help in making wise decisions in personnel administration.

Under personnel administration, the administrator is expected to be, among other things, an expert in human motivation and in the application of democratic principles and methods. In order to achieve this and the purpose of the extension service, the personnel officer should be:

1. A dynamic influence on Government in the formulation of the aims of the extension service and in publicizing the aims within and without the service with a view to achieving unity of purpose and good organization morale.

2. The conscience of the government, by keeping it alert to the consequences and implications on staff relations of its policies, methods and procedures.
3. The champion of the cause of staff by assisting the government to preserve the personal integrity and rights of the members of the service.
4. An organizer and facilitator of good communication on relevant information or criticism within the organization.
5. An interpreter to Government of extension workers' attitudes, desires and needs.
6. An initiator of the educational and training programme within the service.
7. The pivot point of all aspects and processes of negotiation of Government with representatives of workers.
8. The contact point between the organization and various groups and agencies whose activities affect the life and welfare of members of the service.

Administrators should direct attention of Government to the claims of staff for individual staff respect and personal integrity. It is their duty to balance and reconcile staffs' claims to productivity, efficiency, job-security and group harmony.

The more staff repose confidence in the administration, the more they are infected by the enthusiasm and belief in the extension philosophy of administrators and supervisors, and the easier it will be to resolve any individual and group differences that might arise. If the extension service has a sound, consistent administrative policy of good relations with its personnel, staff loyalty is assured. The components of personnel policy which will evoke favourable response from people include a number of factors such as promotion, salary increase, hours of work, leave, health and medical care, pension and various fringe benefits.

Staff loyalty and good staff morale are important ingredients in a successful personnel administration. Frequent consultations with group leaders, supervisors and key personnel will provide the extension manager with an opportunity to assess personnel matters correctly and to develop a cooperative spirit among the staff. Staff loyalty can only thrive under conditions conducive for its growth.

The conditions necessary for improvement of staff loyalty include:

1. Careful selection of staff.
2. The presence of good administrative leadership to direct the affairs of the service under conditions of mutual understanding and mutual self-respect.
3. The presence of incentives in the service.
4. Training for the job must be good enough for effective performance.

The Ministry should draw from university resources to provide adequate training for extension work. Where there is good cooperation, the Ministry/Administration can influence the curriculum of courses offered for potential extension staff. Furthermore, the faculties can offer intensive short courses embodying both technical agriculture and extension methods. When workers possess competence in their job, their performance, loyalty and morale are enhanced.

Provision of logistic support

In many African extension services, poor provision of logistic support seems to be the order of the day and is creating problems not only in achieving programme goals, but also in lowering staff morale. Field staff are often without necessary facilities and transport at the time these are needed. A thorough review of budgeting and fund release procedures should be undertaken with a view to allocating sufficient funds and releasing the funds at the time in the seasons when they can be applied meaningful in the execution of programme.

Self-Assessment Exercise 2

State the conditions necessary for improvement of staff loyalty.

1.5 Conclusion

Personnel management is concerned with the efficient and effective use of human resources within the work environment. Personnel management is essential to the effective operation of the extension organization.



1.6 Summary

Personnel management involves planning, organizing, selecting, controlling and directing of the human resources in order to achieve individual and organizational goals. Among the more important personnel objectives are the following: To create a staff/employee recruitment and selection systems, achieve organization's goals through maximizing the potential and motivating each staff, effective management of organizations' employees, ensure the organization operations comply with government laws.

1.7 Tutor-Marked Assignment

1. What five objectives does the Personnel Management seek to achieve
2. Give five reasons why Personnel management is important in extension organizations



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1.9 Possible Answers to Self-Assessment Exercises

Self-Assessment Exercise 1

Question: State five objectives of Personnel Management.

Answer: The objectives of Personnel Management are as follows:

1. To create a staff/employee recruitment and selection systems for hiring the most qualified employee in accordance with the organization policies and needs.
2. achieve organization's goals through maximizing the potential and motivating each staff to exert their best efforts and develop their competence.
3. for the effective management of organizations' employees, encapsulated in retaining and promoting those with satisfactory performance and discharge of those whose work performance is otherwise unsatisfactory.
4. To ensure the organization operations comply with government laws.
5. To ensure the safety and health of employees.

SAE 2: The conditions necessary for improvement of staff loyalty include:

1. Careful selection of staff.
2. The presence of good administrative leadership to direct the affairs of the service under conditions of mutual understanding and mutual self-respect.
3. The presence of incentives in the service.
4. Training for the job must be good enough for effective performance.

UNIT 2 PERSONNEL MANAGEMENT AND STAFF TRAINING – PART 2

Unit Structure

- 2.1 Introduction
- 2.2 Learning Outcomes
- 2.3 Role of Personnel Manager
- 2.4 Functions of a Personnel Department
- 2.5 Personnel Management – Important Characteristics
- 2.6 Guidelines for Effective Personnel Management
- 2.7 Staff Training
- 2.8 Conclusion
- 2.9 Summary
- 2.10 References/Further Readings/Web Sources
- 2.11 Possible Answers to Self-Assessment Exercises



2.1 Introduction

Personnel manager is the head of the Human Relations department of any organization. He/she holds a strategic role in the extension organization. The personnel department is an important unit of the organization and plays crucial part in the effective operations of the extension agency. To perform its duties efficiently, there are guidelines that must be followed. These are some of the issues that you will be introduced to in this section.



2.2 Learning Outcomes

By the end of this unit, you should be able to:

- Understand the functions of personnel management
- State the guidelines for successful personnel administration
- Discuss the importance of staff training.



2.3 Role of Personnel Manager

Personnel manager is the head of Personnel or Human Relations department. The roles he/she is expected to perform are summarized as:

1. **Support top management:** The Personnel manager supports top management with respect to policies or actions that are related to the organization workforce or personnel. This may be with regards employment, dismissal, staff discipline, staff welfare, career development, promotion, salary increment etc

2. **Support line management:** He counsels the line manager on staff matters. Basically, matters dealing with staff are usually referred to the Personnel Manager for his/her advise and guidance. In this regard, the personnel manager also supports line managers in the management of their subordinates.
3. **Organization counsellor.** The Personnel manager acts as the organization counsellor attending to problems and grievances staff may have, either with their superiors or colleagues. The manager usually does his/ her best to resolve these issues, guided by the organization policies and his/her experience.
4. **Mediator:** The Personnel manager acts as a mediator or link between the organization management and workers. Usually, the personnel manager transmits top management policies to the staff and also provide feedback to the top management from the staff.
5. **Company representatives:** The personnel manager is the organization representative or spokesperson. He tends to represent the organization in committees and in the public.

Self-Assessment Exercise 1

State five roles of the Personnel Manager in the extension organization

2.4 Functions of a Personnel Department

The functions of a personnel department fall into the department's sub-divisions as follows:

1. Employment
2. Training
3. Job evaluation, classification and wage correlation
4. Health
5. Service features – cafeterias etc
6. The conduct of negotiations with labour leaders
7. Giving operative effectiveness to agreed personnel policies

These areas constitute aspects of the functions of a personnel department.

2.5 Personnel Management – Important Characteristics

For personnel management to be effective, you should bear the following characteristics in mind.

(1) Personnel Management is Worker-centred:

Personnel management should focus on people i.e., the workforce. People are at the core of an organization. These persons are unique and differ from other persons working in the same organization. This characteristic stress the need to consider the uniqueness of each workforce and find innovative ways to manage him/her in a way that ministers to their

peculiar priorities or needs. Each individual must be treated and motivated differently so as to make him /her contribute his/ her utmost to the organizational objectives.

(2) Organization employs the Whole of Worker:

When an organization employs a worker, it does not simply hire the workers' knowledge, talent and skill but also his/her temperament and emotional orientation and health condition. It hires his/her fears, concerns, and worries. Thus, personnel management is not just concerned about developing the competence of its workers but also in managing and developing other aspects of their life such as health and personality.

(3) Respect for Human Dignity:

Human beings are living entities, and not inanimate objects without feelings like rocks, cars, machineries. For this reason, humans should be treated with respect and dignity. Their efforts must be acknowledged and recognized so they feel motivated to contribute their quota to the overall development of the organization. Also, personnel management should seek to satisfy the basic needs of its workers including financial, social, psychological needs.

(4) Personnel Management is multi-disciplinary:

In the conduct of personnel management, the manager must apply knowledge, theories and practices from various disciplines such as Politics, Economics, Sociology, Psychology, Anthropology, and other similar branches. This is because human behaviour is complex and no single discipline adequately captures, predict or explain how they behave either at the individual level or in group. Each person is unique with its own needs, aspirations, values, beliefs etc. Thus, with knowledge from various disciplines, it becomes easier to manage the human personnel of an organization.

(5) Personnel Management is a continuous exercise:

Management of organizational personnel should be a continuous exercise. It is a daily and constant practice which keeps the personnel supervisor alert to human relations and their activities in the organization.

2.6 Guidelines for Effective Personnel Management

1. The personnel management function should be centralized. Consideration should be given to the need for flexibility and the recognition of individual differences among staff.
2. Design personnel policies and procedures to facilitate effective extension work.
3. Design personnel policies to promote employee cooperation.
4. Conduct personnel administration fairly and impartially.

5. In taking decisions on important issues such as staff recruitment, placement, performance appraisal, and promotion, it is necessary to consider the needs of the organization. This should be based on merit.
6. Group participation in decision-making should be pursued as this will legitimize actions and result in better decisions. Therefore, extension staff should be involved at all levels of decision-making

2.7 Staff Training

Adequate training of extension personnel is very important for efficient operations in the extension service. Extension workers need training in technical agriculture as well as in the social and behavioural sciences. Training should be a continuous feature in the extension system.

2.7.1 Purpose of Training

Obibuaku (1983) listed the reasons for continuous extension training as follows:

1. Increase of staff knowledge.
2. Keeping abreast of the latest research findings needed to improve production.
3. Improvement of workers' professional skills and competence in work performance.
4. Provision of opportunities for staff to exchange ideas and experiences with one another during the course of training.
5. Filling gaps that may exist in the basic training received.
6. Training in special areas for increased responsibilities.

Swanson (1984) suggested areas in which the extension service personnel (administrators, field level extension agents, specialists) should possess skills and understanding as:

1. Technical subject matter areas.
2. Extension service organization and operation – overall purpose, mission, policies and procedures.
3. Human resource development, including the participatory processes of involving people in programme planning and development, group behaviour, staff-clientele relationships, and personnel management.
4. Programme development process – from problem identification and needs assessment to programme design, implementation, appraisal, and programme administration.
5. Pedagogical skills, including the teaching – learning process of adults (men and women), as well young people, and instructional design and teaching strategies.

6. Communication strategies not only for programme delivery (utilizing both modern and indigenous systems of communication), but also for obtaining feedback information from client groups and feeding this information to research and other appropriate agencies.
7. Evaluation techniques for the purpose of determining the effectiveness and value of extension programmes to users.

2.7.2 Types of Training

Training is the process of development, in all workers, the knowledge, skills, and attitudes that will maximize their present and future work efficiency and effectiveness in the organization.

Pre-service Training

Pre-service training is a programme of learning activities which prepares individuals for a certificate, diploma or degree in agriculture, or other technical areas. The essence of pre-service training programme is to prepare people with appropriate technical and pedagogical skills in extension work.

Change agents are most effective when there is no “social gap” between them and the clientele. Extension administrators should recruit candidates that have good training in the relevant disciplines either from Colleges of Agriculture, Universities or similar institutions.

In-Service Training

Extension administrators need to ensure that field staff maintain their competencies throughout their careers. Field-level extension workers should stay up-to-date, so that they may function effectively as educational leaders. The major types of in-service training can be described as follows:

1. Training which is designed to correct deficiencies of new or promoted staff in their appropriate subject matter areas.
2. Bringing staff regularly up-to-date on new developments in their respective subject matter areas.
3. Training in the extension teaching methods that are necessary for success on the job, e. g. participatory extension, marketing extension etc.

In-service training must be provided by the organization and be tailored to specific needs.

Self-Assessment Exercise 2

The major types of in-service training can be described as...?

2.8 Conclusion

In an extension organization, two twin activities needed for the attainment of goals are personnel management and staff training.



2.9 Summary

Personnel management involves selecting and controlling all workers for the achievement of the goals of the extension organization. It facilitates labour relations and staff appraisal among others. One critical responsibility of personnel management is to encourage the training of workers regularly.



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2.11 Possible Answers to Self-Assessment Exercises

Self-Assessment Exercise 1

Question: State five roles of the Personnel Manager in the extension organization

Answer: The roles of the Personnel Manager in the extension organization include:

1. **Support top management:** The Personnel manager supports top management with respect to policies or actions that are related to the organization workforce or personnel.
2. **Support line management:** He counsels the line manager on staff matters.
3. **Organization counsellor:** The Personnel manager acts as the organization counsellor attending to problems and grievances staff may have, either with their superiors or colleagues.
4. **Mediator:** The Personnel manager acts as a mediator or link between the organization management and workers.
5. **Company representatives:** The personnel manager is the organization representative or spokesperson.

SAE 2: The major types of in-service training can be described as follows:

1. Training which is designed to correct deficiencies of new or promoted staff in their appropriate subject matter areas.
2. Bringing staff regularly up-to-date on new developments in their respective subject matter areas.
3. Training in the extension teaching methods that are necessary for success on the job, e. g. participatory extension, marketing extension etc.

UNIT 3 PUBLIC RELATIONS IN THE EXTENSION SERVICE – PART 1

Unit Structure

- 3.1 Introduction
- 3.2 Learning Outcomes
- 3.3 Meaning and Aims of Public Relations
 - 3.3.1 Meaning of Public Relations
 - 3.3.2 Aims of Public Relations
- 3.4 Importance of PR for Extension Organizations
- 3.5 Functional Areas of Public Relations
- 3.6 Conclusion
- 3.7 Summary
- 3.8 References/Further Readings/Web Sources
- 3.9 Possible Answers to Self-Assessment Exercises



3.1 Introduction

Every organization should have corporate social responsibility as its ultimate goal. It should make efforts to enjoy local community acceptance, recognition, support and win the favour of both its employees and the general public. All chief executives and the entire management teams require assistance and advice of skilled public relations (PR) personnel.



3.2 Learning Outcomes

By the end of this unit, you should be able to:

- Understand the meaning and aims of public relations
- State the steps in organizing public relations efforts.



3.3 Meaning and Aims of Public Relations

3.3.1 Meaning of Public Relations

Public relations (PR) is a management function involving the understanding and influencing of the perceptions held of an organization as well as the establishment and maintenance of goodwill and mutual understanding between an organization and its stakeholders. According to Bussey (2011), PR is the art of presenting a company (or person) to the public, usually via the media, in a favourably manner that enhances the

reputation of that company (or person) and subsequently impacts on that company's revenue, demand for its services/products and reputation.

Every organization operates in a social, economic, legal, cultural and political environment where it interacts with different individuals and institutions. PR is a strategical approach towards the creation and enhancing of goodwill and positive image through developing a cordial relationship between the organization (extension agency) and its target clientele or audience.

PR includes activities conducted by an organization to create, promote, sustain and protect the image of the company, its services/products and policies in the eyes of the public. It aims to manage public opinion of the organization. It involves an organization analysis of the needs and priorities of all stakeholders in its existence in order to conduct itself more responsively towards them.

The PR unit manages all the communication that a firm, companies or an individual have with the press, media and public. It disseminates all required information among the public regularly, which helps in promoting the organization relations with the target audience / public. There is a large number of programs under public relations which are performed to protect the company's image and also its product image.

According to the World Assembly of Public Relations Associations, PR is the art and science of analyzing trends, predicting their consequences, counseling organization leaders and implementing planned programmes of action which will serve both the organization's and the public interest (Nolte, 1974). As stated by Obeta (2007), public relations involve a careful planning and sustained effort which would ultimately translate into some goodwill and mutual understanding between an organization and its relevant publics. It is, therefore, clear that any organization should evolve a public relations outfit. PR is an essential function of management of any set up (Keghku, 2007).

3.3.2 Aims of Public Relations

The aim of public relations is to influence others on the reasonableness of a perspective of a group, individual or organization through information, dialogue and exchange of ideas (Salu, 1993).

1. PR helps management to keep informed on and be responsive to public opinion.
2. It helps to establish and maintain mutual lines of communication, as well as acceptance and cooperation between an organization and its publics.
3. PR helps management to keep abreast of changes in the environment.

The basic purpose of PR practice is to achieve harmony and excellence in any human endeavour.

3.4 Importance of PR for Extension Organizations

Increases Awareness:

The extension agency and its PR unit usually engage in awareness creation by disseminating information to make the public (community, government and other stakeholders) aware of and understand what it stands for and does. Moreover, the agency seeks to expand the public reached through various media to keep them constantly aware of its programmes and impact.

Creates and enhance Image and Reputation:

PR enables the extension agency to create and improve its image and reputation among the public. Those charged with PR in the extension service make concerted efforts to inform the public about its programme activities and impacts to secure the public support.

Develops Loyalty:

Through effective public relations, the extension agency develops and secures loyalty for its programme among the community/ farming households. The relevant unit in the community (i.e., farmers) tend to look forward to extension activities being carried out in their locality and encourage participation in extension programmes. When the agency maintains a consistent interaction with the target clientele, the latter easily develop a sense of belonging and loyalty.

Promotes Goodwill:

The public relations team of the extension organisation work towards presenting the organization in the best light to the public. They do this by presenting, showcasing or disseminating information that portrays the agency in a positive image. This is done through regular interaction with the target audience, interviews, press releases, newsletters, publications, radio / TV shows, campaigns etc. These efforts is to secure and build goodwill for the extension agency which will help to keep it running and supported on the long-run.

Builds Trust and Credibility:

The repetitive awareness campaigns and information dissemination and dedication and commitment to its programme activities, when done consistently and addressing community concerns, will promote trust and credibility among the public (community and other stakeholders).

Enhances public awareness of extension agency:

Public relations assist the extension agency in developing and maintaining a strong presence in the consciousness of the public. In other words, the agency, through constant awareness or information dissemination and other PR activities, remain visible to their target clientele. The public is thus kept in constant reminder of the activities of the extension agency.

Self-Assessment Exercise 1

State four importance of public relations to the extension organization.

3.5 Functional Areas of Public Relations

- * Corporate/organizational communication.
- * Organisational image and reputation management.
- * Employee relations.
- * Attitude and opinion management.
- * Environmental public relations
- * Community relations
- * Media relations
- * Donor/Investor relations
- * Issues and crises management.

3.6 Conclusion

Every sound public relations effort must be well planned, timed, and focused. When well done, PR can impact on the efficacy of the agricultural extension programme.

**3.7 Summary**

Public relations (PR) is a management function involving the understanding and influencing of the perceptions held of an organization as well as the establishment and maintenance of goodwill and mutual understanding between an organization and its stakeholders. It helps management to keep informed on and be responsive to public opinion, establish and maintain mutual lines of communication, as well as acceptance and cooperation between an organization and its publics and keep abreast of changes in the environment. It seeks to increase public awareness of the extension programme, enhance the image of the extension service, develop loyalty and promotes goodwill.

Self-Assessment Exercise 2

How does public relations develop loyalty in extension organization.



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3.9 Possible Answers to Self-Assessment Exercises

Self-Assessment Exercise 1

Question: State four importance of public relations to the extension organization.

Answer: The importance of public relations to the extension organization are as follows:

1. Increases Awareness
2. Creates and enhance Image and Reputation
3. Develops Loyalty
4. Promotes Goodwill
5. Builds Trust and Credibility
6. Enhances public awareness of extension agency

SAE 2: Develops Loyalty:

Through effective public relations, the extension agency develops and secures loyalty for its programme among the community/ farming households. The relevant unit in the community (i.e., farmers) tend to look forward to extension activities being carried out in their locality and encourage participation in extension programmes. When the agency maintains a consistent interaction with the target clientele, the latter easily develop a sense of belonging and loyalty.

UNIT 4 PUBLIC RELATIONS AND THE EXTENSION SERVICE - PART 2

Unit Structure

- 4.1 Introduction
- 4.2 Learning Outcomes
- 4.3 Types of Public Relations
- 4.4 The Extension Supervisor as a PR Coordinator
- 4.5 Functions / roles of Extension Officer as PR coordinator
- 4.6 Qualities of a Public Relation Officer/Unit
- 4.7 Essential Public to Extension Organisation
- 4.8 Plan for Organizing PR Efforts
- 4.9 Elements of Good Public Relations
- 4.10 Conclusion
- 4.11 Summary
- 4.12 References/Further Readings/Web Sources
- 4.13 Possible Answers to Self-Assessment Exercises



4.1 Introduction

Every organization should have corporate social responsibility as its ultimate goal. The extension organization is not left out. The extension worker should see himself/ herself as a Public Relations Officer. This attitude will shape how he/she conducts himself/herself and the general work performance. However, there is need for the extension service to consciously pursue a public relations policy and activities.



4.2 Learning Outcomes

By the end of this unit, you should be able to:

- Appreciate the extension worker as a public relations (PR) officer
- describe the PR functions of the extension worker
- State the qualities of a public relations officer
- Understand the elements of a good public relations efforts



4.3 Types of Public Relations

Public relation can take different forms. Some of the most common ones, that you can expect from the extension organization, are briefly discuss as follows:

Media Relations:

Media Relations deals with how the extension organization manages its relationship with the press / media. It entails disseminating information via the media (such as radio, TV, social media, internet, newspapers, etc) and equally involves the collection of information or news from these the media sources and maintaining cordial relations with them.

Donor Relations:

Donors / Investors are those (individuals or companies) who have financial investment in the organization. The PR expectedly keeps the investors informed of the organisation activities and updates them with the financial record. In the context of agricultural extension, this will include local and international donors who support extension programmes with funds and /or other resources.

Government Relations:

Public extension service is an offshoot of the government; however, the extension agency still needs to maintain cordial and accountability towards its supervisory body or organ of government in charge of the day-to-day operations of the agency. The agency still needs to adhere to government regulations and employee welfare. Private extension organizations, on the other hand, are also expected to respect government laws concerning their operations as well as employee/ labour relations in addition to establishing a cordial relation with the government.

Community Relations:

The community is basically the target of all extension programming as the agency seeks to uplift farmers productivity and livelihood. Hence, the community plays a crucial role in assessing the performance of the agricultural extension organization. The extension organization needs to create a positive image of their activity by ensuring effective programme dissemination and addressing the needs and concerns of the communities (farmers). Part of the community relations is understanding their feedback, priorities and suggestions on the extension programme intervention

Internal Relations:

A critical aspect of PR which should not be overlooked is communication with the employees and guiding them on what their responsibilities or duties are, and what is expected of them. Part of the internal relations of an organization such as the extension agency is putting in place policies that will motivate the employees to improve performance and promote the long-term existence of the organization.

Marketing Communications:

The extension agency uses different ‘marketing’ strategies like awareness program, technology launch, campaigns, etc to project the purposes / objectives of the extension programme to the public.

Public relations practice, according to Black (1976:16) includes:

1. Everything directed towards improving communication between people or organizations.
2. Everything that is calculated to improve mutual understanding between an organization and all with whom it comes into contact, both within and outside the organization.
3. Advice on the presentation of the “public image” of an organization.
4. Action to discover and eliminate sources of misunderstanding.
5. Action to broaden the sphere of influence of an organization by appropriate publicity, advertising, exhibitions, films, etc.

PR takes positive steps in arousing and maintaining goodwill and public interest in the activities of an organization. It is of practical applications also as PR tries to eliminate customs and practices which might offend public opinion or disturb mutual understanding. PR is used internally to encourage staff and employees of the organization to identify their own interests with those of the management (Black, 1976:16).

4.4 The Extension Supervisor as a PR Coordinator

The extension supervisor/coordinator or manager has a three-fold function in performing public relations activities.

1. Ascertaining and evaluating public opinion with regard to the organization.
2. Discussing with other appropriate personnel on ways of dealing with public opinion.
3. Using communications to influence public opinion in favour of the organization.

4.5 Functions / Roles of Extension Officer as PR Coordinator

The expected roles of the extension worker as a PR officer and noted as follows:

Establish Contact

An important job of PR is making contact with and disseminate needed information to appropriate audiences, individuals and authorities using various media. Thus, the job of the extension officer is to know his/her audience and identify the relevant media that can be utilized in reaching the audience with information. He/she must seek to understand and develop partnership with the relevant stakeholders in the agriculture

system (development partners, communities, producers, input suppliers, marketers, research institutes etc). Part of this function requires that the extension worker identify patterns of needs and gaps in what affects the public especially in the agriculture sector. Importantly, the extension worker must seek to bring about change in the intended public opinion trends and transform it to the benefit of the extension organization.

Media Relations

Media Relations deals with the disseminating information via the media (such as radio, TV, social media, internet, newspapers, etc), and it is undoubtedly one of the most important and visible aspect of public relations that an organization such as the extension agency conducts because it deals directly with external media. The extension worker must learn to deal and communicate with the news media. It means he/she must set up and maintain professional and mutually benefiting relations with news media personnel and agencies. These media outfits serve as gatekeepers and influencers of public opinion. Media relations is a critical aspect of PR and involves developing relationships with journalist and other media personnel to better inform them about the activities and impact of the extension organization.

Conduct research

Public relations also involve the collection and analysis and discussion of public trends to determine their opinion, attitude about issues. It is important that correct facts are collated from these investigations. It is important that the extension agency also seek to get the views/ opinion of its personnel to know how they feel about the organization.

Planning

the performance of public relations helps to guide the formulation of organizational policy. The result of PR is utilized for decision-making by the management of the extension organization. The management utilized the PR findings to set goals and objectives for the organization, target audiences, design programmes, develop strategies which assist the agency in being more efficient and effective in reaching out to the public.

Crisis Communications

Crisis management involves both planning for and responding to emergency situations. Organizations sometimes faces situations requiring quick planning, and fast and accurate information disseminated to the news media. This is the job of PR officers. An example of crisis management communication will be when a technology disseminated by the extension services is reported to impact adversely on farmers; this situation will require the extension agency to quickly respond with corrective information before the communities develop a negative attitude towards the agency.

4.6 Qualities of a Public Relation Officer/Unit

Courteous:

The extension officer should learn to be courteous in his/her dealings with the public and communities in particular. He/ she should be respectful and sympathetic to the people in their informal / formal contacts with them. You should realize that lack of courtesy can lead to disruptive relations with the people which will affect how they relate to the extension organization. Therefore, you must be kind, accommodating, and easily related to by the public.

Have a defined procedure of dealing with public complaints.

There should be an official dedicating to handling and managing public complaints. Public complaints should be taken seriously and addressed.

Mind relations with the public.

The PR officer is not expected to indulge or engage in unbecoming behaviour, be immersed in public controversies or exhibit actions considered detrimental to the work of the extension agency.

Political neutrality:

PR officers should be politically neutral. They should not in any way project to the public they affiliation to any political party., therefore, be conscious not to utter a word which should give an impression to the public of their being partisan or their subscribing to the policy of one political party or the other. In every way, their conduct and behaviour should be such as to win over the sympathies, support and appreciation of the public.

4.7 Essential Public to Extension Organisation

The *publics* essential to an extension organization are:

- Farmers and their farm families
- Large-scale agro-producers and processors
- Workers
- Legislators
- Policy makers
- Associations (agro-allied, professional, etc)
- Media houses and their personnel
- State and local governments
- Farmer (male and female) groups
- Civil servants
- Retired individuals
- Religious groups
- Labour organizations

4.8 Plan for Organizing PR Efforts

A plan of approach needed to win the consent of the public to support the achievement of the goals of the extension organization must be carefully engineered by the PR unit.

There is an eight-point plan for organizing public relations efforts.

1. Determine the target audience and objectives – what publics are to be reached and what objectives are to be attained? The targets include policymaking individuals and groups in the community.
2. Conduct a research - determine the opinion or knowledge of the publics about the organization's goals. Collect data on the current situation and determine opportunities and threats to achieving organizational goals.
3. Revisit objectives - a re-orientation of the objectives may establish the need to change them in view of new/changing issues. Let objectives be specific, measurable, attainable and goal-oriented.
4. Theme determination - Base theme on the present needs or interests of the public/community.
5. Selecting the right strategy - chose the best approaches to adopt.
6. Good organization - work within the operational plan already set up. Examine the work to be done and not the personal gains. Assign the personnel for each activity in the plan.
7. Plan orderly - Activities should be mapped out. There is need to carefully budget for time and money costs.
8. Use tactics - Actual techniques and media to adopt should be selected last.

4.9 Elements of Good Public Relations

Nayar (2021) highlighted four (4) important elements of. These are discussed as follows:

1. Means of getting Public Opinion:

Public Relations is an instrument for getting to know about the public or community desires and aspirations in diverse matters. For the agricultural extension agency, the matters may bother on the farming systems and the needs of the community are. Some common techniques for achieving this include:

- (i) Press: The press, including magazines and newspapers, is a very important channel of gauging or knowing the public views. These channels usually report on public opinion or views about issues, events and government policies. This media can also constitute a means of reporting on the status of the agricultural sector and its challenges.
- (ii) public Platform: The public platforms, in which speeches are given by public officials and other members of the public are also means

- of knowing the opinion of the people on any particular subject such as farming practices and operations
- (iii) public agitation & unrest: Demonstrations and civil unrest can be an expression of public feelings about issues, revealing their support for or displeasure about government actions and policies, and what their pressing needs are.
 - (iv) Legislature: The legislators represent their respective constituencies and usually express the views of the same in their sittings. These sittings and discussion and even debates or argument provide good opportunities to inform the government about the aspirations and grievances of their constituencies.

Other means of getting information include informal Conversation through the medium of informal chats of people in public places e.g., markets, schools, bus stations; government employees who usually come in daily contact with persons from various walk of life; public opinion polls which can be an expensive form of getting information through survey; and community meetings:

2. Advising the Public:

Advising the public, what it should think and do, is another element of public relation. It is one of the primary duties of the government and any other organization such as the extension agency to educate the people in the methods of performing certain duties and activities. The extension agency should advise the people, particularly farming households, about certain important aspects of agriculture, market, finance, etc.

3. Dealings with the Public:

How the officials of the extension agency interphase or deal with the public is critical to how the organization will be judged and related to by the public. The satisfaction derived from the interaction with the extension service and its officials can impact positively or adversely on future relationships between both. Thus, extension service officials should take their public interaction seriously as this affects how the agency is perceived and supported. They should conduct themselves in such a way that the organization secures a favourable public opinion.

4. Informing the Public:

The fourth element of Public Relations is informing the public on the activities of the extension agency. The agency can do this in various ways such as the press – radio, tv, newspapers, social media, publications, official statements, films, exhibitions

Self-Assessment Exercise

- 1: State any five types of public relations that the extension service can adopt.
2. Explain the common techniques for achieving public opinion

4.10 Conclusion

Organisations have very strong need for public relations unit in order to facilitate the attainment of goals. PR is indeed an organizational or management function which tries to evaluate public views and attitude towards the organization in order to reconstruct the opinions positively.



4.11 Summary

PR is a management function which evaluates public attitudes, identifies the policies and procedures of an individual or an organization with public interest, and executes a programme of action to earn public understanding and acceptance.



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4.13 Possible Answers to Self-Assessment Exercises

Self-Assessment Exercise 1

Question: State any five types of public relations that the extension service can adopt.

Answer: The following are the types of public relations in extension service:

1. Media Relations
2. Donor Relations
3. Government Relations
4. Community Relations
5. Internal Relations
6. Marketing Communications

SAE 2: Some common techniques for achieving public opinion include:

- (i) Press: The press, including magazines and newspapers, is a very important channel of gauging or knowing the public views. These channels usually report on public opinion or views about issues, events and government policies. This media can also constitute a means of reporting on the status of the agricultural sector and its challenges.
- (ii) public Platform: The public platforms, in which speeches are given by public officials and other members of the public are also means of knowing the opinion of the people on any particular subject such as farming practices and operations
- (iii) public agitation & unrest: Demonstrations and civil unrest can be an expression of public feelings about issues, revealing their support for or displeasure about government actions and policies, and what their pressing needs are.
- (iv) Legislature: The legislators represent their respective constituencies and usually express the views of the same in their sittings. These sittings and discussion and even debates or argument provide good opportunities to inform the government about the aspirations and grievances of their constituencies.

MODULE 5 EXTENSION PROGRAMME PLANNING & CAMPAIGN

Unit 1	Introduction to Extension Programme Planning
Unit 2	Assumptions & Principles of Extension Programme Planning
Unit 3	The Extension Worker's Role in Extension Programming
Unit 4	Strategic Extension Campaign

UNIT 1 INTRODUCTION TO EXTENSION PROGRAMME PLANNING

Unit Structure

- 1.1 Introduction
- 1.2 Learning Outcomes
- 1.3 Meaning of Extension Programme Planning
- 1.4 Objectives of Extension Programme Planning
- 1.5 Who Plans the Extension Programme?
- 1.6 Farmers' Participation in Planning
- 1.7 Conclusion
- 1.8 Summary
- 1.9 References/Further Readings/Web Sources
- 1.10 Possible Answers to Self-Assessment Exercises



1.1 Introduction

Developing a programme of extension includes intensive planning, preparing work plan and teaching plan, carrying out (executing) the plans, as well as determining and reporting accomplishments. The extension programme is a statement of objectives of an extension organization, formulated based on analysis of the existing situation and needs of the clientele. A plan of work is prepared to implement the programme.



1.2 Learning Outcomes

By the end of this unit, you should be able to:

- Explain the mean for extension programme and extension programme planning
- Mention five persons responsible for extension programme planning
- State four objectives of extension programme planning in Nigeria.



1.3 Meaning of Extension Programme Planning

There are several definitions of the term, 'Extension programme'. We shall examine some of these in this section. However, you need to understand what the terms, 'Programme' and 'Planning' are. This will help you get a better understanding of the concept of extension programme.

A programme, from the development perspective, is a wide-ranging set of activities that includes an educational component that is intended to bring about a sequence of outcomes among targeted clients. It can be perceived a written statement which describes proposed programme activities, the problems they intend to address, the strategies, and resources required to execute it. The word 'programme' also means a prospectus, a list of events, a plan of procedure, a course of action, a logical sequence of operations to be performed in solving a problem.

Planning is a process concerned with the study of the past and present for the expressed purpose of predicting the future and determining the goal(s) to be achieved. Programme planning refers to the efficient application of resources available to the extension organization (including the skills and knowledge of its personnel) to achieve improve agriculture and greater levels of productivity.

Planning is the process of preparing what to do, and how to do it. Planning involves stating programme objectives/goals and determining the most effective means and activities needed to attain the objectives/goals. In so doing, planning specifies the programme activities, time, human and material resources needed, cost estimates, and performance indicators.

Program planning involves multiple steps including the identification of a problem, selection of desired outcomes, assessment of available resources, implementation, and evaluation of the program. Program planning is sometimes called program design or program design planning. The product of planning, i.e., a plan, is schedule of development work itemizing various activities in a specific period. It addresses such questions was what, why, how, and when as well as by whom and where the work is to be carried out.

Now that we have examined what a programme and planning are, let us now look at the concept of Extension programme. Basically, an extension programme is a written calendar of work with clearly defined objectives focused at addressing farmer's felt needs through setting-up teaching situations to change people's knowledge, skills and attitude. It shows the how, when, where and how scheduled extension activities will occur.

Monitoring and evaluation are also part of the programme, periodically done to attain the programme objectives and needs of the target clientele. An extension programme is a written statement which contains the following four elements: Objectives which the agent expects to be achieved in the area within a specified period of time. This will often be a one-year period, to enable the agent to review the programme at the start of each farming year; Means of achieving these objectives; Resources that are needed to fulfil the programme; Work plan indicating the schedule of extension activities that will lead to the fulfilment of the programme objectives. It is the sum total of all activities undertaken by the agricultural extension service including, programme planning process; written programme statement; plan of work; programme execution; results; and evaluation.

1.4 Objectives of Extension Programme Planning

Planning is the most critical function of management. It precedes other management functions such as organizing, staffing, controlling and directing. Extension programme planning is conducted systematically in order to promote the diffusion and utilization of science-based and indigenous knowledge in the relevant geographical location.

Important objectives of having an extension programme planning are as follows:

1. To clarify what needs to be done using appropriate strategies to improve the livelihood of rural inhabitants
2. To establish objectives toward which progress can be measured and evaluated.
3. To promote institutional relationships between extension organizations and other institutions in order to promote a common platform to provide development efforts.
4. To help develop leadership.
5. To promote efficient use of resources in the pursuit of development interventions.
6. To justify budget expenditure and to ensure flow of funds.
7. To promote programme continuity through the documentation of the planning process.
8. to promote the overall growth and development of the rural sector.
9. To promote positive changes in the human (farmers) behavior, including change in knowledge, skill and attitude
10. to disseminate useful and practical agriculture- and nutrition-related information, including improved seeds and breeds, fertilizers, equipment, herbicides/ pesticides etc.
11. To make farming households undertake agriculture as a business and profitable enterprise.

12. To provide a platform for the rural community to develop the capacity to develop their leadership and mental skills to solve their own challenges in a most efficient manner.
13. To provide appropriate solution of the farmer's problems.
14. To bring bridge the gap between the research community and farming households and establish or promote a two-way communication between both.
15. To assist people to discover and analyse their problems, their felt and unfelt needs and be able to manage solutions to resolve or address them.
16. To understand and bring to light the current situation (production practices) and problems confronting the rural sector.
17. It provides the extension organization with a blue-print of problems, needs and resources (funds and personnel) at its disposal for implementing change programmes.
18. It provides a basis for financial appropriation to each activity.
19. It is a public relations tool, making the public aware of what the extension service is doing and providing for the much-needed concept of accountability.
20. Planning is a guide to purposeful change through understanding the farmer and his farming situation.

1.5 Who Plans the Extension Programme?

1. Everybody – Farmers, extension administrators – should be involved.
2. Farm families in remote villages plan how to fit extension programmes into their complicated set of activities.
3. Ministries of Government should plan policy implementation methods.
4. Business industries, corporations, and non-governmental organization should also plan.

In agricultural extension, planning is done mostly with and for rural farm families e. g. farmers, home makers, children, farmers clubs and so on.

Self-Assessment Exercise 1

Mention any five persons responsible for planning extension programmes in Nigeria.

1.6 Farmers' Participation in Planning

Since any change ultimately must depend upon the cooperation of farmers themselves, prior consultation with all the farmers is needed. There has for long been very slow rate of adoption of many so-called improvements. Many extension programmes have, also, failed to meet the expectations

of farmers and planners. Farmers may organize themselves into powerful pressure groups to put their case before the legislators. Planners may consult local leaders or a representative sample of farmers.

Farmer participation in planning requires that the extension worker should have details of the problems facing the farmers and how they might be tackled. A systematic survey work at the planning stage is needed for an understanding of the farmer situation.

The extension worker must be ready to listen to the farmers and have respect for the local culture. Consultation between the extension worker and the farmers should be regular.

The involvement of extension personnel in investigative survey can contribute greatly to their training and experience and serve to prevent the imposition of overambitious and impracticable proposals.

Farmers should be sufficiently interested in the planned programme. Participation helps to arouse interest and ensures efforts by all to see the programme succeed.

Close liaison with schools, research agencies and social organizations at all stages of extension programme development and implementation encourages cooperation and reduces friction.

Involvement ensures commitment; develops rapport, legitimizes action; develops self-reliance in the client system; and ensures accurate decisions.

Self-Assessment Exercise 2

Write an essay on farmers' participation in planning.

1.7 Conclusion

The extension service is well – organized with clearly defined objectives. These objectives are the products of several stakeholders and farmers are an important component.



1.8 Summary

Programme planning refers to the efficient application of resources available to the extension organization (including the skills and knowledge of its personnel) to achieve improve agriculture and greater levels of productivity. Some important objectives of extension programme planning are to clarify what needs to be done using

appropriate strategies to improve the livelihood of rural inhabitants, establish objectives toward which progress can be measured and evaluated, promote institutional relationships between extension organizations and other institutions in order to promote a common platform to provide development efforts, help develop leadership and promote efficient use of resources in the pursuit of development interventions.



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1.10 Possible Answers to Self-Assessment Exercises

Self-Assessment Exercise 1

Question: Mention any five persons responsible for planning extension programmes in Nigeria.

Answer: The peoples responsible for planning extension programmes in Nigeria are:

1. Everybody these include: Farmers and extension administrators.
2. Farm families in remote villages.
3. Ministries of Government.
4. Business industries, corporations, and non-governmental organization.
5. Home makers, children, farmers clubs and so on.

SAE 2. Farmers' Participation in Planning

Since any change ultimately must depend upon the cooperation of farmers themselves, prior consultation with all the farmers is needed. There has for long been very slow rate of adoption of many so-called improvements. Many extension programmes have, also, failed to meet the expectations of farmers and planners. Farmers may organize themselves into powerful pressure groups to put their case before the legislators. Planners may consult local leaders or a representative sample of farmers.

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The extension worker must be ready to listen to the farmers and have respect for the local culture. Consultation between the extension worker and the farmers should be regular.

The involvement of extension personnel in investigative survey can contribute greatly to their training and experience and serve to prevent the imposition of overambitious and impracticable proposals.

Farmers should be sufficiently interested in the planned programme. Participation helps to arouse interest and ensures efforts by all to see the programme succeed.

Close liaison with schools, research agencies and social organizations at all stages of extension programme development and implementation encourages cooperation and reduces friction.

Involvement ensures commitment; develops rapport, legitimizes action; develops self-reliance in the client system; and ensures accurate decisions.

UNIT 2 ASSUMPTIONS & PRINCIPLES OF EXTENSION PROGRAMME PLANNING

Unit Structure

- 2.1 Introduction
- 2.2 Learning Outcomes
- 2.3 Assumptions of extension programme planning
- 2.4 Principles of extension programme planning
- 2.5 Rationale for Programme Planning
- 2.6 Importance of Programme Planning
- 2.7 Conclusion
- 2.8 Summary
- 2.9 References/Further Readings/Web Sources
- 2.10 Possible Answers to Self-Assessment Exercises



2.1 Introduction

Successful extension programming is based on certain assumptions and guided by some basic principles. There are rationale that motivates the extension agency to engage in programme planning and this is encouraged by the fact that planning extension programmes holds several benefits to the organization, the farmers and the nation as a whole.



2.2 Learning Outcomes

By the end of this unit, you should be able to:

- State the assumptions of extension programme planning
- State the principles that undergird effective extension programme planning
- Describe the importance of extension programme planning



2.3 Assumptions of Extension Programme Planning

A major part of programme planning involves making educated guesses about some aspects of the programme that must be fairly accurate and realistic to avoid compromising the programme success. These guesses are what is referred to as programme assumptions.

Making assumptions are an expected and essential aspect of the programme life cycle, but you need to bear in mind that they add an element of risk to the programme implementation because they may not be accurate. Some key assumptions you should consider in the overall design of extension programme are:

1. Planning change is a necessary prerequisite to effective social progress for people and communities.
2. The most desirable change is predetermined and democratically achieved.
3. Extension education programmes, if properly planned and implemented, can make a significant contribution to development.
4. It is possible to select, organize and administer a programme that will contribute to the social and economic progress of people.
5. People and communities need the guidance, leadership and help of extension educators to solve their problems in a planned and systematic way.

Programme assumptions can also be viewed from the operational perspective. In this context, the assumptions are those things you assume to be true for your project to be successful. They're called assumptions because, rightly or wrongly, you assume that for the project to progress successfully as planned, these things will be in place. These assumptions can be addressed from the following perspectives:

1. Resource assumptions
2. Technology assumptions
3. Time-based assumptions
4. Cost assumptions
5. Local/environmental assumptions

1. Resource assumptions:

Resource allocation is a major consideration in programme planning and management. The allocations are based on assumptions that the required resources (people, time, equipment, facilities, funds) will be available when needed and in sufficient quantities. If certain resources become scarce or unavailable during the implementation of the project, the programme timelines and tasks and outcome/ results could fail. Example will be funding or finances. If this for whatever reason is stopped or reduced, the ability of the programme manager to implement the programme successfully becomes doubtful.

2. Technology assumptions

Technology-based assumptions assumes the required technologies to run the programme will be available and in right (working) condition. Technology resources include software, IT support or physical devices like computers, phones etc. which are critical in modern extension programming. The extension programme must identify the technology

required and where it can be sourced and who has the expertise to operate it. Failure in this regard can affect the success of the programme.

3. Time-based assumptions

In extension programming, some activities are contingent upon others. In other words, their implementation can only be done when a prior activity has been done. For example, before training sessions on chemical application can be done, the chemicals must be available. Thus, you can see that the availability of resources such as finance, technology etc and even personnel can affect the programme. So when you schedule the programme activities ensure time allowance for the preceding activities.

4. Cost assumptions

It takes funds to implement a programme. Such funds cover the costs of salary/allowances, materials, equipment, transport etc. and indirect costs, such as space rental, utilities, office supplies and others. Cost projections are a necessary component of programme planning. Accurate cost estimation is important in the effective programme budgeting. If the wrong estimate is made or cost changes due to a variety of reasons (e.g., inflation, scarcity etc), this can derail the successful implementation of the programme.

5. Location/environmental assumptions

These assumptions involve the location in which the programme task will take place and the environmental conditions under which it will perform. A programme can be adversely affected if wrong assumptions are made and/or target location changes.

Self-Assessment Exercise 1

State five assumptions that the extension manager makes in the planning of extension programme.

2.4 Principles of Extension Programme Planning

Extension programmes are vital in national development. They occur across communities with diverse client base. Regardless of the type of extension programme organized, a set of principles are essential to its success. In this section, you will understand the core principle that guide successful agricultural extension programmes. These include the following:

Extension works with rural people.

Extension works with people, not for them. This principle emphasize the need for extension workers have some degree of faith in the people, that they can solve their own problems if given necessary information. Extension services does not make decision for the people, rather the people

themselves make their own decisions about what their problems are and how to mitigate them. Extension should help people to help themselves. The programme staff should act as partners and facilitators rather than experts

Extension is accountable to its clients:

The extension service must see itself as being accountable to the target clientele, and not only the government. Extension should be ready to explain to the people why it does what it does, adopts the strategies it uses and so forth. With this in mind, it becomes easy for the people to trust the extension service and cooperate with it to achieve the extension objectives.

Extension is a two-way process:

Extension is not a one-way process in which the extension agent simply disseminates knowledge obtained from research institutes to farmers. Extension should also be ready and willing to receive farmers' ideas, suggestions or advice, as well as to transfer this to the institutes. This information exchange can occur at any stage of the programme development process.

Extension works with diverse target groups:

The extension service works with a diverse set of target farmers, both in respect of location, crops, needs/ challenges and characteristics such as educational level, poverty etc. The implication of this is that extension can not have one single fit-all-solutions for its diverse clientele. It must therefore customize its interventions to the needs of each farmer group for greater effectiveness.

Clear Objectives:

Extension programmes should have clearly stated objectives. The objectives should be based on the identified needs / interest of the community. Having objectives clearly stated will ensure programme is properly focused.

Be based on available resources:

Extension programmes should be done on the basis of available resources. Farming communities are faced with a myriad of problems; unfortunately, only some of these can be addressed in the face of limited resources. The resources available should be strongly considered when planning extension programmes else the effectiveness of the programme will be threatened. The available resources need to be identified, documented and how they will be utilized noted.

Participatory: Extension programmes should involve people at the local level.

Since extension intervention is planned for the community, the people should be involved in all stages - from programme formulation to implementation.

Institutional collaboration:

Extension programmes should collaborate with other relevant development organizations. Extension programme cannot be planned or executed in isolation. It requires the support (political, legal, economic, social) of other bodies to be successful. It is important to identify these organizations and the specific ways in which the extension service should collaborate or partner with them.

Plan of work:

Extension programme should have definite and clear plan of work. The plan of work should be detailed enough to effectively guide the implementation of the extension programme.

Incorporate plan for monitoring and evaluation:

Extension programme should provide for evaluation of programme results. The extension programme should have provision for regular monitoring and evaluation of programme activities and impact. These help to improve the effectiveness of the programme

Promotes equality:

This principle states that Extension programmes should ensure equitable distribution of benefits amongst community members. It should not promote social disparity and widen the economic gaps among the populace or deepen social tension or conflicts.

Non-authoritative.

The extension Organisation is an educational institution set up to teach people and motivate them to action. It does not dictate what people should do, what their needs are and what they should accept. It encourages people to air their views/ opinions, which it incorporates in planning the extension programme.

Flexibility:

Extension programmes and objectives should not be rigid. It should be flexible in terms of timing of activities and focus when the conditions of the farmers changes. This principle emphasizes the need for extension programmes to be conscious of the present situations of the target clients at every point in time

Respect local culture:

Extension work should respect the local culture. It should not be disruptive of the existing traditional values of the people. If perceived as such, the people would refuse to collaborate and participate in the programmes.

Democratic:

Participation of local actors is stressed in all aspects of programme development from planning to implementation and evaluation. The people should be actively involved in programme development process. This promotes a sense of ownership and secures their commitment. Their involvement also increases the capacity of the local actors or community to plan and implement their own improvements with less support from external agencies.

Other important points to consider include:

1. All facts about the situation in which the clientele lives must be examined. Situation analysis would include determination of the present level of technical competence of the farmer, natural and physical resources available, economic and social factors as well as the population of farmers and their personnel resources.
2. In planning a programme, the wants and needs of the clientele are determined, priorities set, and decision taken on possible solutions to identified problems. The planner should involve various clientele groups such as small farmers, their wives, children, and progressive farmers. To achieve comprehensiveness in the programme, the varied interests of farmers should be considered. Therefore, the programme must be planned based on the socio-economic and technical background of the clientele.
3. Programme objectives must be clearly stated and agreed upon with the farmers. The programme should be comprehensive to meet the needs of all groups – rural women, men, youth, the aged. It is necessary to consider the experience of the clientele in development and cooperative efforts.
4. Voluntary leaders should be used in the planning and implementation of programmes.
5. Programmes should be made flexible to meet short-term changes, socioeconomic emergencies and long-term situations. Thus, they should have permanence with flexibility.
6. Research stations, faculties of agriculture in universities, lay people, government bodies and trained extension personnel should be involved at the planning and implementation levels of the programme. This is the essence of participatory democracy in extension (democratization of extension).
7. Evaluation techniques should be incorporated to appraise the programme activities.

2.5 Rationale for Programme Planning

This section attempts to highlight key reasons why planning must be undertaken in agricultural extension programming. The rationale includes the following: planning will ensure the following:

1. obtain a higher rate of or better result for the extension agency
2. the extension agency is able to focus on the intended outcomes
3. document the planning process for future extension programme development.
4. facilitate a growth assessment of the extension organization
5. Provides a platform to assess the shortcomings and successes of the extension programme
6. give direction to extension interventions. Without planning, extension works will proceed haphazardly with no clear direction of purpose.
7. guide the actions of all those involved in the extension programme. Planning provides answers to the following: what are the farm problems; what information/ skills do farmers need, how can these be communicated to farmers etc.

2.6 Importance of Programme Planning

Programme planning is an essential part of the extension programme development process. Its importance in extension work are stated / discussed as follows:

Efficient resource use:

It promotes the efficient use of programme resources (labour, funds, time etc.) by focusing on prioritized activities. This helps to focus the energies of all concerned and prevent wastage.

Secure support:

The planning document gives opportunity for the extension programme to attract funds, thus allowing the sustainability or expansion of activities. Also, it is means to secure support from other stakeholders such as the community people who are expected to have participated in the planning development process.

Capacity improvement:

It enhances capacities, performance of the programme implementers and community. The planning process provide opportunities for all stakeholders to participate and by so doing improve their capacity to develop and work on the programme

Expression of commitment:

The extension programme plan document represents the commitment of the government as well as extension agency to address challenges confronting the farming sector.

Improves Programme quality:

It helps to strengthen the quality of the programme as well as performance of staff involved in the programme execution.

Opportunities for dialogue:

Serve as a means to open up opportunities for the extension organization to engage other development organizations such as local and international NGOs. It helps other development organizations to understand and support extension activities.

Promotes adoption:

Extension Helps promote the adoption of farm innovations by farming households in order to increase farm yields and improve their standard of living.

National development:

Extension contributes to national development programmes through focusing its interventions at the agricultural sector.

Promotes programme continuity:

Programme planning, and its final output are usually documented or written down. Such documentation allows for newly employed or transferred extension worker to manage the programme implementation even in the absence of the original developer of the programme.

Focus intervention on community needs / interest:

It helps in analysis or studying of community needs and interests in order to solve rural problems. Through planning, extension work can focus on the core or prioritized needs and interests of farmers.

Development of strategic objectives:

Enables the setting of objectives that are specific, clear, simple and relevant to the needs of the target clientele. Programme planning facilitates the development of objectives that will be supported by the farming communities as it involves them in the planning process.

Self-Assessment Exercise 2

Outline the rationale for programme planning

2.7 Conclusion

For extension programme to be effective it must abide by certain assumptions and principles. If these are followed religiously, then the expected benefits of planning extension programmes will be a reality.



2.8 Summary

Some key assumptions you should consider in the overall design of extension programme are: Planning change is a necessary prerequisite to effective social progress for people and communities; the most desirable change is predetermined and democratically achieved; Extension education programmes, if properly planned and implemented, can make a significant contribution to development; leadership and help of extension educators to solve their problems in a planned and systematic way. Some important principles that undergird extension programme planning include: working with people, accountability, two-way process, working with diverse target groups, clear objectives, and based available resources.

2.9 Tutor-Marked Assignment

1. state four assumptions of programme manager should adopt in extension programme planning
2. Discuss any five principles that undergird effective extension programme planning
3. describe the importance of extension programme planning in Nigeria



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2.11 Possible Answers to Self-Assessment Exercises

SAE 1:

Question: State five assumptions that the extension manager makes in the planning of extension programme.

Answer: These are some key assumptions that the extension manager makes in the planning of extension programme:

1. Planning change is a necessary prerequisite to effective social progress for people and communities.
2. The most desirable change is predetermined and democratically achieved.
3. Extension education programmes, if properly planned and implemented, can make a significant contribution to development.
4. It is possible to select, organize and administer a programme that will contribute to the social and economic progress of people.
5. People and communities need the guidance, leadership and help of extension educators to solve their problems in a planned and systematic way.

SAE 2: The rationale includes the following: planning will ensure the following:

1. obtain a higher rate of or better result for the extension agency
2. the extension agency is able to focus on the intended outcomes
3. document the planning process for future extension programme development.
4. facilitate a growth assessment of the extension organization
5. Provides a platform to assess the shortcomings and successes of the extension programme
6. give direction to extension interventions. Without planning, extension works will proceed haphazardly with no clear direction of purpose.
7. guise the actions of all those involve in the extension programme. Planning provides answers to the following: what are the farm problems; what information/ skills do farmers need, how can these be communicated to farmers etc.

UNIT 3 THE EXTENSION WORKER'S ROLE IN EXTENSION PROGRAMMING

Unit Structure

- 3.1 Introduction
- 3.2 Learning Outcomes
- 3.3 Qualities of An Extension Worker
- 3.4 Role of Extension Worker in Extension Programme
- 3.5 Conclusion
- 3.6 Summary
- 3.7 References/Further Readings/Web Sources
- 3.8 Possible Answers to Self-Assessment Exercises



3.1 Introduction

The extension worker is a vital factor in extension programming. He performs important roles which help the extension service achieve its objectives and promote national development. However, to perform this function he or she must possess certain qualities.



3.2 Learning Outcomes

By the end of this unit, you should be able to:

- Identify qualities of an effective extension worker
- State the roles performed by an extension worker.



3.3 Qualities of An Extension Worker

The desirable qualities of an extension worker are:

1. Leadership:

The extension worker should have good leadership qualities that can make him/her influence others to support the extension efforts/programme. He/she must be able to identify potential leaders in the community, train them, delegate responsibilities, impact his/her vision and support their efforts with positive words.

2. Technical know-how:

He/she should have technical understanding of the agricultural conditions and prevailing practices in communities they serve. He/she must be knowledgeable of the new technologies/practices developed in order to share with the farming communities. The extension worker's role is to introduce farmers to new ideas and to bring change in their behaviour.

But, he/she cannot be successful in this work unless he/she is aware of new technologies. He/she must not be aware of their existence but also of how they work or are expected to be utilized in order to be able to accurately educate farmers.

3. Good communication skills:

He/she must possess good communications skills and be able to motivate farmers and convince them of the positive benefits of improved farm technologies. He/she must be aware of the communication technologies available and which is the most appropriate for different audience.

4. Passionate about acquiring knowledge:

He /she should have a strong desire to learn and know more about his/her subject matter (farm-related issues), farmers problems and needs, technologies developed by research institutes. This desire will drive him/her to seek the relevant information that would help him/her perform his/her role more effectively and efficiently.

5. Tactful:

The worker should be tactful and wise in his/her relationship with the farmer clientele. He/she must mind his/her words, behaviour, attitude so as to gain the trust and confidence of the community.

6. Foresightedness:

The extension worker should have foresightedness to understand what type of intervention he/she needs to introduce to the people and possible results or outcome of such interventions on the people. He /she should be able to plan ahead and know what activities to prioritize to achieve the best result at the farmer level

7. Sympathetic attitude:

The workers need to have a sympathetic attitude towards the farmers and their situation. He/she should listen and try to understand the problems faced by the people and should avoid blaming them for their situation.

8. Servant attitude:

The worker should see himself/ herself as a servant. This attitude of service will facilitate him/her performing the extension work/ roles with humility, passion and commitment. This commitment can enhance the loyalty of the community to the extension programme.

9. Pleasant personality:

The worker must possess a pleasant personality. Such personality easily attracts people. Some key characteristics of this personality is liveliness, politeness, and respectfulness towards people. This will make the people favourably disposed to the workers and his/her message (extension work).

10. Strong believe in the extension programme:

He /she should have an unwavering faith in the positive outcome of the extension programme. This attitude will secure peoples believe in the potential of the programme to their lives.

11. Passionate:

Passion or enthusiasm is contagious. When a worker works with passion and zeal, people will 'see' and 'feel' it and motivate them to become committed.

12. Boldness:

The extension worker should be courageous or bold enough to tackle difficult conditions and situations. He /she should not always cower or give up in the face of challenging situations

13. Tolerance:

He/she should exercise tolerance of others particularly fellow workers and the community people. Humans are bound to make mistakes; therefore, the extension worker should develop his/ her capacity to tolerate the weaknesses exhibited by people especially those who may belong to the opposition camp.

14. Transparency and honesty:

The worker should be a man / woman of his/her word. The community should perceive him to be transparent about programmes goals, objectives, and strategies. He must be honest in the judicious use of funds and the preparation of the programme financial report.

15. Friendly:

The worker should be of friendly nature. He / she must show genuine interest in the lives of the people and be willing to work with them. Such friendly disposition will secure the peoples love for him/her.

16. Religious neutrality:

Though the worker may belong to a religious orientation, this must not be brought to the fore of extension work especially when working with communities of divergent religious views. He /she must respect the religious beliefs of the clientele and avoid engaging in any act that will compromise that. Moreover, extension work should not be used as an avenue to disseminate his/her religious convictions.

17. Organizing capacity:

Ability to organize people is another important quality the extension workers should possess. He /she should be able to mobilize and organize community resources such as people, funds, labour and others for the accomplishment of extension work.

Self-Assessment Exercise 1

State five qualities that the extension worker must possess to execute extension programme effectively.

3.4 Role of Extension Worker in Extension Programme

The extension worker works among rural people to bring necessary change in individual and collective behaviour and motivating them. Overall, he/she seeks to bring about improvement in rural (farming) livelihoods through improving access to farm innovations, understanding and practices. He/she performs diversified role in the pursuit of extension work.

In performing his/her duties, an extension worker performs the following work:

1. Motivate farming households:

A key role of the extension service is to motivate farming households to become interested in development of their farming livelihood. He /she seeks to make farming households interested in improving their standard of living via participation.

2. Identify local felt needs:

The extension worker should have knowledge of requirements and problems of local people. This important as the knowledge will guide the extension agency in developing programmes based upon local felt needs for it to be successful.

3. Prioritize rural people needs:

In preparing extension development programme, he/she must give precedence to those work which address the immediate needs of the people. The extension worker must work closely with rural people to prioritize these immediate needs.

4. Boost self-belief of farming households:

A major psychological challenge with rural communities is their low self-esteem, and the ingrained belief that they NEED the support of government to progress. The job of the extension worker is to strengthen the self-belief of rural people in themselves and capacity to bring about development. His/ her role is to convince them that they can contribute to their own development through mutual cooperation.

5. To develop research-farm relations:

Another role is to develop the linkages between research centers/ institute and agricultural farm. The extension workers coordinate this linkage so that information flow freely between both parties. Scientific information is transferred to the farmers while the latter's farm problems are made available to the research institutions for solution. He/she should have good networking and working relations with relevant scientific / research institutes where he/she can take the problems of farming communities to get scientific solutions.

6. Manages local resource use:

Efficient extension work requires the judicious use of local resources. The extension workers coordinate this effort, identifying the available local resources and planning for their use so that people can benefit from the programme implementation.

7. Plan for all-round development:

Extension worker is responsible for organizing, in collaboration with other stakeholders (community, government, organizations), economic, social, and educational development programmes for all the broad development of the community.

8. Change in people's attitude:

He/ she seeks to bring about mental changes in people's attitude towards farm innovations, extension intervention programmes and desire for socio-economic improvement of their communities.

9. Close Contact with Farming Community:

Understanding local customs: An important role of extension workers is understanding local cultures of the farming community where he/she works. This understanding will help in obtaining insights of the farm and other challenges faced by the farmers as well as gain the confidence of the locals.

10. Create a Cooperating Environment among Farmers:

The extension worker establishes an enabling social environment for the farmers, where they can share their ideas and farming challenges and suggests collective solutions. The worker may do this via creating a cooperative group where discussion sessions can hold.

11. Selection of communication methods:

The extension worker is also obliged to choose from a variety of extension teaching methods, the most appropriate strategies that best fit the extension work. Whatever method is used, the worker must consider the intellectual development of the target clientele, their location and the availability of communication facilities.

Self-Assessment Exercise 2

Role of extension worker in extension programme.

3.5 Conclusion

For agricultural extension work to be effectively and efficiently carried out need the services of workers. These workers must possess certain qualities and perform identified roles to see this through.



3.6 Summary

The essential qualities an extension worker must possess include leadership skills, technical know-how, communication skill, passion about getting knowledge, tactfulness, foresightedness, sympathetic and a pleasant attitude. He / she performs several roles among which are: motivation, need identification, develop farmer-institution linkages, manage local resources, and planning.



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3.8 Possible Answers to Self-Assessment Exercise

SAE 1: State five qualities that the extension worker must possess to execute extension programme effectively.

Answer: The desirable qualities that the extension worker must possess to execute extension programme effectively are:

1. Leadership
2. Technical know-how
3. Good communication skills
4. Passionate about acquiring knowledge
6. Foresightedness
7. Sympathetic attitude
8. Servant attitude
9. Pleasant personality
10. Strong believe in the extension programme
11. Passionate
12. Boldness
13. Tolerance
14. Transparency and honesty
15. Friendly
17. Organizing capacity (**Any five answers**)

SAE 2: In performing his/her duties, an extension worker performs the following work:

1. Motivate farming households:

A key role of the extension service is to motivate farming households to become interested in development of their farming livelihood. He /she seeks to make farming households interested in improving their standard of living via participation.

2. Identify local felt needs:

The extension worker should have knowledge of requirements and problems of local people. This important as the knowledge will guide the extension agency in developing programmes based upon local felt needs for it to be successful.

3. Prioritize rural people needs:

In preparing extension development programme, he/she must give precedence to those work which address the immediate needs of the people. The extension worker must work closely with rural people to prioritize these immediate needs.

4. Boost self-belief of farming households:

A major psychological challenge with rural communities is their low self-esteem, and the ingrained belief that they NEED the support of government to progress. The job of the extension worker is to strengthen the self-belief of rural people in themselves and capacity to bring about

development. His/ her role is to convince them that they can contribute to their own development through mutual cooperation.

5. To develop research-farm relations:

Another role is to develop the linkages between research centers/ institute and agricultural farm. The extension workers coordinate this linkage so that information flow freely between both parties. Scientific information is transferred to the farmers while the latter's farm problems are made available to the research institutions for solution. He/she should have good networking and working relations with relevant scientific / research institutes where he/she can take the problems of farming communities to get scientific solutions.

6. Manages local resource use:

Efficient extension work requires the judicious use of local resources. The extension workers coordinate this effort, identifying the available local resources and planning for their use so that people can benefit from the programme implementation.

7. Plan for all-round development:

Extension worker is responsible for organizing, in collaboration with other stakeholders (community, government, organizations), economic, social, and educational development programmes for all the broad development of the community.

8. Change in people's attitude:

He/ she seeks to bring about mental changes in people's attitude towards farm innovations, extension intervention programmes and desire for socio-economic improvement of their communities.

9. Close Contact with Farming Community:

Understanding local customs: An important role of extension workers is understanding local cultures of the farming community where he/she works. This understanding will help in obtaining insights of the farm and other challenges faced by the farmers as well as gain the confidence of the locals.

10. Create a Cooperating Environment among Farmers:

The extension worker establishes an enabling social environment for the farmers, where they can share their ideas and farming challenges and suggests collective solutions. The worker may do this via creating a cooperative group where discussion sessions can hold.

11. Selection of communication methods:

The extension worker is also obliged to choose from a variety of extension teaching methods, the most appropriate strategies that best fit the extension work. Whatever method is used, the worker must consider the intellectual development of the target clientele, their location and the availability of communication facilities.

UNIT 4 STRATEGIC EXTENSION CAMPAIGN

Unit Structure

- 4.1 Introduction
- 4.2 Learning Outcomes
- 4.3 Meaning and Importance of SEC
- 4.4 Importance of Strategic Extension Campaigns
- 4.5 Characteristics of SEC
- 4.6 SEC Programme Planning Framework and Process
- 4.7 Conclusion
- 4.8 Summary
- 4.9 References/Further Readings/Web Sources
- 4.10 Possible Answers to Self-Assessment Exercises



4.1 Introduction

A campaign is an extension method which can reach a large number of target beneficiaries in a short period. This calls for planning in a comprehensive and an integrated manner, using various educational and communication methods to achieve extension goals.

Extension planning and field implementation need to be more systematic, interactive, and holistic. Extension programmes have to be more strategically planned, needs-based, participatory, and problem-solving oriented. Extension experts have suggested extension methodologies which rely on strategic planning applications and participatory approaches which would minimize inputs and maximize outputs. Strategic

Extension Campaign (SEC) is a technology transfer and application approach which is needs-based, demand-driven and has a problem-solving orientation. It starts with the farmers' knowledge, attitude and practice (KAP) survey.



4.2 Learning Outcomes

By the end of this unit, you should be able to:

- Understand the meaning of strategic extension campaign
- Describe the usefulness of SEC
- Explain the characteristics of SEC planning.



4.3 Meaning And Importance Of Sec

Strategic Extension Campaign (SEC) is a methodology which emphasizes the importance of people's participation (that is, the participation of intended programme beneficiaries, e. g., small scale farmers) in strategic planning, systematic management, and field implementation of agricultural extension and training programmes.

According to Adhikarya (1994), SEC is operationally defined as: “a strategically planned, problem-solving, and participatory-oriented extension programme, conducted in a relatively short time period, aimed at increasing awareness/knowledge level of identified target beneficiaries, and altering their attitudes and/or behaviour towards favourable adoption of a given idea or technology, using specifically designed and pretested messages, and cost-effective multi-media materials to support its information, education/training, and communication intervention activities”.

4.4 Importance of Strategic Extension Campaigns

The strategic extension campaign is important to an agricultural extension service for the following reasons:

1. It advocates a participatory planning approach.
2. It has a needs-based and demand-driven orientation.
3. It uses a strategic planning and integrated systems approach.
4. It considers the human and behavioural dimensions.
5. It has a problem-solving orientation.
6. It employs a cost-effective multimedia approach.

1. Participatory Planning Approach

This participatory approach emphasizes the need to incorporate the target beneficiaries in the planning of the extension programmes. It means that extension campaigns must consider the beneficiaries agricultural development problems and information needs and sets its goal and objectives including its message and strategies to align with identified problems and needs. This approach will increase the relevance and acceptability of the campaign among programme participants as it seeks to understand the farmers situation (culture, knowledge, attitude, values, practices). Thus, the farmers are more willing participate in the programme and commit their time to its implementation.

2. Needs-Based and Demand-Driven Orientation

SEC activities is need-based, driven by the information, technology and training needs of target beneficiaries. Extension campaigns should not

focus on simply providing information and skills to farmers based on the technology. Rather, it should find out what the needs and interest of the farmers are and guide programme objectives and strategies to address their concerns. Aligning the SEC objectives, messages and activities to the identified needs of the intended beneficiaries would not only increase its chances of success, but also increase the efficiency in resources utilization.

3. Strategic Planning and Integrated Systems Approach

The SEC approach advocates an integrated and holistic approach in extension strategy development, planning, training, media and materials development, monitoring and evaluation. The planning method ensures that SEC activities are relevant to the needs of the target beneficiaries and resources are utilized more efficiently, as it seeks to assist in problem analysis, formulation of objectives, strategy development, and management planning. It applies strategic planning approach in programming and managing its activities to achieve maximum outputs or results using minimal inputs or resources in the shortest time possible. SEC activities such as surveys, management planning, multimedia materials design and development, training, field implementation, monitoring, and evaluation are integrated as a system for maximum impact.

4. Human and Behavioural Dimensions

SEC method advocates consideration of *human behavioural* aspects, such as socio-psychological, sociocultural, and socioeconomic factors, in the implementation of extension activities which may facilitate or impede adoption of recommended technologies by farmers. It is important to understand farmers attitude towards a technology else the technology transfer process may be impeded if negative attitudes are not addressed. Research has shown that reasons for farmers non-adoption can be traced to socio-psychological, economic and cultural factors. These factors have a strong influence on the decision-making process related to farmers response to technologies.

5. Problem-Solving Orientation

The main aim of SEC is to solve or ameliorate problems which cause non-adoption of recommended agricultural technologies by intended beneficiaries (i.e., farmers). It identifies and prioritizes the most important impediments to adoption in order to address them and maximize the effectiveness of extension efforts to solve the identified problems of non-adoption of a recommended technology. It works with information perceived to be responsible for the non-adoption behaviour of the farmers. An important point to note is that different problems require different solutions / strategies – a limitation arising from negative attitude will

demand a different approach to a constraint caused by non-awareness or lack of requisite skill on the part of farmers.

6. Cost-Effective Multimedia Approach

A major challenge to extension efforts inadequate field extension personnel to reach large numbers of farmers spread out across a wide geographical space coupled with inadequate transport logistic. In addition, these workers are overburdened with heavy workload which makes reliance on them operationally efficient. Under these conditions, some aspect of extension functions such as awareness creation, information dissemination, and campaigns can be more effectively and efficiently done by other means such as low-cost mass communication channels (e.g., local radio stations, rural press, folk/traditional media, posters, flip charts, printed materials, audio-cassettes, leaflets).

Such an approach does not imply that extension workers can or will be replaced by these community resources. Rather, it is a rational approach of using available resources most efficiently for certain tasks, such as using extension workers for educational or instructional purposes, which require two-way interactions, field demonstrations, group discussion, and so forth that cannot be done as effectively by mass communication channels. In SEC, multimedia approach is employed involving a cost-effective combination of mass, personal, and group communication media (including extension workers and trainers) and materials to reduce extension cost and efforts and to increase its effectiveness in dealing with a larger number of target audiences more rapidly.

4.5 Characteristics of SEC

1. SEC goals are consistent with, and guided by, the overall agricultural development policies and extension programme objectives.
2. SEC is purposive, problem-solving, participatory-oriented, and focuses on a specific, recommended technology.
3. Campaign objectives are specific and formulated based on intended beneficiaries' felt needs and problems which have been identified through a baseline survey of their knowledge, attitude, and practice (KAP) vis-à-vis the recommended technology.
4. A specific campaign strategy is developed with the aim of solving problems that caused non-adoption, and/or inappropriate or discontinued practice of the recommended technology.
5. A strategic planning approach is applied in the process of target audience segmentation, multi-media selection, message/information positioning and design, and extension/training materials packaging, development and production, with a view of obtaining maximum output/impact with the least or minimum efforts, time, and resources.

6. Formative evaluation in the form of field pretesting of prototype multimedia campaign materials is conducted before they are mass-produced.
7. A comprehensive and detailed campaign management planning is an integral and vital part of the SEC process, and it will not only spell out the implementation procedures and requirements, but such a plan will, also, be used to develop a management information system, including monitoring and supervision procedures.
8. Special briefing and training for all personnel who are involved in SEC activities must be undertaken to ensure that they understand their specific tasks and responsibilities and have necessary skills and support materials to perform such tasks effectively.
9. Process documentation and summative evaluation are conducted to assess the progress of implementation and impact of SEC activities. The results are used to improve its on-going performance (through Management Monitoring Survey), and to determine SEC's results and overall effectiveness (through Information Recall and Impact Survey, Focus Group Interviews, etc), as well as to draw lessons learned from such experiences for future replications.

Self-Assessment Exercise 1

Discuss four characteristics of SEC

4.6 SEC Programme Planning Framework and Process

The SEC method advocates the need to carry out extension activities in a systematic, sequential, and process-oriented manner. Well-trained personnel implement the plan. The operational phases are not implemented or conducted in isolation with each other because they are part of an integrated and systemic process which requires that they reinforce each other in order to produce a synergic effect. There must be training activities (through skills-oriented workshops) which are related to the operational phases or implementation steps.

The process of developing a strategic extension plan can be divided into two major parts - Strategy development planning and (ii) management planning. To develop a strategic extension campaign, a 10-phase circular model is proposed, embedded in the major parts mentioned above.

The suggested process of developing a strategic extension campaign plan is described below:

Part I: Campaign Strategy Development Planning

- Phase 1: Technology & problems identification and information needs assessment
- Phase 2: Campaign objectives formulation
- Phase 3: Strategy development and information positioning
- Phase 4: Audience analysis and segmentation
- Phase 5: Multi-media selection
- Phase 6: Message design, development, pretesting and materials production

Part II: Campaign Management Planning

- Phase 7: Management planning
- Phase 8: Training of personnel
- Phase 9: Field implementation
- Phase 10: Process documentation and summative evaluation

Phase-1: Technology & problems identification and information needs assessment

The planning of a comprehensive extension campaign needs an adequate and accurate set of baseline data including information on recommended technology(ies), prioritized problems, and information needs. This information is critical for formulating campaign objectives, developing strategies/ activities, selecting and prioritizing extension/educational contents, message design, and conducting evaluation. target beneficiaries need to be consulted in the process of identifying problems and/or needs regarding their requirements or acceptability of a given technology. The baseline survey should target the beneficiaries' Knowledge, Attitude, and Practice (KAP) on specific and critical elements of a recommended technology. Availability of baseline data will facilitate a meaningful evaluation of extension campaign activities as it would provide a basis for comparison.

Phase 2: Campaign objectives formulation

Having conducted the need assessment, the findings should lead to or guide the formulation of campaign objectives. The objectives should reflect the extension system or programme goals, respond to the needs of the programme and its target audience and help in solving the identified problems.

Campaign objectives should specify some important elements or characteristics of the extension activities which could help to provide a clear operational direction, and facilitate a meaningful evaluation of the campaign. Some of those elements include: 1. the target beneficiaries; 2. the outcome or behaviour to be observed or measured; 3. the type and amount/percentage of change from a certain baseline figure expected

from the target beneficiaries; 4. the time-frame; 5. the location of the target beneficiaries.

Some examples of well-stated objectives are:

- a) a to inform within one year at least 70% of cassava farmers in XXLGA about the procedures and benefits of fertilizer application using 3 recommended methods;
- b) b to reduce the proportion of small farmers in districts X community who have misconceptions about the cost and technical requirements of adopting mechanization services, from the present 60% to 30% in 2 years;

Phase 3: Strategy development and information positioning

The next phase is establishing a strategic campaign plan. This will require identifying the problems which may impede adoption of the innovation. Such information may be obtained from a thorough analysis of the baseline survey.

Phase 4: Audience analysis and segmentation

At this phase, the important question is understanding who the target audience or beneficiaries are. Key questions to ask are, 'Who they are, where are they located, why are they chosen as target beneficiaries and what information contents, or messages should be communicated to them?'. The type of audience data required include: the size and location of the target audience, their socio-economic characteristics (including sex, education, age distribution, income, occupation, household size etc) and their socio-cultural profile (including norms, values, religion, language, traditional belief systems, information sources, communication and interaction practices, among others). Other information that may be needed include communication channels, media use patterns, preferred information sources and seeking habits.

Audience segmentation into several different target groups is also necessary since the socioeconomic and cultural characteristics, interests and information needs of the target beneficiaries differs. The importance of segmentation is so that for each target group, the type of campaign strategy to adopt may be determined.

Phase 5: Multi-media selection

Many research studies on communication media impacts have concluded that the use of multiple media channels, involving a combination of mass, group and interpersonal communication, is usually more cost-effective than the use of a single communication medium. However, to achieve these results, the media must be properly selected in order to optimize their usage. In deciding the appropriate multimedia mix to use, the characteristics of the target beneficiaries should be considered, especially

their information-seeking habits, preferred information sources, media access or ownership, media usage patterns.

Phase 7: Management planning

At this phase, a management plan is drawn up indicating how the identified strategies would be implemented. For the plan to be effective, necessary logistics (human and materials) must be put in place. Tasks must be assigned, materials secured, personnel identified and assigned to specific tasks. Campaign activities must be monitored to ensure progress in line with the stated objectives and planned activities.

Phase 8: Training of personnel

The implementation of extension campaign sometimes requires the acquisition of new or different skill sets and responsibilities. Programme implementers need to be trained to handle the new responsibilities. In addition, the implementers need to be aware of what the programme goal and objectives are and the specific roles expected of them. Training sessions, or orientation meetings should be planned and conducted for all the programme personnel before the commencement of the campaign.

Phase 9: Field implementation

For field implementation of the extension programme to move as planned, monitoring must be in place. Regular monitoring ensures that activities proceed according to the planned schedule. The programme implementers must be supervised to ensure they execute the assigned tasks. Feedback system must also be in place to know how field work is progressing and be able to respond to any gaps. Campaign managers must be aware of potential problems that may arise during programme implementation including unavailability or untimely delivery of inputs and services which may affect the effectiveness of the extension campaign. Effective programme implementation also requires proper execution of activities within the estimated time period. A delay in any of the planned activities of a campaign can impede the overall accomplishment of the programme.

Phase 10: Process documentation and summative evaluation

It is important to conduct summative evaluation at the end of the extension campaign. Infact, evaluation should be built-in and integral part of the campaign. The primary purpose of the evaluation is to determine the performance and impact of the campaign in order to determine whether the campaign has accomplished it objectives and to improve future campaign strategy or performance / implementation or campaign objectives. It is the information feedback from the summative evaluation which completes the "loop" of the campaign planning process by feeding in relevant evaluation findings back to Phase 1 of the extension campaign process.

Self-Assessment Exercise 2

Give 2 examples of well-stated objectives.

4.7 Conclusion

SEC can contribute to improving and strengthening agricultural extension systems and programmes. Strategic planning principles should be applied especially in prioritizing problems to be solved by extension and training activities, and in audience analysis and segmentation of target beneficiaries.



4.8 Summary

SEC shows that extension programmes can be strategically planned, effectively managed, and systematically monitored and evaluated. Extension objectives should be specific, measurable, problem-solving oriented, reflected in terms of knowledge, attitudes, and/or behavioural changes, and based on the needs of target beneficiaries.

Extension programmes must be planned, implemented and managed by a multi-disciplinary team of personnel. This calls for practical and workable, functional linkages and collaboration among relevant agencies/staff concerned with agricultural research, extension, training, communication support as well as government and non-government organizations.



4.9 References/Further Readings/Web Sources

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4.10 Possible Answers to Self-Assessment Exercise

SAE 1: Discuss four characteristics of SEC

Answer: Below are the characteristics of sec:

1. SEC goals are consistent with, and guided by, the overall agricultural development policies and extension programme objectives.
2. SEC is purposive, problem-solving, participatory-oriented, and focuses on a specific, recommended technology.
3. Campaign objectives are specific and formulated based on intended beneficiaries' felt needs and problems which have been identified through a baseline survey of their knowledge, attitude, and practice (KAP) vis-à-vis the recommended technology.
4. A specific campaign strategy is developed with the aim of solving problems that caused non-adoption, and/or inappropriate or discontinued practice of the recommended technology.
5. A strategic planning approach is applied in the process of target audience segmentation, multi-media selection, message/information positioning and design, and extension/training materials packaging, development and production, with a view of obtaining maximum output/impact with the least or minimum efforts, time, and resources.
6. Formative evaluation in the form of field pretesting of prototype multimedia campaign materials is conducted before they are mass-produced.
7. A comprehensive and detailed campaign management planning is an integral and vital part of the SEC process, and it will not only spell out the implementation procedures and requirements, but such a plan will, also, be used to develop a management information system, including monitoring and supervision procedures.
8. Special briefing and training for all personnel who are involved in SEC activities must be undertaken to ensure that they understand their specific tasks and responsibilities and have necessary skills and support materials to perform such tasks effectively.
9. Process documentation and summative evaluation are conducted to assess the progress of implementation and impact of SEC activities. **(Any four answers)**

SAE 2: Some examples of well-stated objectives are:

- a) a to inform within one year at least 70% of cassava farmers in XXLGA about the procedures and benefits of fertilizer application using 3 recommended methods;
- b) b to reduce the proportion of small farmers in districts X community who have misconceptions about the cost and technical requirements of adopting mechanization services, from the present 60% to 30% in 2 years;

MODULE 6 EXTENSION PROGRAMME PLANNING & MARKETING

Unit 1	Stages in Extension Programme Planning
Unit 2	The Extension Workplan: Plan and Calendar of Work
Unit 3	Challenges in The Planning of Agricultural Extension Programmes
Unit 4	Marketing Extension

UNIT 1 STAGES IN EXTENSION PROGRAMME PLANNING

Unit Structure

- 1.1 Introduction
- 1.2 Learning Outcomes
- 1.3 The Extension Programme Planning Process
- 1.4 Conclusion
- 1.5 Summary
- 1.6 References/Further Readings/Web Sources
- 1.7 Possible Answers to Self-Assessment Exercise



1.1 Introduction

The extension programme planning process is not a one-off activity. It encompasses a series of overlapping stages which guides the extension manager and personnel in developing appropriate extension programme.



1.2 Learning Outcomes

By the end of this unit, you should be able to:

- Describe the process of planning extension programme



1.3 The Extension Programme Planning Process

The different stages of extension programme planning are interrelated and the planning does not always proceed in exactly the sequential stages specified in this section. For example, tentative objectives may be set during the situation analysis stage, but they may later be revised as new facts emerge and give better understanding of the situation.

The planning of an extension programme comprises a logical series of stages. The first 4 stages form the programme-phase, the 5th - 7th stages form the action phase, while the last stage (i.e. reconsideration) links the two phases together, where it forms the beginning of another planning process. The planning process comprising the following stages:

1. Collection of facts
2. Analysis of situation
3. Problem identification
4. Determination of objectives
5. Plan of work
6. Evaluation
7. Reconsideration

1. Collection of facts:

This is the first stage. To develop a good plan require information about the existing situation. This information must be sought, relevant and reliable for use in planning. The information required for extension programming (i.e., extension planning process) includes facts or data about the people and their environment.

Specifically, these will be information on the personal characteristics of the people (e.g., age, sex, education, family size, literacy), livelihood activities (e.g., occupation, crops, animal, income, poverty level, farm problems), community characteristics (e.g., customs, traditions, rural institutions, local organisations operating in the area, governance structure etc), physical environment (soil type, topography, climate etc). others are information on the market systems, communication patterns, transport system etc.

Several tools and method are available for use in data collection. Some of these include questionnaire, interviews & surveys, governmental records, census reports, Central Bureau of Statistics, and the past experiences of people.

2. Analysis of the situation:

After collecting the relevant data using appropriate tools, they are analysed and interpreted to identify the problems & needs of the people. The data can be analysed at the individual level, community, or regional level. The data can be analysed using several tools. One of such are statistical software applications such as SPSS, STATA, which are appropriate for the analysis of quantitative data (data that have to do with figures such as farm yield data). The data may also be analysed descriptively, particular when the data are based on group interviews and discussion.

3. Identification of problems:

The results of the data analysis will reveal important gaps between the current situation and the ideal situation of the people. It will also show the problems faced by the people and the possible cause(s) of the problems. The identified gaps represent the people's needs. Given the importance of this phase, it is critical that the data collected are correctly analyzed and interpreted. This will lead to a correct identification of the problems.

The analysis most likely will reveal a myriad of problems; however, the ones the extension service should focus on are those considered relevant, urgent and which can be addressed within the limit of available resources. Some examples of possible problems that may be identified are poor yield, high poverty levels, low level of employment, or nutrition.

4. Determination of objectives

Once the needs & problems of the people have been identified, they are stated in terms of objectives & goals. Basically, the objectives represent a prediction or expectation of the changes in the behaviour of the people and the situation to be brought about. The objectives may be long-term as well as short-term, and must be stated clearly.

The objectives should address how the identified and selected local problems would be solved. For example, if the problem is poor yield, then the goal can be, 'To increase farmers. productivity'. The goals should be direct and stated in clear terms. However, goals must be terms of specific objectives to make them realistic and actionable. It is important that the local population are consulted in the development of the goal and objectives to secure their support.

5. Developing the plan of work

To achieve the stated objectives, the resources & strategies for attaining each objective should be identified and selected. Then and the calendar of activities should be drawn up or developed. The plan of work is a schedule of activities containing the technical content, what is to be done, who should do what, and when. The plan of work is usually for one year.

6. Execution of the plan of work:

This refers to the execution of the planned activities. Extension workers should keep to the programme schedule as much as possible but should remember to be flexible to meet up with any emergencies or circumstances.

Once the action plan has been developed, efforts should be made to obtain the necessary resources – (inputs, credits, teaching aids, labour etc) timely and in the right quantity. All programme personnel should be trained so each can perform his/ her roles efficiently and effectively.

7. Evaluation:

Evaluation identifies the strong and weak points of a programme. Evaluation measures the degree of programme success in terms of the target objectives. Extension programme evaluation is done to determine the changes in the behaviour of the people as a result of the extension programme. However, evaluation is not limited to farmer's behaviour, the methods and techniques used and of the other steps in the programme planning process are also evaluated.

Program evaluation involves the following three essential steps: setting up some criteria to measure the objectives; collect information; and make decisions based on the analysis of the information.

8. Reconsideration:

The systematic and periodic evaluation of the programme will reveal the weak and strong points of the programme. Based on these points, the programme is reconsidered and the necessary adjustments & changes are made in order to make it more meaningful & sound.

Evaluation will reveal the strengths and weaknesses about the programme. The results of the evaluation should be reviewed, and the lessons learned incorporated or considered in future programming activities. Basically, the results help the programme implementers to make necessary corrections and modification of the existing programme and even in planning future programmes.

Self-Assessment Exercise

- 1: Highlight the stages involved in the planning of extension programme.
- 2.State the benefits of evaluation.

1.4 Conclusion

The primary goal of extension programme planner is to raise productivity, through increased utilization of recommended innovation among farmers. Unplanned activities can lead to disturbance and chaos.



1.5 Summary

Planning in extension involves determining “where to go” and “how” to get there in terms of human and material resources as well as good coordination. There are major steps in the planning process including.



1.6 References/Further Readings/Web Sources

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1.7 Possible Answers to Self-Assessment Exercise

SAE 1: Highlight the stages involved in the planning of extension programme.

Answer: The stages involved in the planning of extension programme include the following:

1. Collection of facts
2. Analysis of situation
3. Problem identification
4. Determination of objectives
5. Plan of work
6. Evaluation
7. Reconsideration

SAE 2: Evaluation will reveal the strengths and weaknesses about the programme. The results of the evaluation should be reviewed, and the lessons learned incorporated or considered in future programming activities. Basically, the results help the programme implementers to make necessary corrections and modification of the existing programme and even in planning future programmes.

UNIT 2 THE EXTENSION WORKPLAN: PLAN AND CALENDAR OF WORK

Unit Structure

- 2.1 Introduction
- 2.2 Learning Outcomes
- 2.3 Extension Workplan
- 2.4 Calendar of Work:
- 2.5 Difference between plan of work and calendar of work
- 2.6 Conclusion
- 2.7 Summary
- 2.8 References/Further Readings/Web Sources
- 2.9 Possible Answers to Self-Assessment Exercises



2.1 Introduction

Extension work needs to be strategically planned. This requires the development of workplan and calendar of work. These two concepts are very important in extension programme planning. This section will explore how these are applied in agricultural extension programme development.



2.2 Learning Outcomes

By the end of this unit, you should be able to:

- Understand what an extension workplan and calendar of work is
- Be able to develop an extension programme workplan and calendar of work.



2.3 Extension Workplan

A plan of work is basically an outline of activities arranged in such a manner as to facilitate efficient execution of the extension programme. It answers the questions of what, why, how, when, where and by whom the work is to be done. It is a schedule of activities that are to be done by whom, when and where. A plan of work usually prepared for one year.

The key elements of an extension workplan include:

- i. Educational objectives: what is to be done
- ii. What subject matter is to be used? i.e., subject matter e.g. is cassava production, agro-chemical application, land management etc.

- iii. What behavioral change is expected? i.e., behavioural change in the knowledge, skills, attitude and goals.
- iv. Educational task: For the subject matter content of each objective, there are specific task that must be identified in the plan.
- v. Clientele/ audience to be reached must be identified the plan. Their gender, specific farm activities are some issues that should be considered and noted in the plan
- vi. Methods to be used. This refers to the communication methods to be employed comprising individual, group and mass teaching methods
- vii. Location of teaching. Location could be the community in which the extension programme is being implemented. It also refers to the specific location in the target community in which specific activities will be carried out e.g., a school, farm, compound.
- viii. Calendar of teaching objectives. This refers to the date and time of the scheduled activities.
- ix. The teacher/ personnel: who will handle specific task
- x. Evaluation.

Self-Assessment Exercise

- 1: What are the key elements of an extension programme workplan?
- 2.What is calendar of work?

Table 1: Sample of workplan

Activity	Required Resources & Source	(When) Date/Time	(Where) Place	(Whom) Persons Concerned	Purpose (Result Expected)
Extension campaign		October 15 to October 22, 2009 (1 week) 5. 30 – 6. 30pm daily	(Aniocha South Loc. Govt. Area) Ogwashi town (1 evening) Ejeme Unor (1 evening), Ejeme-Aniogor (1 evening) Ewulu (1 evening) Adoh (1 evening) Obidugbo (1 evening)	Rice growing farmers in Anochia L. G. A. Extension Officers (Mr. S. K. Uti, Mr. C. Akpan Mrs. Egbuga.	To create awareness on the need to use wet-bed method to prepare FARO 12 rice seedlings, the need to improve quality and quantity of rice production through the above method.
Farmers' meeting		October 22, 2009 5. 30 – 6.15 p	Ogwashi town hall. (Aniocha South LGA Headquarters)	Rice growing farmers in Aniocha L. G. A; Extension officers; Mr. S. K. Uti " C. Akpan Mrs. Egbuga.	To convince the farmers that wet-bed method is better than their traditional method of raising seedlings.
Repetition of Campaign		October 28 to October 30, 2009 5. 30 – 6. 30pm daily	Run through in the above specified villages.	(a) Rice growing farmers in Aniocha L. G. A. (b) Extension officers: Mrs. Egbuga Mr. S. K. Uti Mr. Akpan	To intensify campaign so that farmers can come for the training.
Meeting		October 31, 2009 5. 30 – 6. 30p. m.	Aniogor town Hall, Aniocha South LGAs	Rice growing farmers. Extension officers: Mrs. Egbuga Mr. S. K. Uti Mr. C. Akpan	To select and prepare the land to be used for teaching farmers.
Training programme		Nov. 5 – Nov.10, 2009 5. 30 – 6. 30 p. m. daily	Obelese village in Aniocha Loc. Govt. Area	-do-	Farmers to be taught how to prepare wetbeds.
Method demonstration (learning by doing)		Nov.12 – 17, 2009 4. 30 – 6. 30 p. m.	Mr. F. Madu's farm at Ejeme (selected in a		To teach steps (by method demonstration) in soaking.

Activity	Required Resources & Source	(When) Date/Time	(Where) Place	(Whom) Persons Concerned	Purpose (Result Expected)
		daily	meeting held & unanimously agreed upon).		
Method		Nov.26 – 30, 2009	Mr. Madu's farm at	“	To teach by method
demonstration/training programme/(learning by doing)		4. 30 – 6. 30 p. m. daily	Ejeme		demonstration) sowing of FARO 12 rice variety on prepared wet-bed
Method demonstration/training programme/learning by doing.		Dec. 3 – 7, 2009 4. 30 – 6. 30 p. m. daily	- do-	“	To teach how to irrigate seed-beds
Brief meeting followed by method demonstration		Dec.12, 2009 4. 30 – 6. 30 p. m. daily	“	“	Farmers to be reminded on irrigation of seed beds.
Lectures/method demonstration/learning by doing.		Dec.27 – 28, 2009 4;30 – 6;30 p. m. daily	“	“	Farmers to know how to lift seedlings from the seed beds to the field without damaging the roots.

2.4 Calendar of Work

This is a plan of work arranged chronologically, according to the time when the work is to be done. Basically, it is a time schedule of work to be done. A calendar of work is prepared on the basis of the plan of work. It is a detailed and chronological description of work to be done. Although usually prepared for 3 months, a calendar of work may be prepared for a week, a month or a season.

2.5 Difference Between Plan of Work and Calendar of Work

Two important concepts in the extension workplan is the plan of work and calendar of work. However, the two should not be confused. The basic differences between both are noted as follows:

Sn	Plan of work	Calendar of work
	Plan of work refers to abroad schedule of activities	is the fragmentation of the of activities to be done at each step of the programme phases/ stages
	It is not the part of the calendar of work	It is the part or component of the plan of work
	Usually prepared for a year	Usually prepared for 3 months

Table 2: Calendar of Work

Month	Operations
3 rd week in October	Extension campaign begins in order to explain to the farmers in Aniocha Local Government Area the need for improving rice production and quality of rice by the use of wet-bed method. Meeting to help farmers in Obelese village understand that the wetbed method is better than the traditional methods.
4 th week in October	Campaign to be intensified for more farmers to come for the training. Meeting for selecting and preparing the land to be used in teaching the farmers.
1 st week in November	Farmers to be trained on how to prepare the wet-beds. Method demonstration to be used.
2 nd week in November	With the use of method demonstration, teach the farmers the steps in soaking and incubation of the seeds before sowing.
4 th week in November	1. Farmers to be taught how to sow rice seeds into the wet-bed.

1 st Week in December	Farmers are taught how to irrigate the seed beds gradually to a depth of about 1cm. Farmers to be reminded of the need to irrigate the seed beds continuously to control weeds. Farmers to learn how to drain occasionally to improve aeration of the soil and encourage the production of vigorous seedlings with short roots.
2 nd week in December	Teach farmers how to apply the insecticide: Dithane M 45 (w. p. at 20 grams in one litre of water). Benlate EC at 1 – 2kg/ha Fertilizer N. P. K.15.15.15
3 rd Week in December	1. Teach farmers how to lift seedlings from the wet-bed without causing damage to the roots 2. Farmers to learn how to transplant the seedlings and recommended spacing to be taught.

2.6 Conclusion

It is important that the extension agency has a clearly defined workplan to guide its day-to-day activities. The development of workplan and calendar of work are important variables that facilitate the achievement of extension programme objectives.



2.7 Summary

A plan of work is basically an outline of activities arranged in such a manner as to facilitate efficient execution of the extension programme. Its key elements include objectives, subject matter, behavioural change expected, tasks, target audience and communication methods.



2.8 References/Further Readings/Web Sources

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2.9 Possible Answers to Self-Assessment Exercise

SAE 1: What are the key elements of an extension programme workplan?

Answer: The key elements of an extension workplan include:

- i. Educational objectives: what is to be done
- ii. What subject matter is to be used? e.g., cassava production, agro-chemical application, land management etc.
- iii. What behavioral change is expected? i.e., behavioural change in the knowledge, skills, attitude and goals.
- iv. Educational task: For the subject matter content of each objective, there are specific task that must be identified in the plan.
- v. Clientele/ audience to be reached must be identified in the plan. Their gender, specific farm activities are some issues that should be considered and noted in the plan
- vi. Methods to be used. This refers to the communication methods to be employed comprising individual, group and mass teaching methods
- vii. Location of teaching. Location could be the community in which the extension programme is being implemented. It also refers to the specific location in the target community in which specific activities will be carried out e.g., a school, farm, compound.
- viii. Calendar of teaching objectives. This refers to the date and time of the scheduled activities.
- ix. The teacher/ personnel: who will handle specific task
- x. Evaluation.

SAE 2: Calendar of work: This is a plan of work arranged chronologically, according to the time when the work is to be done. Basically, it is a time schedule of work to be done. A calendar of work is prepared on the basis of the plan of work. It is a detailed and chronological description of work to be done. Although usually prepared for 3 months, a calendar of work may be prepared for a week, a month or a season.

UNIT 3 CHALLENGES IN THE PLANNING OF AGRICULTURAL EXTENSION PROGRAMMES

Unit Structure

- 3.1 Introduction
- 3.2 Learning Outcomes
- 3.3 Challenges facing the Planning of Extension Programme
- 3.4 Conclusion
- 3.5 Summary
- 3.6 References/Further Readings/Web Sources
- 3.7 Possible Answers to Self-Assessment Exercise



3.1 Introduction

The extension service has and does play a major role in national economic building. Funds have been invested in the implementation of extension programmes across the nation. Despite this, the impact of the extension agency has been limited. This is due to several limitations confronting the extension service that has constrained its programme planning efforts.



3.2 Learning Outcomes

By the end of this unit, you should be able to:

- Describe the challenges facing the planning of extension programmes in Nigeria.



3.3 Challenges Facing the Planning of Extension Programme

There are several challenges that constraint effective and efficient agricultural extension planning and programming. The constraints factors include:

1. Inadequate / limited funding:
2. Limitation in scope:
3. Inadequate staff:
4. Dearth of alternative funding:
5. Weak research-extension partnership:
6. Inadequate logistics:
7. Poor credibility:
8. Inadequate skills of extension personnel:
9. Poor job commitment:

10. Limited engagement of stakeholders
11. Unrealistic deadlines
12. Poor Leadership

These are discussed as follows:

1. Inadequate / limited funding:

This remains a major factor in the Nigerian context. The public extension service is bedeviled by the inability of the state to finance government extension work. This has led to the extension agencies being unable to render quality service to farming households.

2. Limitation in scope:

Sometimes the public extension service tends to be reactive, focusing on sporadic concerns of farming households, and failing to address the broader agro-industrial and value chain as a whole. The agricultural sector is not treated as a holistic system limiting its impact on or contribution to national economy.

3. Inadequate staff:

The extension service suffers from a perennial dearth of personnel. Inadequate and non-availability of personnel means there is limitation on communities the extension service can reach, number of programmes it can conduct and ultimately, what it can accomplish. Erosion of the agricultural extension staff and the limited number of extension workers.

4. Dearth of alternative funding:

Alternatives to public funding of the extension service are limited. Several non-governmental agencies have supported (funded) the extension work but this has been limited. The vast geographical landscape and the large population may be partly responsible for this. They can only do as much given these scenarios.

5. Weak research-extension partnership:

The relationship between the scientific community and the agricultural extension service is rather weak, with little or no communication between both. Many research findings remain in the archives of academic shelves with no formal structure to share this with the extension service. This limits the improved package (information, dissemination) the extension service can disseminate to the farming community. This factor emphasizes the lack of coordination and integration between extension and other relevant organizations in the country.

6. Inadequate logistics:

The extension service lacks necessary facilities to effectively implement its information delivery / capacity building. The extension service lacks

appropriate transport and communication tools to execute extension functions

7. Poor credibility:

There is distrust of the extension service by farmers. This focuses on the credibility issue. The extension system has over the years failed farming communities, its programmes have not been sustainable making farmers doubt the integrity of their intention. Consequently, farmers are reluctant to participate wholeheartedly in extension programmes.

8. Inadequate skills of extension personnel:

The effectiveness of the extension service is influenced by the work performance and skill of every member of the extension programme. Most extension personnel lack professional background in agriculture. Many are recruited without background competence in communication and other relevant skills. Under these conditions, even in presence of an ideal extension programme, with poorly trained workers who lack the requisite skill trained in communication, extension effectiveness will be hampered.

9. Poor job commitment:

An extension programme performs well when every personnel feel responsible and fulfills his/her assigned role. Lack of accountability on the part of team members can derail the effectiveness of the extension programme.

10. Limited engagement of stakeholders

Not properly engaging or involving all relevant stakeholders in the extension programming process to ensure all are on the same page and have a clear vision of the extension programme goal. The extension programme manager must keep the stakeholders informed or updated on the progress being made to sustain their support of and / or participation in the programme.

11. Unrealistic deadlines

Having an impossible deadline is another extension programme management challenges that can adversely impact the quality of the outcome. When the extension programme manager is not realistic about the deadlines, he / she may end up setting timelines for the workers that will complicate the programme activities and its progress. It is important that he/she prioritizes programme deadlines and tasks.

12. Poor Leadership

Poor leadership can be a challenge in extension programming. Leadership is more than a title or position; it is more about influencing and setting a clear vision and strategies for the extension team to follow. A leader must

also be capable of motivating his/her team to perform. The leadership style exhibited by the extension programme manager is also critical to the success of extension work. Autocratic leadership style generally does not favour effective extension work.

Self-Assessment Exercise

- 1: State at least ten (10) challenges confronting the planning of agricultural extension programmes in Nigeria.
2. How does inadequate skills of extension personnel impede extension programme?

3.4 Conclusion

The extension service is limited in its outreach and impact because of several factors. The lesson in this unit has shown that as long as these factors exist, the organization is not likely to achieve its maximum impact.



3.5 Summary

Some of the major constraints limiting the planning of extension programmes are:

planning and programming. The constraints factors include: Inadequate / limited funding, limitation in scope, inadequate staff, dearth of alternative funding, weak research-extension partnership, inadequate logistics, poor credibility, inadequate skills of extension personnel, poor job commitment, and limited engagement of stakeholders



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3.7 Possible Answers to Self-Assessment Exercise

Self-Assessment Exercise 1

Question: State at least ten (10) challenges confronting the planning of agricultural extension programmes in Nigeria.

Answer: The challenges confronting the planning of agricultural extension programmes in Nigeria include:

1. Inadequate / limited funding:
2. Limitation in scope:
3. Inadequate staff:
4. Dearth of alternative funding:
5. Weak research-extension partnership:
6. Inadequate logistics:
7. Poor credibility:
8. Inadequate skills of extension personnel:
9. Poor job commitment:
10. Limited engagement of stakeholders
11. Unrealistic deadlines
12. Poor Leadership

SAE 2: Inadequate skills of extension personnel:

The effectiveness of the extension service is influenced by the work performance and skill of every member of the extension programme. Most extension personnel lack professional background in agriculture. Many are recruited without background competence in communication and other relevant skills. Under these conditions, even in presence of an ideal extension programme, with poorly trained workers who lack the requisite skill trained in communication, extension effectiveness will be hampered.

UNIT 4 MARKETING EXTENSION

Unit Structure

- 4.1 Introduction
- 4.2 Learning Outcomes
- 4.3 Meaning of Marketing Extension
- 4.4 Role of Marketing Extension
- 4.5 Conclusion
- 4.6 Summary
- 4.7 References/Further Readings/Web Sources
- 4.8 Possible Answers to Self-Assessment Exercises



4.1 Introduction

Prior to the discovery of oil in great quantity in Nigeria, agriculture was the main stay of the economy. The government paid a lot of attention to agriculture with the establishment of marketing boards which not only encouraged the production of specific crops but, also, guaranteed market for farmers' harvests. With the advent of the oil boom in the 1970s and the massive importation of food, rural income decreased, as farmers no longer had incentives to produce.

Government had embarked on a number of programmes and activities geared towards boosting agricultural production, improved income, and standard of living of the rural majority. All the efforts by successive governments to boost food production and improve the standard of living of farmers since the 1970s were geared towards increased production with no consideration for marketing of agricultural produce. Thus, the extension programme has always been production-oriented, with no field-marketing component. This has impacted negatively on the production and income of the farmers.



4.2 Learning Outcomes

By the end of this unit, you should be able to:

- Understand the meaning of marketing extension
- State the roles of agricultural marketing extension.



4.3 Meaning of Marketing Extension

Marketing can be defined as the business activities associated with the flow of goods and services from production to consumption (Abbott and Makeham, 1992). Agricultural marketing is described by Arene (1998) as involving all those legal, physical and economic services that make it

possible for agricultural products from producers to get to consumers in the form, place and time desired by consumers, and at the price agreeable to producers and consumers for effecting a change of ownership/possession. Obinne (1992) observed that extension in agriculture is concerned with the transfer of scientific knowledge from research to farmers in suitable language and in simple steps and manner which is easy for the farmer to understand and apply. This is done through the production of topical packages involving the re-stating of research findings in simple topical steps. It, also, involves the creating of awareness, arousing of interest and motivation of farmers to accept and utilize recommended farm practices. Marketing extension involves sharing information about marketing with the public including all aspects of processing, storage, packaging, buying and selling of commodities as well as all the legal and transportation issues concerned.

Ugwuanyi and Obinne (1998) identified poor marketing and processing systems, outdated production techniques, insufficient investments in farming, ineffective agricultural extension services and soil fertility problems as major constraints to agricultural development.

Agricultural marketing is not limited to the buying and selling of agricultural produce but includes warehousing, grading, transportation, processing, packaging etc. Agricultural marketing, therefore, adds value to or creates utility for farm produce in the following ways:

Utility of form: This is achieved through processing. Value is added to cassava tuber if processed to garri, for example. Maize grains could be processed to maize flour and yam tubers into yam flour or yam chips.

Utility of place: This is achieved through transportation of agricultural produce from place of harvest to big markets. Transporting yam from Benue State to Port Harcourt in Rivers State, for example, would add value to the yam tubers. Exporting yam to Europe will add so much value to the yam.

Utility of time: This is achieved through storage of farm harvest to sell at times of scarcity. The price of most farm produce varies with season, often very cheap at harvest and becoming most expensive at planting season. The expected output of agricultural marketing is consumer satisfaction with the goods or services provided.

Agricultural marketing provides incentives to farmers to grow more crops thereby increasing farmers' income. Agricultural production can only be truly efficient if the accompanying post-harvest and marketing systems are, also, efficient. Well-functioning marketing systems, are therefore, essential to increase farmers' production thereby increasing farmers' income and promoting food security.

In Nigeria and, indeed, in most of the West African countries in the past, marketing of the major cash crops was undertaken by government-established marketing boards.

Under this arrangement, the farmer simply takes his harvest to government produce collecting centres and collects fixed prices from the government. Thus, there was no need for marketing extension in that system. Extension only engaged in the promotion of production and, to a very little extent, processing of agricultural harvest. The logical outcome of this system is that all efforts made by Government to reduce poverty through boosting agricultural production has been geared towards increasing the number of hectares under cultivation and introducing more efficient production systems. No serious thought has been given to improving marketing extension as a means of boosting agricultural production. An efficient marketing extension network is essential for rural development.

Self-Assessment Exercise 1

Briefly explain the concept of Marketing Extension

4.4 Role of Marketing Extension

1. Advising Farmers on What Crops to Grow:

The marketing extension worker (MEW) should forecast the demand for some crops and on that basis advise farmers on what crops to grow in any particular farm year. It is common knowledge that farmers react to the rise in price of crops by growing so much of that crop in the next cropping season which results in over production and subsequent fall in price in the new year.

2. Provision of Marketing Information

The marketing extension worker could advise farmers on marketing trends. Some government policies invariably affect the price of farm harvest. A ban on the importation of an agricultural produce could increase the price of such commodities produced locally. The farmer may not be able to take advantage of such government policies to produce more of such crop except someone advises him along that line. This should be one of the roles of the marketing extension worker. The MEW should, also, be able to tell farmers current prices of inputs such as fertilizers, seeds and agrochemicals and where to procure them.

3. Securing Market for Farmers:

Marketing extension agents should assist farmers in finding markets for their products. They should link them up with processors, exporters, wholesale buyers, retailers, foreign buyers and fair-trade organizations.

4. Advising Farmers on Time to Sell their Produce:

From their knowledge of the demand for produce, marketing extension workers could advise farmers to stagger their harvests to prevent glut and stabilize local market price. Farmers should, also, be told current prices of produce at regular intervals. This will enable them sell their crops wisely.

5. Advise Farmers on Improved Marketing Practices:

Marketing extension workers should teach farmers good marketing practices such as improved harvesting processes, grading and standardization of produce, improved sorting, storage and packaging.

6. Promote Group Marketing:

Most of the crops produced in sub-Saharan Africa are produced by smallholder farmers. Marketing extension agents could encourage them to form cooperatives to enable them take advantage of the economy of scale. Cooperatives often play a pioneering role in introducing modern technologies that help farmers increase production and maximize returns on their output through effective and efficient marketing.

7. Advise on Financing and Insurance of the Agribusiness:

Agriculture is a business, and like every other business, there is the need to finance the operations of the farm business such as input supply, labour and machinery. Most farmers do not have access to loan facilities. On the other hand, Government has put in place some policies and structures to enable farmers access loans. It is part of the responsibility of the marketing extension agent to advise farmers and assist them to access such loans. Every business has an element of risk. This is more so in the agribusiness, hence the need for insurance to help bear part of the risk. Farmers in Nigeria and in most developing countries do not insure their farms probably due to lack of the knowledge of the workings and advantages of insurance. It should be the role of the marketing extension worker to advise farmers on the need for them to ensure their businesses.

Self-Assessment Exercise 2

State any five (5) roles of marketing extension in Nigeria.

4.5 Conclusion

Emphasis in agriculture in the past was on production without efforts towards promoting marketing extension. An efficient marketing extension network is essential for improved farmers' income.



4.6 Summary

Extension workers can play a key role in ensuring that the marketing systems work to the benefit of both farmers and consumers. They should provide information and advice to farmers and consumers on all stages in the marketing chain.



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4.8 Possible Answers to Self-Assessment Exercises

Self-Assessment Exercise 1

Question: Briefly explain the concept of Marketing Extension

Answer: The concept of Marketing Extension:

Marketing extension involves sharing information about marketing with the public including all aspects of processing, storage, packaging, buying and selling of commodities as well as all the legal and transportation issues concerned.

Agricultural marketing is not limited to the buying and selling of agricultural produce but includes warehousing, grading, transportation, processing, packaging etc. Agricultural marketing, therefore, adds value to or creates utility for farm produce in the following ways:

Utility of form: This is achieved through processing.

Utility of place: This is achieved through transportation of agricultural produce from place of harvest to big markets.

Utility of time: This is achieved through storage of farm harvest to sell at times of scarcity.

Agricultural marketing provides incentives to farmers to grow more crops thereby increasing farmers' income.

Self-Assessment Exercise 2

Question: State any five (5) roles of marketing extension in Nigeria.

Answer: The roles of marketing extension in Nigeria include:

1. Advising Farmers on What Crops to Grow
2. Provision of Marketing Information
3. Securing Market for Farmers
4. Advising Farmers on Time to Sell their Produce
5. Advise Farmers on Improved Marketing Practices
6. Promote Group Marketing
7. Advise on Financing and Insurance of the Agribusiness (**Any five roles**)

MODULE 7 MONITORING AND EVALUATION (M&E) IN AGRICULTURAL EXTENSION PROGRAMME

- Unit 1 Monitoring & Evaluation (M&E) in Extension: Meaning, Scope & Indicators
- Unit 2 Objectives, Principles & Importance of Monitoring & Evaluation in Extension Programme
- Unit 3 The Evaluation Process in Extension Programme
- Unit 4 Field Visits and Reporting

UNIT 1 MONITORING & EVALUATION (M&E) IN EXTENSION: MEANING, SCOPE & INDICATORS

Unit Structure

- 1.1 Introduction
- 1.2 Learning Outcomes
- 1.3 Meaning of Monitoring and Evaluation
- 1.4 M&E Scope in Extension
- 1.5 Difference between Monitoring and Evaluation in Extension Programme
- 1.6 Monitoring and Evaluation Indicators Guide to Information Collection
 - 1.6.1 Implementation Indicators
 - 1.6.2 List of Indicators for Monitoring
 - 1.6.3 List of Indicators for Evaluation
- 1.7 Conclusion
- 1.8 Summary
- 1.9 References/Further Readings/Web Sources
- 1.10 Possible Answers to Self-Assessment Exercises



1.1 Introduction

Monitoring and Evaluation are central functions of development management. These concepts are familiar in every project these days. Monitoring and evaluation (M & E) are used for performance assessment as they may feed back into the implementation process, aiding management to improve the quality of its decision-making, and aiding it to develop a learning orientation. The debate about M and E has often centered on the search for appropriate methodologies.



1.2 Learning Outcomes

By the end of this unit, you should be able to:

- State the meaning and scope of M & E
- Distinguish between monitoring and evaluation
- Understand the monitoring and evaluation indicators
- Understand the hierarchy of evidence for programme evaluation.



1.3 Meaning of Monitoring and Evaluation

In this section, you will be exposed to broad-based perspectives or definitions of the concepts of monitoring and evaluation. However, bear in mind that both concepts (monitoring and evaluation) are management tools, utilized by programme management and implementers to strengthen the success of the programme.

Monitoring is a continuous assessment both of:

- (i) the functioning of the project activities in the context of implementation schedules, and
- (ii) the use of project inputs by beneficiaries in the context of design expectations (Murphy, 1993). It is a day-to-day management activity. Monitoring is the gathering of information on the utilization of project inputs, on unfolding of project activities, on timely generation of project outputs, and on circumstances that are critical to the effective implementation of the project.

Monitoring is a continuous and periodic assessment of a programme based on information or data gathered from the early stages of the programme. It is a continuous assessment of the programme activities which seeks to provide all stakeholders an early view of the progress of programme activities. Basically, monitoring assesses if the programme outputs, deliveries and planned activities have been attained so that timely action can be taken to correct deficiencies detected. Thus, information gathered during monitoring are analysed, discrepancies between actual and planned activities are identified in order to assess how well the programme is going according to plan; where discrepancies are identified, corrective actions are taken as soon as possible. Monitoring helps project management to make informed decisions. It provides the programme implementers with the information needed to assess the current project situation and assess where it is relative to the defined targets and objectives.

Evaluation is a periodic assessment of the relevance, performance, efficiency, and impact of the project in the context of its set objectives. The Latin root of the word, 'evaluate', means "to ascertain the value or worth of". Evaluation is a systematic process that objectively assesses all the aspects of a programme (from its design, implementation to results achieved) to determine its overall worth and value. It focuses on assessing the relevance (project address the needs of community members), effectiveness (brought about any noticeable/ measurable change in existing practices), efficiency (were targets achieved at the lowest cost possible) and impact (effect of the changes facilitated by the programme) of programme activities relative to specified objectives. As an organizational process, it seeks to improve both current activities of the programme as well as future planning, programming and decision-making.

1.4 M&E Scope in Extension

In extension, managers make decisions at four levels and require information in four categories: According to Murphy (1993), the decision levels are:

- i. What type of services do the people need and how should they be delivered?
- ii. Are these services being delivered as planned?
- iii. Are the farmers aware of the availability of services being provided and are they using them? Reasons should be sought for their use or lack of use.
- iv. What differences have occurred due to the services provided?

Extension managers require four categories of information: diagnostic information, implementation information, utilization information and impact information.

1. *Diagnostic Information* involves description of the current farming situation, and analysis, which makes it possible to understand why a situation is as it is and what it means in terms of extension programme design or redesign. Issues here include current technology in use, types of farming households identified or felt needs and constraints. An understanding of these factors would ensure that the messages selected for extension fit within the existing system. During implementation, diagnostic information is needed to understand why farmers adopt or fail to adopt a given recommendation, as well as constraints to implementation.
2. *Implementation information* (Physical and financial information or inputs) includes a description of the implementation of the programme. This involves staff availability, training sessions held, number of visits, cash flow situation, number of demonstration

plots planted and so on. These will help to establish if implementation is going on as planned. Managers will have to determine the percentage of realization of the training seminars, ratio of field staff to farmers in place, percentage of field visits on schedule, and costs involved.

3. *Utilization Information* (also known as on-going evaluation, evaluation or beneficiary contacts) includes key indicators such as rates of participation in extension demonstrations by different categories of farmers, adoption rates of major technological changes in relation to farmers reached by the extension service, and in relation to all possible users of the technology in that area (to see if there is a spread of information from farmers to farmers). Have the farmers actually modified their behaviour in response to the extension advice?
4. *Impact Information* measures the difference resulting from the shift in technology. Expectations include increase in productivity, change in cropping pattern, as well as increased income and well-being of the farmers. Impact information to collect, also, includes data on activities outside the extension programme itself, useful to managers in the planning and finance ministries, and donors (Murphy, 1993).

Self-Assessment Exercise 1

Mention the four categories of information require by the extension managers in conducting monitoring and evaluation in extension programme.

1.5 Difference Between Monitoring and Evaluation in Extension Programme

Monitoring and evaluation are terms that appear common; however, you should never confuse them. This section highlights key differences between the two.

Monitoring	Evaluation
Provides programme management with early information on programme activities	Provides management and other stakeholders (public, donors) with information on programme impact
Is a short-term assessment and does not take into consideration the project outcomes and impact	Usually focuses on longer term impact. Impact assessment tend to be carried out after the expiration of a project
Data collection is continuous and done periodically and is mainly for tracking progress	Data and information collection is happening during or in view of the evaluation

Monitoring	Evaluation
according to the stated programme plan	
Monitoring is the systematic and routine collection of information about the programme activities	Evaluation is the periodic assessment of the programme activities
Monitoring activity commences at the early or initial stage of the programme	Evaluation is done after certain point of time of the programme. This could be at the mid-point of or the completion of the programme
Monitoring is usually carried by internal members / staff of the programme	Evaluation is mainly done by external members who are not staff. This is not to say that the implementers of the programme can not also carry out their own evaluation. In most programmes, both internal and external parties combine to execute the evaluation exercise.
Monitoring provides insight about the current status of a programme and thus helps programme managers take immediate remedial actions, if necessary	Evaluation provides information on entirety of the programme performance or impact, and thus proffers recommendations for long term planning
It focuses on programme input, activities and output	It focuses on outcomes, impacts and overall goal of a programme
Monitoring process includes regular meetings, interview, monthly and quarterly reviews etc. The data collected are usually of a quantitative nature	Evaluation process includes indepth data gathering. Such data may be both qualitative and quantitative in nature
It shows the extent to which a programme is moving towards or achieving its planned activities	It assesses the relevance, impact, sustainability, effectiveness and efficiency of the programme
It compares the current progress with the planned progress	It looks at the achievement of the programs along with both positive/negative, intended/unintended effects
Monitoring is characterized by regular reporting to management on programme activities	One-off reports (mid-term or final evaluation report) with recommendations and lessons are the expected deliverable in evaluation
Information sources for monitoring are usually from field observations, progress reports, rapid assessments	Information sources include field observations, progress report, rapid assessments as well as surveys or studies

Both are monitoring and evaluation management tools. In other words, their results guide management decisions regarding project processes, implementations, strategies and what to do with the programme outcomes.

Self-Assessment Exercise 2

State any five differences between Monitoring and Evaluation

1.6 Monitoring and Evaluation Indicators Guide to Information Collection

Three concentration points to consider are:

- (a) The visits – main concern of monitoring.
- (b) The yields (overall production level) – main concern of evaluation.
- (c) The recommendations (adoption of) – concern of both monitoring and evaluation (Cernea and Tepping, 1977).

1.6.1 Implementation Indicators

Relevant indicators for monitoring are the:

- a. Resources put in place (personnel, materials),
- b. Number of contact farmers reached by the VEW;
- c. Number and frequency of visits by the VEW to the farmers;
- d. Degree of understanding by the farmers of the messages that were to be spread by the VEW;
- e. Degree to which the recommended practices are adopted by the contact farmers and transmitted to other farmers.
- f. Attitude of the farmers toward the usefulness of the extension programme and its staff.

1.6.2 List of Indicators for Monitoring

- 1. Institution Build-up Info. Source
 - (a) Staffing of extension organization. Reporting
 - (b) Selection of contact farmers. Ad hoc survey, and reporting
 - (c) Training (role learning). Reporting
 - (d) Physical equipment. Reporting and accounting
- 2. Extension Performance
 - (a) Degree of exposure to extension: Monitoring sample survey (MSS)
 - Farmers reached directly.
 - Farmers reached indirectly
 - (b) Quality of visits. Monitoring sample survey
 - (c) Farmers' evaluation of the training Village studies, Monitoring and harvest survey
 - (d) Adoption of farm practices MSS, Harvest study, Village studies, and farm practices adhoc study.

- (e) Role behaviour (VEWs, AEOs)
- (f) Training (quality). Ad hoc study, and study on VEWs

These indicators provide a means to monitor, both quantitatively and qualitatively:

- (a) the construction of the organization.
- (b) the role performance of its actors (VEWs, AEOs, SMSs. Etc.)
- (c) the reactions of the beneficiaries.

1.6.3 List of Indicators for Evaluation

Impact Indicators	Data Sources
Yields of major crops	Harvest survey
Cropping intensity and patterns (changes)	Harvest survey
Areas under High yielding varieties (HYVs)	Reporting
Spread of key practices	Monitoring & harvest Surveys, village studies
Amount of purchased inputs (fertilizer, etc.)	Aggregate statistical information from distributing agencies
Credit use/recovery	Cooperative/bank statistics

It should be recognized that the indicators of agricultural production levels are susceptible to competitive explanations; they may result from actions other than extension. In evaluating extension, effort is made to establish a link between extension, the adoption of a recommendation and an increase in yields (e. t. c).

1.7 Conclusion

Monitoring and evaluation are both management tools, required to support the effective operations of the extension service. Though similar, both are different and serve different purposes in extension programme development.

1.8 Summary

Monitoring is a continuous and periodic assessment of a programme based on information or data gathered from the early stages of the programme, while *Evaluation* is a periodic assessment of the relevance, performance, efficiency, and impact of the project in the context of its set objectives. Extension managers require four categories of information: diagnostic information, implementation information, utilization information and impact information.

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1.10 Possible Answers to Self-Assessment Exercises

Self-Assessment Exercise 1

Question: Mention the four categories of information require by the extension managers in conducting monitoring and evaluation in extension programme.

Answer: The four categories of information require by the extension managers in conducting monitoring and evaluation in extension programme are:

- i. diagnostic information,
- ii. implementation information,
- iii. utilization information and
- iv. impact information.

Self-Assessment Exercise 2

Question: State any five differences between Monitoring and Evaluation

Answer: Difference between monitoring and evaluation in extension programme are:

Monitoring	Evaluation
Provides programme management with early information on programme activities	Provides management and other stakeholders (public, donors) with information on programme impact
Is a short-term assessment and does not take into consideration the project outcomes and impact	Usually focuses on longer term impact. Impact assessment tend to be carried out after the expiration of a project
Data collection is continuous and done periodically and is mainly for tracking progress according to the stated programme plan	Data and information collection is happening during or in view of the evaluation
Monitoring is the systematic and routine collection of information about the programme activities	Evaluation is the periodic assessment of the programme activities
Monitoring activity commences at the early or initial stage of the programme	Evaluation is done after certain point of time of the programme ether at the mid-point of or the completion of the programme
Monitoring is usually carried by internal members / staff of the programme	Evaluation is mainly done by external members who are not staff. In most programmes, both internal

Monitoring	Evaluation
	and external parties combine to execute the evaluation exercise.
Monitoring provides insight about the current status of a programme and thus helps programme managers take immediate remedial actions, if necessary	Evaluation provides information on entirety of the programme performance or impact, and thus proffers recommendations for long term planning
It focuses on programme input, activities and output	It focuses on outcomes, impacts and overall goal of a programme
Monitoring process includes regular meetings, interview, monthly and quarterly reviews etc. The data collected are usually of a quantitative nature	Evaluation process includes in-depth data gathering. Such data may be both qualitative and quantitative in nature
It shows the extent to which a programme is moving towards or achieving its planned activities	It assesses the relevance, impact, sustainability, effectiveness and efficiency of the programme
It compares the current progress with the planned progress	It looks at the achievement of the programs along with both positive/negative, intended/unintended effects
Monitoring is characterized by regular reporting to management on programme activities	One-off reports (mid-term or final evaluation report) with recommendations and lessons are the expected deliverable in evaluation
Information sources for monitoring are usually from field observations, progress reports, rapid assessments	Information sources include field observations, progress report, rapid assessments as well as surveys or studies

Any five correct differences.

UNIT 2 OBJECTIVES, PRINCIPLES & IMPORTANCE OF MONITORING & EVALUATION (M&E) IN EXTENSION PROGRAMME

Unit Structure

- 2.1 Introduction
- 2.2 Learning Outcomes
- 2.3 Objectives of M&E
- 2.4 Principles of M&E
- 2.5 Importance of Evaluation in Extension
- 2.6 Conclusion
- 2.7 Summary
- 2.8 References/Further Readings/Web Sources
- 2.9 Possible Answers to Self-Assessment Exercises

2.1 Introduction

Monitoring and evaluation (M&E) are essential activities in extension programme development. The effective monitoring and extension of extension programme are focused activities. They deployment is guided by fundamental principles to strengthen their purpose and effectiveness in extension programming.

2.2 Learning Outcomes

By the end of this unit, you should be able to:

- understand the purpose of M&E.
- State the principles of M&E
- Justify the application of M&E in extension programme

2.3 Objectives Of M&E

Some key objectives of M&E include:

1. To improve programmers' objectives, activities and processes
2. To provide reliable information for programme managers and implementers to identify ways to achieve better results
3. To ensure efficient use of funds and other resources including personnel, facilities, institutional networks;
4. to build institutional (e.g., CBOs, NGOs) or local capacity to conduct monitoring and evaluation exercise.
5. to inform donor of the use and impact of their support (funds).
6. To improve future programmes by incorporating lessons from existing programmes

7. To inform programme personnel of the outcome of their work and thus motivate them to be more dedicated.

Self-Assessment Exercise 1

State at least five (5) objectives of M&E in extension programme.

2.4 Principles of M&E

To conduct an effective and efficient M&E, you need to note the following important principles:

1. Systematic:

M&E inquiry must be based on high quality data (qualitative, quantitative or both type of data) and conducted in a systematic manner. The procedures must be clear and with clearly spelt-out procedures.

2. Be focused:

M&E must be linked programme objectives developed at the initial phase of the programme. M&E must have a clear purpose, guided by the programme objectives. Having a clear goal will facilitate the activities of all programme staff as everyone knows exactly what is expected of them.

3. Activity focused:

The fact remains that there are various activities that can be monitored and/or evaluated. The truth, however, is you cannot monitor or evaluate everything. For this reason, you must be focused or be strategic in what you seek to monitor and/or evaluate. Other reasons for being choosy in the conduct of M&E is the limitation of resources / funds and the fact that you must report on the impact of donor funds.

4. Integrity:

Personnel engaged in data collection for the M&E process must be honest in the conduct of the exercise. It must reflect the 'truth' found in the field so as to strengthen the integrity of the entire M&E process.

5. Confidentiality:

You must respect and value the rights, dignity and confidentiality of all stakeholders in the programme including other programme staff, community residents / programme participants or clients, national or regional government and donors especially those from whom information is sought.

6. Responsibilities to Stakeholders:

M&E must consider the interests, concerns and objectives of the stakeholders – country, community, donors and others relevant to the programme objectives.

7. Stakeholder participation:

All the relevant stakeholders must be involved in the conduct of M&E. These include programme staff, beneficiaries, government official, donors and other stakeholders. As a programme manager, you must consult and incorporate the views of the stakeholders in the M&E exercise.

8. Establish baseline data:

M&E, particularly evaluation, should reference existing data usually referred to as baseline data, or begin with a baseline study. This forms the data that the newly collected data will be compared with for making assessment / evaluation.

9. Utility:

M&E findings must be utilized or used by the programme management or other stakeholders for decision making. This is one of the essence of conducting M&E. The M&E recommendations are expected to guide the ongoing / existing or future programmes. Hence, all relevant stakeholders are expected to be proactive in the application of lessons generated from the M&E exercise.

10. Learning process:

As a manager, you should adopt the attitude of a student in your approach to M&E. M&E is a learning process and you must be willing to learn from the lessons derived from the exercise and make necessary adjustments. You must be willing to adjust your planning and programme strategies in line with M&E findings.

11. Diversity in methods adopted:

There are several methods that can be deployed in M&E. However, you must choose methods that will maximize your results without compromising relevance. It is advisable to employ multiple methods and data sources to strengthen the M&E design/ methodology and reduce bias.

12. Disseminate results:

It is important that the M&E results be shared with the appropriate audiences or stakeholders – donors, community, government, international bodies. This principle demand that as you plan for M&E, you should define and keep in mind the audience the results will be shared with. Reasons for sharing the M&E findings is to secure more funding, get more support, share lessons for other project etc.

Self-Assessment Exercise 2

What five principles will you recommend for the conduct of monitoring and evaluation of extension programmes?

2.5 Importance of Evaluation in Extension

- 1 **Activity tracking:** At the programmatic level, monitoring and evaluation are done to keep track of project implementation and outputs as well as assess its effectiveness. By tracking the implementation, it helps determine if a programme needed changes. It is through continuous monitoring of project operations that you have an opportunity to learn about what is working well and what challenges are present.
- 2 **Impact assessment:** M&E helps to measure the impact or effectiveness of the extension programmes. M&E generates information about what strategies or activities worked and which did not. The data so provided can positively influence an organization's strategy and policy
- 3 **Make informed decision:** It assists extension programme managers and stakeholders (managers, planners, implementers, policy makers and donors) acquire the necessary information and knowledge they require to make informed decisions about programme operations.
- 4 **Efficient use of resources:** M&E easily reveals and identifies the most valuable and efficient use of resources. M&E guide strategic planning and programme implementation by showing how resources are being used thereby guiding the allocation or re-allocation of resources.
- 5 **Justify donor funding:** M&E report, part of which is the project budget items, can be used to inform donors about programme activities or implementation. The report is a means to validate that donor funds are being or are properly and transparently used. Thus, M&E is important to justify the financial support provided by donors for programme implementation.
- 6 **Secure funding:** Evaluation reports usually contains lessons learnt and recommendations. These lessons and recommendations can be used to improve the existing or future programmes. In this sense, M&E can be used to promote or secure new projects, get support from governments and external bodies, secure funds from public or private organisations
- 7 **Secure public support:** M&E reports can be used to inform the general public on the impact of the programme. This will help secure goodwill and support from the public. Such goodwill can further strengthen the success of the extension programme.
- 8 **Motivate project personnel:** M&E reports can show programme personnel the impact of their activities, which

can serve as a strong motivation for stronger commitment and renewed efforts.

- 9 **Determine factors that lead to program success (or failure):** It helps in the identification of factors that facilitate the success of the programme. These success factors become important platforms on which you can build or guide the development of future programmes.
- 10 **Identify areas for program improvement:** By identifying programme weaknesses, M&E helps to identify areas in need of improvement. Monitoring helps in the early detection of these weaknesses so as programme managers can promptly respond with appropriate actions

Self-Assessment Exercise 3

State the importance of evaluation in extension programmes.

2.6 Conclusion

Having clearly defined objectives for the M&E exercise is important to realizing the goals of the extension service. But this must be backed by adherence to key principles of M&E by the extension programme managers. M&E holds important place in the development of the extension programme.



2.7 Summary

Some key objectives of M&E include to improve programmers' objectives, activities and processes; provide reliable information for programme managers and implementers to identify ways to achieve better results; ensure efficient use of funds and other resources including personnel, facilities, institutional networks; build institutional (e.g., CBOs, NGOs) or local capacity to conduct monitoring and evaluation exercise; and inform donor of the use and impact of their support (funds). Some fundamental principles that govern M&E are systematic, activity-focused, integrity, confidentiality, local participation, baseline establishment and utility. Some of the benefits of M&E are activity tracking, impact assessment, making informed decision, promote efficient use of resources, justify and secure donor funding, secure public support and motivate programme personnel.



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2.9 Possible Answers to Self-Assessment Exercises

Self-Assessment Exercise 1

Question: State at least five (5) objectives of M&E in extension programme.

Answer: The objectives of M&E include:

1. To improve programmers' objectives, activities and processes.
2. To provide reliable information for programme managers and implementers to identify ways to achieve better results
3. To ensure efficient use of funds and other resources including personnel, facilities, institutional networks;
4. To build institutional or local capacity to conduct monitoring and evaluation exercise.
5. To inform donor of the use and impact of their support (funds).
6. To improve future programmes by incorporating lessons from existing programmes
7. To inform programme personnel of the outcome of their work and thus motivate them to be more dedicated

Self-Assessment Exercise 2

Question: What five principles will you recommend for the conduct of monitoring and evaluation of extension programmes?

Answer: The principles to be recommended for the conduct of monitoring and evaluation of extension programmes include:

1. **Systematic:** M&E inquiry must be based on high quality data (qualitative, quantitative or both type of data) and conducted in a systematic manner.
2. **Be focused:** M&E must be linked programme objectives developed at the initial phase of the programme.
3. **Activity focused:** The fact remains that there are various activities that can be monitored and /or evaluated. The truth, however, is you cannot monitor or evaluate everything. For this reason, you must be focused or be strategic in what you seek to monitor and/or evaluate.
4. **Integrity:** Personnel engage in data collection for the M&E process must be honest in the conduct of the exercise.
5. **Confidentiality:** You must respect and value the rights, dignity and confidentiality of all stakeholders in programme including other programme staff, community residents / programme participants or clients, national or regional government and donors especially those from whom information is sought.
6. **Responsibilities to Stakeholders:** M&E must consider the interests, concerns and objectives of the stakeholders – country,

community, donors and others relevant to the programme objectives.

7. **Stakeholder participation:** All the relevant stakeholders must be involved in the conduct of M&E.
8. **Establish baseline data:** M&E, particularly evaluation, should reference existing data usually referred to as baseline data, or begin with a baseline study. This forms the data that the newly collected data will be compared with for making assessment / evaluation.
9. **Utility:** M&E findings must be utilized or used by the programme management or other stakeholders for decision making. This is one of the essences of conducting M&E.
10. **Learning process:** As a manager, you should adopt the attitude of a student in your approach to M&E. M&E is a learning process and you must be willing to learn from the lessons derived from the exercise and make necessary adjustments.
11. **Diversity in methods adopted:** There are several methods that can be deployed in M&E. However, you must choose methods that will maximize your results without compromising relevance.
12. **Disseminate results:** It is important that the M&E results be shared with the appropriate audiences or stakeholders – donors, community, government, international bodies. This principal demand that as you plan for M&E, you should define and keep in mind the audience the results will be shared with. **(Any five principles)**

Self-Assessment Exercise 3

Question: State the importance of evaluation in extension programmes.

Answer: The importance of evaluation in extension in programmes are:

1. Activity tracking
2. Impact assessment
3. Make informed decision
4. Efficient use of resources
5. Justify donor funding
6. Secure funding
7. Secure public support
8. Motivate project personnel
9. Determine factors that lead to program success (or failure)
10. Identify areas for program improvement

UNIT 3 THE EVALUATION PROCESS IN EXTENSION PROGRAMME

Unit Structure

- 3.1 Introduction
- 3.2 Learning Outcomes
- 3.3 The Evaluation Process in Extension Programme
- 3.4 Types of Evaluation
- 3.5 Levels of Evidence to Use in Evaluation
- 3.6 Conclusion
- 3.7 Summary
- 3.8 References/Further Readings/Web Sources
- 3.9 Possible Answers to Self-Assessment Exercises

3.1 Introduction

Evaluation is a combination of activities which culminate in a result-oriented fact-finding mission to foster programme effectiveness. There are different types all based on the purpose of the Extension programme management. In the conduct of programme evaluation, indicators or evidence needs to be established to guide the evaluation exercise. This unit examines these.

3.2 Learning Outcomes

By the end of this unit, you should be able to:

- Conduct an evaluation exercise
- Differentiate between the different types of evaluation
- Identify the level of evidence to use in programme evaluation.

3.3 The Evaluation Process In Extension Programme

Several authors have suggested several evaluation stages. However, the following steps address the basics stages you can apply in the evaluation of an extension programme.

i) Formulate the objectives:

This is the first stage. You must specify the objectives or purpose of the evaluation exercise. The objectives must be specific, simple, measurable, attainable,..... It must be clear and easy to understand.

ii) Specify indicators for the objectives:

having stated your objectives, the next step is to identify the indicators for each objective. Indicators are evidences that helps to evaluate the

achievement of specific objectives. To specify a good indicator, you must know the kind of behaviour or results expected to be achieved by the programme. Is the programme intended to bring about changes in farmers attitude, knowledge or behaviour e.g. adoption? These are some questions you must ask and know.

iii) Decide the kind of data needed:

Having established the indicators required, you must decide on the kind of information you will collect to verify the indicators. There are many data sources – individual farmers, records or other reports. Also, you must streamline the nature of data you will want to collect. This is because there are so much information out there, that you can't possibly access all. Hence, you must be choosy in the type of information you need that is relevant to your evaluation.

iv) Decide on the Sampling method:

another important aspect of data collection is to decide from whom you will be collecting the data from. This is where the concept of sampling comes in. Usually, you cannot collect data from a whole community, hence the need for sampling. Sampling entails selecting a relatively small number of units (persons) from a population in such a way that the data collected from them adequately represents the views of the entire population. There are several sampling methods in agricultural extension; some of these include random sampling, proportional sampling and stratified sampling. The nature of the evaluation and the type of data required will determine the sampling methodology you should use.

v) Decide on the evaluation design:

An evaluation design basically focuses on the evaluation method you will want to apply. The experimental or quasi-experimental method is particularly preferred in extension evaluation as it allows us to separate the effect of the programme from other factors, by setting control and treatment groups. Some examples of this evaluation design are one-group pre-test-post-test design, static groups comparison, pre-test, post-test control group design. Basically, it involves a comparative analysis of programme beneficiaries (participants) and non-beneficiaries (non-participants). Some other studies employ the before and after approach in which participants performance / behaviour are compared before and after enrolling in the programme.

vi) Decide on the data collection methods/ instruments:

An important step of the evaluation exercise is identifying the type of instruments and methods you will use to collect the relevant data from the sampled members of the communities. There are several methods for collecting data for evaluative purposes. These include questionnaire, personal interview, group interviews, case studies, systematic field

observations, study of secondary data etc. Decision on what data collection method to use will depend on several factors such as kind of information needed, the type of respondents to be sampled, and time and resources available for the evaluation exercise.

vii) Data analysis method:

After collecting the data, the next step is the data analysis. But before this, the data collected must be collated and inputted into an electronic format or manual template for analytical purposes. There are several computer softwares available for data analysis such as SPSS, E-view, STATA. The analysed data are usually presently in tables and or graphs.

viii) Interpretation of the results:

The summarized result need to be discussed and interpreted in line with the initial objective stated at the beginning step of the evaluation process. This helps to put the results in proper perspective. The evaluation report must also state the problems faced in the evaluation process as well as lessons learnt and recommendations. The full evaluation report must be shared with all stakeholders.

Self-Assessment Exercise 1

List the steps involved in the evaluation of extension Programme.

3.4 Types Of Evaluation

Evaluation types can be broadly classified into two, namely:

Performance evaluations:

Performance evaluation addresses the quality-of-service delivery (project activities) and the outcomes (results) achieved by a programme. Usually, this evaluation covers only short-term and medium-term outcomes (e.g., farm technologies adopted by farmers or the number of adopters). Data for performance evaluation are obtained from information frequently collected during programme monitoring exercise. But you shouldn't confuse the two: performance evaluation is broader than monitoring. Basically, performance evaluation determines if the progress achieved in the programme is the direct result of the extension intervention, or whether it can be attributed to other factors.

Impact evaluations:

Impact evaluation focuses on changes in outcomes that can be directly attributed to the extension programme being assessed. This evaluation type determines what would have occurred had programme participants not participated in the programme. The uniqueness of impact evaluation is that it seeks to determine causality between the programme and a specific outcome.

3.5 Levels of Evidence to use in Evaluation

	Criteria Categories	Examples of Types of Evidence
	End Results	Achievement of set objectives. Changes in quality of life of farmers
	Change in Practice	Number of farmers using improved practices.
	KASA change	Changes in Knowledge, Attitudes, Skills, and Aspirations (KASA) of farmers
	Reactions	Number of farmers indicating if the programme is useful.
	People participation	Percentage of farmers involved in the programme, e.g. attending meetings, receiving training, receiving inputs etc.
	Activities	Learning situations set up, subject matter taught, experiences gained.
	Inputs	Number of visits, meetings, calls, discussions etc.

3.6 Conclusion

Monitoring and evaluation are important concepts in any development programme.

Many approaches are available but there are a set of guidelines that run through all of them. The extension manager should prioritize evaluation exercise in the development of extension programme. There are varying of steps which may overlap.

Self-Assessment Exercise

1. Write short notes on the types of evaluation.



3.7 Summary

Monitoring involves gathering information to show whether objectives of the organization are being achieved. The evaluation process explores the procedures that can be followed to effectively carry out programme evaluation.



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3.10 Possible Answers to Self-Assessment Exercises

SAE 1: List the steps involved in the evaluation of extension Programme

Answer: The steps involved in the evaluation of extension Programme are:

- i) Formulate the objectives
- ii) Specify indicators for the objectives
- iii) Decide the kind of data needed
- iv) Decide on the Sampling method
- v) Decide on the evaluation design
- vi) Decide on the data collection methods/ instruments
- viii) Interpretation of the results

SAE 2: Evaluation types can be broadly classified into two, namely:
Performance evaluations:

Performance evaluation addresses the quality-of-service delivery (project activities) and the outcomes (results) achieved by a programme. Usually, this evaluation covers only short-term and medium-term outcomes (e.g., farm technologies adopted by farmers or the number of adopters). Data for performance evaluation are obtained from information frequently collected during programme monitoring exercise. But you shouldn't confuse the two: performance evaluation is broader than monitoring. Basically, performance evaluation determines if the progress achieved in the programme is the direct result of the extension intervention, or whether it can be attributed to other factors.

Impact evaluations:

Impact evaluation focuses on changes in outcomes that can be directly attributed to the extension programme being assessed. This evaluation type determines what would have occurred had programme participants not participated in the programme. The uniqueness of impact evaluation is that it seeks to determine causality between the programme and a specific outcome.

UNIT 4 FIELD VISITS AND REPORTING

Unit Structure

- 4.1 Introduction
- 4.2 Learning Outcomes
- 4.3 Field Visits
- 4.4 Reporting Accomplishments
- 4.5 Conclusion
- 4.6 Summary
- 4.7 References/Further Readings/Web Sources
- 4.8 Possible Answers to Self-Assessment Exercises



4.1 Introduction

Many concepts which are taught in the classrooms do not tend to remain very long in the memories of learners. They are soon forgotten or remembered only faintly due to the absence of field or practical experiences. Field visits are needed in many extension situations to drive home the points made during meetings, discussions or lectures.

The activities of extension personnel should be documented and reported to guide future planning or programme modification or evaluation of achievements.



4.2 Learning Outcomes

By the end of this unit, you should be able to:

- Appreciate the nature of field visits
- Understand different ways of reporting extension activities.



4.3 Field Visits

It is suggested that some visits be made to extension organizations in different locations or States. Areas of main concern should be:

- a. Structure of the administration
 - b. Tasks undertaken by each level of the management cadre
 - c. Supervisory schedules and guidelines
 - d. Level of participatory planning, implementation and evaluation undertaken
 - e. Strategies used in motivation and discipline
 - f. Nature of public relations practice adopted
 - g. Training guidelines.

Experiences in each of these issues should be documented. There should be close interactions with staff concerned with each aspect during the field visits. Suggestions should be put forward for improvement of future activities.

Where possible, photographs should be taken of places visited, group meetings and relevant processes/events.

At the end of the visit, an opinion of the visitors should be articulated. A vote of thanks should, also, be given to the administration.

4.4 Reporting Accomplishments

If we must make plans that are sometimes elaborate, then it is wise to prepare a report of our planned activities. Planning and reporting obviously introduce structure into an unstructured organization/system.

4.4.1 Purpose of Reports

- a. Maintaining regular link with extension administration
- b. Serve as a basis for decision-making
- c. Explaining work accomplishments to the administration and serve as a reliable tool for public relations
- e. Serve as input to other organizations
- f. Serve as a good evaluation document

4.4.2 Principles of Reporting

There are many means of reporting accomplishments (activities and performance) in an organization. Extension experts tend to use the ones that fit their situations most. However, there are some general principles to consider in deciding on what mechanism of reporting to adopt. Claar and Bentz (1984) have itemized some. These principles equally apply to plans.

- i. Reports (as with plans) should be developed in the light of realistic expectations in the framework of activities and goals that can be accomplished within time frames and for a given clientele group.
- ii. Reports should be made useful to those who prepare them and to those who read them.
- iii. Reports should be used locally with advisory groups and programme development committees.
- iv. Reports should be used as input by decision makers.
- v. Reports should be used to help extension personnel improve their performance - serve as input for counselling by extension supervisors and for training of new staff.
- vi. They are used to justify public expenditures and to support requests for future

- financial support. vii. Reporting should be standardized for the entire organization.
- viii. In gathering data, only the information really needed should be collected in order not to clutter up the system.
 - ix. Reports should make it possible to retrieve and use information contained for comparison purposes.
 - x. They should be accurate, based on facts.
 - xi. Concise reports should be prepared - stating the problem, the activities conducted, the number of clientele who participated or benefitted, and the change that resulted from the extension effort.

Self-Assessment Exercise 1

State four general principles that the extension worker should take into consideration in field reporting.
2. Outline the purpose of reports

4.5 Conclusion

Field visits to different organizations have value in all extension works. Keeping good records require documentation and writing up factual reports.



4.6 Summary

Field visits should be built into extension programming to strengthen administration and service delivery. All aspects of administration should be visited and studied.

Good report preparations are necessary and should follow a set of general guidelines.



4.7 References/Further Readings/Web Sources

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4.8 Possible Answers to Self-Assessment Exercises

SAE 1: State four general principles that the extension worker should take into consideration in field reporting.

Answer: These are the general principles that the extension worker should take into consideration in field reporting:

- i. Reports should be developed in the light of realistic expectations in the framework of activities and goals that can be accomplished within time frames and for a given clientele group.
 - ii. Reports should be made useful to those who prepare them and to those who read them.
 - iii. Reports should be used locally with advisory groups and Programme development committees.
 - iv. Reports should be used as input by decision makers.
 - v. Reports should be used to help extension personnel improve their performance - serve as input for counselling by extension supervisors and for training of new staff.
 - vi. They are used to justify public expenditures and to support requests for future financial support.
 - vii. Reporting should be standardized for the entire organization.
 - viii. In gathering data, only the information really needed should be collected in order not to clutter up the system.
 - ix. Reports should make it possible to retrieve and use information contained for comparison purposes.
 - x. They should be accurate, based on facts.
 - xi. Concise reports should be prepared - stating the problem, the activities conducted, the number of clienteles who participated or benefitted, and the change that resulted from the extension effort.
- (Any four principles)**

SAE 2: Purpose of Reports

- a. Maintaining regular link with extension administration
- b. Serve as a basis for decision-making
- c. Explaining work accomplishments to the administration and serve as a reliable tool for public relations
- d. Serve as input to other organizations
- e. Serve as a good evaluation document