

COURSE CODE:	FIS511
COURSE TITLE:	Administration and Programme Planning in Extension
NUMBER OF UNITS:	3 Units
COURSE DURATION:	Three hours per week

COURSE DETAILS:

Course Coordinator:	Dr. A.A. Idowu
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COURSE CONTENT:

Concepts, theories, principles and guidelines of administration, organization, supervision as applied to extension, importance of programme planning in extension principles and concepts of programme planning in agricultural extension need, educative objective, learning experience, clientele participation, plan of work. The role of good public relations, good leadership and cooperation for an extension worker. Associations and cooperatives; concepts of evaluation applied to agricultural extension programmes.

COURSE REQUIREMENTS:

This is a compulsory course for all students in Department of Aquaculture & Fisheries Management. In view of this, students are expected to participate in all the course activities and have minimum of 75% attendance to be eligible to write the final examination.

READING LIST:

- Edmund, P., Learned, D.C.S., Andrey, T. and Sproat, M.A.(1966): Organization theory and policy. Richard, D Irwin inc. Homewood illinois. 119 pp.
- Swanson, B. E. (1997): Strengthening researchExtension Farmers Linkage. In improving AgriculturalExtension. A reference manual. FAO United Nations,Rome. Edited by B. E. Swanson, R. P. Bentz and A.JSofranko, Pp 171-180.
- Waldron, M.W and Vsanthakumar J and S. Arulaj (1997)improving the organization and management ofextension in: B.E. Swanson improving AgriculturalExtension. A reference manual. Food and AgricultureOrganization of the United Nation in Rome: Pp 115-126

LECTURE NOTES

RURAL COMMUNITY LEADERSHIP IN NIGERIA

- In every social system organizations, communities or families certain key persons have the ability to influence the ideas and actions of others. In very small social systems like the family, such influence may reside in a single individual (the father, mother). In larger social systems however power structures tend to be more decentralized or pluralistic because in such systems are to be found a larger variety of status roles, socially heterogeneous populations and a number of autonomous institutions.
- The terms *decentralization* here refer to the degree to which decisions in a large number of issue areas are made either by a small or large number of actors respectively.
- Decision making is a very important process of a social system. It entails the reduction of the number of available alternative courses of action or behavior in a given situation.
- Every social system makes decisions on the best line of action, behaviour combination of resources for arriving at desirable ends.
- Those who are vested with the responsibility of making decisions for the group therefore obviously influence the actions of others in the group.
- They constitute the *power structure* of the system. Community leadership is also used in this chapter to designate among other things the distinctive characteristics of those actors centrally involved in rural community decision-making.

THE CONCEPTS OF 'LEADERS' AND 'LEADERSHIP'

H. F. Reading in his *Glossary of Sociological Terms* defines a leader as

- (a) person initiating interaction with other members of group
- (b) person who initiates interaction more frequently than anyone else in an a group, and
- (c) person who moves the group to wards group goal.

The simple dictionary definition of a leader is 'one who leads or goes first'.

In other words one who first perceives the group's needs far ahead of others and therefore plans and enlists the cooperation of others in its implementation.

A person is a leader in any social situation in its implementation.

A person is a leader in any social situation in which his ideas and actions influence the thoughts and behaviours of others.

- The concept of a 'leader' therefore implies role-playing for some time.
- To be styled a leader, one must be performing leading roles repeatedly under varying conditions.³
- A headman may or may not be a leader.
- Group is actually being directed or led by another person who is not styled 'the head'. Such terms as "figure head".
- "ceremonial leader", etc. are used to described persons who though at the head of a group, are either incapable of leading that group or relegates the responsibility of leadership to others.
- Gibb further makes the following distinction between a head and a leader.¹
- Headship or domination is maintained through an organized system and not by the spontaneous recognition by fellow group members, of the individual's contribution to group goals;
- The group goal is chosen by the head man inline with his interests and is not internallydetermined by the group itself;
- It domination or headship, there is little or no sense of shared feeling or joint action in pursuit of the given goal;
- There is in the dominance relation a wide social gap between the group members and the head who strives to maintain this social distance as an aid to his coercion of the group;
- The leader's authority is spontaneously accorded him by his fellow group members the followers, whereas the authority of the head derives from some extra group power which he has over the group members who may not be meaningfully called his followers.

CHARACTERISTICS AND TYPES OF LEADERS

- Leadership calls for certain qualities or characteristics firstly on the part of the individual to want to become a leader and secondly on the part group to want to respond favourably to the individual's leading acts.

In all, several types of leaders can be identified according to the following criteria:

- (a) path of attaining leadership position
- (b) visibility, legitimacy and scope of influence and
- (c) orientation.

It must be noted before hand that these are not mutually exclusive categories.

- As it will soon become evident, one leader can fall into all or most of these classifications.

Types of leaders by paths of leadership

- *Situational leadership*: this refers to one who foresees a crisis or the needs of a group and takes initiative in either rectifying the situation or mobilizing others to meet such a situation.
- This is why some people have argued that leaders are no born but made by situations.
- *Dictatorial Leader*: generally when a situation brings up a leader, there is the tendency for this individual to either feel that he has the obligation to remain at the head to watch over the interest of that group perpetually irrespective of their wishes, or that the only befitting gratitude which the group which he has helped could render him is to allow him rule over them.
- *Traditional or Hereditary Leader*: This is one who is born into a heredity leadership position which accustom and tradition recognize.
- His leadership status is therefore ascribed rather than achieved. In other words, he has authority by virtue of the tradition of the community.
- In fact case the leader becomes a mere figure head as other people are vested with the role of leading the community on his behalf
- *Charismatic Leader*: The term 'charisma' means a divine or spiritual power.
- It also means a personal characterizer or quality that enables an individual to influence his fellowmen.
- A charismatic leader is therefore the type of person who has such qualities like good looks, high level of intelligence, ability to speak, fearlessness and commitment to certain ideals which when taken altogether makes people follow him almost without questioning his authority.
- He has a more or less magical appeal to the people and they may in fact, come to regard him as their savior.
- He himself may, as time goes on, begin to feel that he has been divinely inspired to lead.
- This type of leader tends to thrive most in crisis situations where he can display or exhibit his qualities.
- A number of political leaders in Nigeria can be looked upon as charismatic leaders.

Types of leaders by 'Visibility'.

'Legitimacy' and Scope of Influence

- According to Bonjean and Olson, visibility of leaders refers to the extent to which such leaders are recognized as influential by leaders and non-leaders.
- This can be determined by comparing the nominations and rankings of leaders themselves with the no-
- Bonjean, C.M. and Olson, D.M., "Community Leadership: Directions of Research". *Administrative Science Quarterly* 9(Dec. 1964): 278-300.
- Nominations and ranking of non-leaders. Such comparison has yielded the following types of leaders:
- *Visible Leaders*: These are leaders assigned the same amount of power and recognition by both leaders and non-leaders.
- They play roles which are perceived and known by the community at large and are

therefore 'visible'.

- *Concealed Leaders*: These are leaders assigned more prestige by leaders than non-leaders.
- They are called 'concealed' because they have more influence within the leadership circle, and ultimately in the entire community than the community members at large realize.
- *Symbolic Leader*: These are leaders assigned more prestige by non-leaders than by leaders.
- The term "symbolic" indicates that they do not wield as much influence in the community as the masses within the community think they do.

The covert power elite is typified by:

- Leaders who do not hold political or associational offices;
- Are not recognized by the community at large as key decision makers i.e. they are concealed leaders;
- Are active in a wide range of decision areas; and
- Do not work independently or in opposition to each other but always as a group.

Generalists

- *Generalists*: are those leaders who have a rather wide scope of influence and tend to participate in a wide range of community activities.
- They belong to a number of committee and are present wherever key decisions on community matters are taken.
- The village Head might be regarded as a generalist because he seems to be the key legitimize of all community issues.

Specialists

- **Specialists**; Are those leaders whose interests are restricted to one or few community activities or issues.
- They tend to be professionals in specific areas and may hold specific official positions within the community.
- The pastor and the village school Headmaster may be regarded as specialists as they are usually consulted in matters affecting their areas of specialization and tend to be excluded from other areas particularly where they are non-natives.

Types of Leaders by Orientation

- Leaders are further classified according to whether they are cosmopolitan or local in their orientation.
- By this is meant the extent to which they are mainly interested in matters inside or outside their community.
- Robert Merton¹ has developed a typology for describing local and cosmopolitan leaders:
- *Local Leaders*: are those whose interests are in the community and whose leadership rest on an elaborate network of personal relationships.
- They join voluntary organizations in order to make contacts; tend to read the local newspapers
- Merton, R. K., *Social Theory and Structure*. New York: The Free Press, 1957.p.419.
- Mainly. Their influence depends on whom rather than what they know.
- *Cosmopolitan Leaders* are those leaders whose interests are broader than their local communities.
- They function on behalf of their communities because they are able to transcend their giving limits.
- They tend to use organization membership to improve and exhibit their skills and knowledge.
- They may not hold political offices.
- They read to keep up with developments generally and for self improvement.
- Their influence therefore rests on what they know and can do rather than on whom they know.

Lay Leaders

- The opposite of 'professional leader' is 'lay leader'. Curtis Trent¹ has said that for practical

purposes lay leaders can further be divided into 'action leaders' and 'opinion leaders'.

- *Action Leaders* are all lay people actively involved in the planning, execution and/or evaluation of community programmes.
- They may take active part in the organization of the community as volunteer subject-matter specialists teaching specific subjects to others, as activity leaders, as programme planners, councilors or committee members.
- They are those sought after by community workers for training and active involvement in community programmes.
- *Opinion Leaders* are all lay people who by virtue of their social positions, age, education, family background, wealth, prestige, or political contacts, influence opinions on most action programmes initiated in the community.
- They represent the power structure of the community and may either hold formal positions or offices or be informal leaders holding no official posts.
- They are therefore important to be identified for the sake of giving formal approval or legitimation to action programme within the community.
- Trent, C., "Lay Leadership" in H.C Sanders (ed.), *The cooperative Extension Service*. Englewood Cliffs N. J.; Prentice-Hall, Inc., 1966. pp. 315 – 330.

LEADERS' BASES OF POWER AND INFLUENCE

- That leadership involves the ability to influence, direct or control others means that leadership involves the use of power.
- The leader must have a recognized power the source of which may be within or outside the group led. When his power is from the group this is spontaneously accorded him by his followers whereas where the source of power is located externally there may be some elements of coercion.
- Power is the ability to exact compliance or the ability to execute one's will irrespective of opposition. Cartwright and Zanderl have identified five bases of power of a group leader.

These include

(a) Reward power which derives from the belief on the part of the followers that they will be rewarded in some way for complying. In this instance power is exercised effectively whenever one party cannot get elsewhere;

(b) Coercive in punishment;

(c) Expert power. In this case when a person is evaluated to have needed knowledge, information or skill which cannot be obtained readily elsewhere, that person holds expert power over the group. The rain doctor, the Diviner and other local experts claim this source of power. (

d) Referent Power. This is the power the leader has as a result of his having qualities which the group members like, admire and want to identify with him.

(e) Legitimate Power. This derives from the office or official position which the individual occupies and which gives him the right to control the individuals and equally compels others to do their work.

- *Official position*: this may be elected, appointed or earned office within the political structure.
- The village headship is an official position for instance.
- It usually grants the incumbent a certain minimum of functions and responsibilities which enable him to become involved in and affect the outcomes of community issues more readily than other actors in the community's political structure.
- It provides access to knowledge and information, popularity, friendship, development of skills the expectation of activity and the legitimation of attempts to exercise influence by others.
- *Financial control*: Economic base such as control over money, credit, jobs and other resources or essential services is a recognized strong basis of influence.
- People who are rich may also enhance their influence within the community by donating generously to community programmes.

- In most parts of Nigeria today, they may even purchase traditional titles thereby warming themselves up into the power structure of the community.
- When these types of people have featured repeatedly in community issues, they may later be regarded as being indispensable.
- *Organizational influence*: This derives from one's ability or potential ability to mobilize and organize others into active groups.
- It also derives from participation in organizations and perhaps holding positions within such organizations.
- Most community issues are crystallized in voluntary formal and informal organizations hence people who are active in such organizations are bound to wield considerable influence within the community.
- Moss, G.M., "An analysis of community leaders' orientations towards adult education". Unpublished Ph. D Thesis, University of Wisconsin, Madison, 1970, pp. 89-93.
- *Knowledge or Expertness*: this may be related to official position but it involves the possession of particular knowledge or skills above others in the group.
- Gibb1 has in his study concluded that a person does not become a leader solely by virtue of any particular pattern of personality traits, but by the possession of any attribute that by virtue of its relevance to the situation and its situationally determined evaluation by other group members, establishes a relation of leading and following.
- The Diviner's status and prestige for instance, are based on his ability to 'see' what others cannot see.
- *Interpersonal contacts*: This includes access to and interaction with other persons both inside and outside the community.
- The individual who has many friends and contacts within the community is likely to be more informed, knowledgeable and influential than others.
- Community members may look up to him to link them up with these external agencies and personalities from whom they can obtain the needed resources with which to attain their objectives.
- *Personal Characteristics*: This includes attributes like appealing personality, popularity, esteem, charisma, ability to persuade others, eloquence, honesty, congeniality, etc. these attributes by themselves may not form a solid base for influencing others.
- To be effective, they must go hand in hand with the possession of a combination of the other bases of influence earlier on mentioned.

Suggested Readings

- Berry, W.E., "Patterns of the Past in Northern Nigeria". *Africa Review*. 14. (May-June, 1969): 56- 59.
- Ekpeni E. Ekpeni , Leaders and leadership in Nigeria. Rural Sociology Lecture Note
- Ekong E. Ekong "Leaders and leadership" An introduction to rural sociology Jumak Publishers Lagos Pp 439
- Ikime, O., "Traditional System of Government and Justice Among the Urhobo and Isoko of delta Province Nigeria". *Nigerian Journal of Economic and Social Science* 7,(Nov. 1965): 283-300.
- Nzimiro, F.I., "The Political System of the Ibo" *African Notes* 1, (Jan. 1964):3.
- Onwuejeogwu, M.A., *The Social Anthropology of Africa*. Ibadan: Heinemann, 1975.. (Part III).
- Secord, P.F. Backman, C.W. and Slavitt, D.R., *Understanding Social Life: an introduction to social psychology* New York: McGraw – Hill Book Co. 1976, chapt. 10.
- Trent, C, *op. cit.*, pp. 321-322.
- Batter, T.R., *Communities and their development*, London: Oxford University Press, 1967,p.31.

- Warren, R.L., *The Community in America*, Chicago: Rand McNally & Co., 1963 Chapter.
- See Chapter 15, Local Government.

SELECTION OF CONTACT FARMER AND SPAT ESTABLISHMENT

Who is a Contact Farmer?

A contact farmer is the last link in the Heirachail Setup of the training and visit system of extension, who serves as an innovative centre for the diffusion and promotion of recommendation agricultural farm practices to other farmers in order to increase productivity and farm income through the adoption of farm recommendations.

- The EA works primarily through contact farmers by teaching and or demonstrating production

recommendation to them on their fields during the regular fixed schedule visits.

- Thus contact farmer have a clear and important role to play in technology transfer process.

Acronyms in Extension Services

- VEA
- FNT
- MTRM
- T&V System of extension
- UAES
- REFILS
- BEA
- BES
- ZM
- SMS
- SPAT
- FAP

The agricultural extension system is one of the primary vehicles for diffusing technologies and therefore clearly has an important role to play in the development process.

- One of the new challenges for extension organizations is to become learning organization.

Extension Education

- Extension education involves the conscious use of communication of information to help people form sound opinions and make sound decisions.
- Usually this has an educational objective which is,
- To learn to form opinion
- *Extension education is an applied behavioural science, the knowledge of which is applied to bring about desirable changes in the behavioural complex of human beings usually through various strategies & programmes of change & by applying the latest scientific & technological innovations.*
- Based upon its application & use, various nomenclatures have been given to it, such as *agricultural extension, veterinary & animal husbandry extension, dairy extension, home science extension, public health extension, & family planning extension.*
- It is important to disseminate information about new technologies so that the farmer is able to make use of the latest agricultural developments. There also exists a gap between research findings and the needs of farmers.
- For technology to be successful, it is important that it should serve a useful purpose to the end user.
- The institution that bridges the gap between farmers and agricultural research scientists is the

Agricultural Extension Service.

- The main objective of Agriculture Extension Services or AES's is to transmit latest technical know-how to farmers
- Besides this, the AESs also focuses on enhancing farmers' knowledge about crop techniques and helping them to increase productivity.
- For strengthening agricultural extension and transfer of technology to farmers, farmers clubs are being formed in every village. These clubs consist of innovative farmers,

progressive farmers and farmers' interest groups. One innovative farmer of each club acts as the convenor or contact person.

DIFFERENCES BETWEEN FORMAL EDUCATION & EXTENSION EDUCATION

- It may, however, be mentioned here that when extension education is put into action for educating the rural people, it does not remain formal education. In that sense, there are several differences between the two.

DIFFERENCES BETWEEN FORMAL EDUCATION & EXTENSION EDUCATION

• Formal education

1. The teacher starts with theory & works up to practicals.
2. Students study subjects.

Extension education

1. The teacher (extension worker) starts with practicals & may take up theory later on.
 2. Farmers study problems.
 3. Students must adapt themselves to the fixed curriculum offered.
 4. Authority rests with the teacher.
 5. Class attendance is compulsory.
- It has no fixed curriculum or course of study & the farmers help to formulate the curriculum.
4. Authority rests with the farmers.
 5. Participation is voluntary.

DIFFERENCES BETWEEN FORMAL EDUCATION & EXTENSION EDUCATION

6. Teacher instructs the students.
7. Teaching is only through instructors.
8. Teaching is mainly vertical.
9. The teacher has more or less homogeneous audience. Teaching is also through local leaders.
8. Teaching is mainly horizontal.
9. The teacher has a large & heterogeneous audience. less homogeneous audience.
10. It is rigid.
11. It has all pre-planned & pre-decided programmes.
12. It is more theoretical.
10. It is flexible.
11. It has freedom to develop programmes locally & they are based on the needs & expressed desires of the people.
12. It is more practical & intended for immediate application in the solution of problems.

Principles of extension education.

- The extension work is based upon some working principles and the knowledge of these principles is necessary for an extension worker. Some of these principles, as related to agricultural extension, are mentioned below.

- *Principle of interest & need.* Extension work must be based on the needs and interests of the people. These needs and interests differ from individual to individual, from village to village, from block to block, and from state to state and, therefore, there cannot be one programme for all people.

- *Principle of cultural difference.* Extension work is based on the cultural background of the people with whom the work is done. Improvement can only begin from the level of the people where they are. This means that the extension worker has to know the level of the knowledge, & the skills of the people, methods and tools used by them, their customs, traditions, beliefs, values, etc. before starting the extension programme.

- *Principle of participation.* Extension helps people to help themselves. Good extension work is directed towards assisting rural families to work out their own problems rather than giving them ready-made solutions. Actual participation and experience of people in these programmes creates self-confidence in them and also they learn more by doing.

- *Principle of adaptability.* People differ from each other, one group differs from another group and conditions also differ from place to place. An extension programme should be

flexible, so that necessary changes can be made whenever needed, to meet the varying conditions.

- *The grass roots principle of organisation.* A group of rural people in local community should sponsor extension work. The programme should fit in with the local conditions. The aim of organising the local group is to demonstrate the value of the new practices or programmes so that more & more people would participate.
- *The leadership principle.* Extension work is based on the full utilisation of local leadership. The selection and training of local leaders to enable them to help to carry out extension work is essential to the success of the programme. People have more faith in local leaders and they should be used to put across a new idea so that it is accepted with the least resistance.
- *The whole-family principle.* Extension work will have a better chance of success if the extension workers have a whole-family approach instead of piecemeal approach or separate & unintegrated approach. Extension work is, therefore, for the whole family, i.e. for male, female and the youth.
- *Principle of co-operation.* Extension is a co-operative venture. It is a joint democratic enterprise in which rural people co-operate with their village, block and state officials to pursue a common cause.
- *Principle of satisfaction.* The end-product of the effort of extension teaching is the satisfaction that comes to the farmer, his wife or youngsters as the result of solving a problem, meeting a need, acquiring a new skill or some other changes in behaviour. Satisfaction is the key to success in extension work. "A satisfied customer is the best advertisement."
- *The evaluation principle.* Extension is based upon the methods of science, & it needs constant evaluation. The effectiveness of the work is measured in terms of the changes brought about in the knowledge, skill, and attitude and adoption behaviour of the people but not merely in terms of achievement of physical targets.

THEORY

- Theory is an explicit and objective statement which either by summary or speculation suggests that a relation exist between data or knowledge.
- It can also be defined as a relationship between facts and ordering of that fact in a meaningful way.
- A theory is a scientifically accepted general principle or body of principles offered to explain phenomena.
- A theory is also a statement of logical relationship between facts.
- It is a set of inter connected concepts and proportions, presenting a systematic view of phenomena.
- Theories explain realities and provide a frame work (basis) for research and prediction.
- Theory can be viewed as a belief or as a speculation or abstract thought or principle.

A MODEL

- A model is an image, shape, a copy or a pattern of something to be made. An example for imitation or emulation. A model can also be seen as an ideal.
- A model can also be defined as a description or analogy needs to help visualize something that cannot be directly observed.

Therefore, models are consciously simplified description in a graphically of a reality.

- A model seeks to show the main elements of any structure or process and the main elements of any structure or process and the relationships between these elements. Models may be structural or functional.
- The structural nature of a model can be viewed in the example of a diagram of the component of a radio set or an architectural design that is in the form of a immature building.
- Functionally, speaking, a model can be in the form of the description of systems or processes in terms of energy, forces and their direction, the relations between parts and the influence of one part on another.

In extension administration, theories serve as principally as:

- A basis for research
- A guide to application of good knowledge
- A guide to administrable and organizational activities
- A guide basis for decision making operation
- It helps to understand, predict, adjust administrative behavior more objectivity and systematically.
- In reality, it would appear that no single theory can achieve all these theories functions. Therefore, in administration set of theories has been developed. Each theory supplement the others. For proper understanding of theory, there are so many theories by which people behave in an organization but the following theories will be considered in the course.
- Functional theory
- Decision making theory
- Human relations theory
- Social process theory
- XYZ theory
- Fusion theory

FUNCTIONAL THEORY

- This theory is also called Administrative process theory or transitional theory.
- It explains administrative behavior in terms of administrative process and formal functions in which administration operates.
- This theory has been credited to Fredrick Taylor. This man carried functional foremanship and by his own interpretation, he came up with theoretical framework which includes the following:
 1. Planning
 - 2) Organizing
 - 3) Staffing
 - 4) Directing
 - 5) Coordinating
 - 6) Budgeting
- Collectively, the basis assumption of functional theories has division of labour as the basis of that theory.
- The assumption means that functionalism tends to consistency and proficiency and apart from this some basic concept emanated from functional theory and they include:
 - Division of labour
 - Specialization
 - Staff line and staff relationship

The **main principle** used to justify the value of functional theory is divided into the following:

- Specialization leads to efficiency
- Appropriate organizational theory
- Span of control (number of people, the supervisor can control)
- Delegation of responsibility and backed it with authority
- Job evaluation by supervision
- Functionalist suggests that on the basis of above principles one can predict administrators behavior.

DECISION MAKING THEORY

- The theorists are: Herbert Simeons, Griffiths, Bernard
- Their suggestion in administrative theory showed the organizational principles that ensure good decision making process leads to sound knowledge of administrative behavior.
- Decision making theory is based on the complex of human association and events and it is a principle of chain of command, reaction and it established the process of identification of the best course of action from set of objectives i.e it shows that there are several alternatives than you weigh and select the best alternatives.
- It means not only the art of deciding itself but also of such arts that are necessary to put the decision into operation.
- It is not always necessary to look at the final step before a decision is taking but all the steps that lead to it are also important.
- A good administrator should have decision making point relating to the objective of the organization and should not make decision for others but guide them into it.

CONDITIONS IN DECISIONMAKING

- There must be a decision making environment
- There must be a decision maker
- Goals or objectives or ends to be observed must be identified
- The relevant alternatives or set of action from which a choice will have to be marked
- There must be a situation by which an ordinary of alternatives in meaningful ways or some arrangement
- Select one form on the alternatives
- The choice itself
- Decision maker must be ready to accept responsibility for the decision he has taken
- In general, decision making process can be called **Problem solving process** in that the problems are broken into the simplest form so as to select the most appropriate alternative/solution.
- Decision making theory is always operated either **open or close system**. If it is **open system**, it involves participation and input of several people in the organization and their opinions are considered with reasons.
- Open system encourages interaction and are more democratic in nature while **close system** involves what to do, how to do it and not why you do it. It is usually autocratic.
- The administration that operates on the decision making theory should concern him with decisions that are coherent, committed and conducive for the efficiency of the organization for which you work

STEPS IN DECISION MAKING

There are several steps of decision making which can be of help to decision maker

- The first step in decision making is to recognize, identity and define the problem,
- Analyze the problem,
- Establish criteria or standard by which solution will be evaluated or judged as acceptable and adequate to the needs
- Collect relevant data free from bias,
- Formulate and select the preferred solution or possible alternative,
- Be objective in the selection of alternative solution,
- Decision making: This is the stage where you choose the best alternative from the alternatives. Decision may not always be rational but once in a while an administrator may be forced to take a **rational decision**.

PHASES IN DECISION MAKING THEORY

- Diagnose the problem properly- What is the problem? However, a good diagnosis usually specify desired result
- Considering the good alternatives
- Project consequence of various alternatives
- Making the choice: The marginal value mainly measured how important the final choice among equal alternatives to the organization. The closer the decision maker to the subordinate the quicker the decision can be made.

CONSTRAINTS TO DECISION MAKING

- The political culture and specific altitude which the citizen holds towards public programme or government employee
- Demand for resources and support from individual, pressure group and even clientele group
- Social background i.e the skill, knowledge, capability and carefulness of the administrator
- Organizational structure- The procedure as well as the precedent of the administrative unit could make it difficult for an administrator to make a decision.

ASSIGNMENTS

- Discuss the implication of decision making to Fisheries extension in your country.
- What is the significance of the two-factor theory (Health & Motivator) in the administration of

extension?

- What is motivator and hygiene according to Herzberg?

Explain the implication of Human • Relation Theory in Fisheries Extension in Nigeria.

- Discuss the relevance of fisheries management to the national economy.
- Discuss the main functions of administration of fisheries extension services.
- Outlines the problems in administering fisheries extension services in Nigeria.

HUMAN RELATIONS THEORY (HRT)

- HRT was propounded by the following: Chester Bernnard, Elton Mayon, Kurt Lewin and John Dewey
- Human relations suggest the interaction of people in terms of Endeavour, the integration of people into work situation which motivate them cooperatively and satisfactorily.
- This theory emphasizes on workers rather than on organizational structure. In other words, the theory stresses informal structure, the emotional and non-rational motivation that operates in an organization. Such factors as communication, participation and leadership.
- The theory stresses on people and their relationship on work place.
- The approach emphasizes on the need to take full consideration of people in designing the organizational structure.
- It focuses more on the behaviour of individual in the organization and because of this the theorists attempted to prescribe the condition under which people are more likely to cooperate in attaining the objective of the organization.
- This theory argues that instead of offering cash incentives to workers the more appropriate method is to access the workers need and satisfied them.
- The theory also assumes that increase job satisfaction will lead to higher productivity.
- Apart from wages and satisfaction to workers they also classified a package of effective human relation called **hygienic factors and motivator factors**.

HYGIENIC FACTORS- prevent loses of efficiency or morale although they cannot motivate

themselves but they can forestall any serious dissatisfaction or drop in productivity and allow motivator to operate.

- However, the important point about hygiene factor is that they do nothing to elevate individual desire to do his job well.
- The hygienic factors can also be known as “**intrinsic**” factors like job situation, job enrichment and job satisfier.

MOTIVATOR FACTORS- These have uplifting effects in attitude or performance.

Motivator is things that force employee to stick to the job and this motivator relate to the highest level of needs, self-esteem and self fulfillment.

- **Human relations school** is concerned among all other things as:
- Work is determined by social capacity as well as physical and mental capability.
- That non-economic merits such as awards, meritorious services, price are very important to work place.
- That high specialization is not always the most efficient of division of labour.
- That in an organization emphasis should be placed on role of common participation in decision making and shared democratic leadership.
- From this theory the following **PRINCIPLES** emerged:
- Supervision should be employers oriented
- Supervisor should delegate responsibility and back it up with authority and power
- Supervisor should give freedom to their employee to do their job
- Individuals are different should be considered as such when motivating them to do work
- **A good manager has to combine various aspect of management with his ability such as human, economic, technological, legal etc before he can succeed.** Each administrative process should be considered as having human relation in its integral part.

FUSION THEORY

- The fusion process is one of the two models of the theory of behavior in formal organization which has been evolving at the Yale Labour and Management Center for a number of years.
- The framework of the theory of organizational behavior, as indicated by Bakke, includes:
 - A concept of the organization
 - A concept of the individual
 - A model of the fusion process which is the interaction of the individual and the organization resulting in reconstruction of each other
 - A model of the problem-solving process
 - A concept of the individual emphasizes that the individual lives to fulfill his needs and achieve his goals, but finds out that he cannot do this without the organization.
 - On the other hand, the organization exists also to fulfill its needs and achieve its goals but again realizes that non-human materials alone cannot perform all of the jobs.
 - The point at which the “individual obtains the maximal expression of his personality that is possible”, and simultaneously, the organization has its demands and expectations fulfilled at the highest possible level is when the fusion process is said to occur.
 - This process is concerned with the scientific approach to study of human problems as it relates to those principles of human difficulties applicable to the behavior of people within and in relation to organization as both attempt to fulfill their respective demands and expectations.
 - The other model of the theory of organization, as indicated in the foregoing discussion, is the problem-solving process.
 - This process pertains to the mode of steps the individual and the organization, together, undertake when faced with a problem.
 - However, for any organization to go about **problem-solving effectively, Bakke indicates its needs to establish a degree of internal harmony and integration which enables it to utilize its material, ideas and human resources effectively in response to the problems it faces.**
 - As a result the major objective of the research project at Yale has been the further development of a frame of reference for analysis of such organizational activity and relations and for the analysis of the problem arising in connection with them.
 - This latter was referred to as the common core of theory for interpretation of the behavior of men in an organization and societal setting.
 - Fusion theory, as defined by Bakke, is the simultaneous operation of the **socialization and personalizing processes**, both viewed as highly dynamic behavior processes.
 - Absolutely essential to an understanding of the fusion process is the basic generalization in that both the individual and the organization are unique whole entities. Both the individual and agents of the organization try to maintain, develop, express and realize this conception of unique wholeness which is the basis for their self- actualization.

SUMMARY

The Fusion Process Bakke Argyris Simon

Conflict of needs between the individual and the organization

Needs Formal Tasks Formal Position

Formal Function

Informal Position

Informal Function

The option attainment of organizational objectives is dependent upon the simultaneous satisfaction of both the individual and the organization needs Status-Role

Act

Standing

Conduct

Socialization

Personalization

THEORIES X, Y AND Z

- These three theories can better be understood by keeping in perspective the theories of administration discussed earlier.
- The bureaucratic theory is based on the notion that the highest efficiency in an organization can be achieved through the authoritarian approach to management.
- The functional approach assumes that once the tasks are broken down into parts, so that every member of the organization knows what his function is and carries on the same function day-in-dayout, efficiency out, is guaranteed.
- The decision-making approach to be made at the points at which they are to be used; and that the major function of top administration is to regulate the decision-making process.
- Then came the Social process and Fusion Process theories which showed more concern in the fate of the workers. The former looked at the influence of informal groups on the behaviours of individuals in an origination, while the latter talked of the integration of the individual and the organizational goals as a source of satisfying the needs of individuals and the objectives of the organization.

- Theories X, Y and Z focus on the individuals and the management's perception of the workers. Basically, the two theories deal with the management's assumptions of the human nature and behavior and the influence of these assumptions on how the management relates to the workers.
- Theories X and Y were formulated by Professor Douglas McGregor (1) based on his and other peoples research in some large American industries. McGregor was a professor of psychology and industrial management.
- Theory X and Theory Y constitute two contrasting sets of assumptions about the nature and behavior of human resources in organizations. Theory X assumes that "the average human being has an inherent dislike of work and will avoid it if he can" (1) and this, according to McGregor, from the theoretical basis for traditional "direction and control" management. Theory Y on the other hand, assumes that the average human being basically has a positive attitude toward work and McGregor proposes this as a more efficient and realistic basis for the management of human resources in organizations (2).

THEORY X

The **assumptions** of his theory X are:

- Most human beings dislike work and will avoid it if they can.
- They have little or no ambition, dislike responsibility and prefer to be led.
- They are self-centre and indifferent to the need of the organization.
- They resist change and want security above all.
- They are not very bright and are easily misled by demagogues.

THEORY Y

Theory Y **assumes** that:

- Human beings do not necessarily dislike work. They will do it if is satisfying and avoid it if frustrating.
- Human beings will work well to achieve the objectives they believe in without the needs (for sincere direction, control, reward and punishment).
- The satisfaction of egoistic needs (for achievement, recognition, self-confidence, etc.) can be realized in working with objectives people accept.
- Under the right condition. The average person wants and will seek responsibility.
- Imagination, ingenuity and creativity are characteristics of most human beings, not just a few. Management and people have to work together for the success of the organization.

**X DouglasMcGregor Authoritarianism "A Fair day's work
"Reward for performance"**

Direction and control or the "Scalar Principle"

**Y DouglasMcGregor The role of human needs as the basis of human motivation which,
in**

turn, is revealed in overt human behavior Need Motivation Selfdirection self-control commitment satisfaction control as selective adaptation Principle of integration that of creating conditions such that the members of the organization can achieve

SUMMARY

their own goals best by directing efforts toward the success of the enterprise

THEORY Z

- Urwick postulated that there is no situation where you have theories X and Y both in operation.
- It is also a reconciliation theory between individual and management.
- This theory takes the position that individual and organization or management are always in conflict therefore the role of an administrator in the organization is to meet the basic assumption of this theory Z.

ASSUMPTION OF THEORY Z

That organization or management is responsible for organizing all the elements of production in a free enterprise/atmosphere / society for producers and consumers.

- That the process involved a network of decision and communication through which management facilitate production, distribution and satisfaction of consumer needs.
- That man as consumer insists that the technology and its results be made available to him.
- That man does not resist change unless he is threatened.

ADMINISTRATION

- Administration is the effort to direct, guide and integrate the activities of members of staff of an agricultural organization with a view of achieving the objectives.
- Administration in fisheries extension therefore is concerned with human beings, a group of people that are brought together for a singular purpose of discharging various extension functions.
- Fisheries extension administration is the effort to direct, guide and integrate the activities of members of staff of fisheries extension organization with a view to achieving the objectives of the extension services.

PROCESS OF EXTENSION ADMINISTRATION

- Coordinating the decision making process.
- Interpreting the decisions.
- Development of specific programmes.
- Communicating the programme decisions.
- Establishing control for executing the decision.

PRINCIPLES OF EXTENSION ADMINISTRATION

- The structure of administrative organization is established in a sub-ordinate and super-ordinate hierarchy of line of positions. Each member of staff reports to only one supervisor officer.
- Effective administration occurs when the authority allocated to an individual is clearly defined and understood by the person concerned.
- The authority assigned to an individual in an organization is commensurate to the responsibility assigned.
- Two-way channel of communication, vertical and horizontal must be maintained to develop desirable staff attitudes and interest in an organization.
- Effective use of specialists knowledge in planning and implementing programme should be maintained.
- An administrator should see himself as a controller of decision-making process rather than the decision maker.

ORGANIZATION

- An organization is an arrangement of relationship of persons, materials and ideas that is necessary for the performance of function.

- It is the pattern of ways in which large number of people too many to have intimate face to face contact with each other and engage in a complexity of task relate themselves to each other to accomplish mutual agreed purpose.

FUNCTIONS OF ORGANIZATION

- It permits stable exception to be formed by each member of the group as to the behavior of other members of the organization.
- It provides a general stimulus that control the behavior of members of an organized group.
- It establish standard of practice
- It transmit decision downward through its rank by establishing system of authority and influence.
- Provides channel of communication through which information flows
- It trains and indoctrinates its members.
- It encourages division of labour.

PRINCIPLES OF FISHERIES EXTENSION ORGANIZATION

- Ideal organization structure has to be modified to allow for capabilities of management.
- It should be flexible to adapt to changing circumstances.
- Job specification should be compiled for all jobs and eliminate duplication.
- All departments and functions of organization should contribute to the achievement of organization's objectives.
- Principles of span of control should be taken into consideration.
- Authority and responsibility.
- Evaluation principle.
- Unity of direction.
- Discipline.
- Renumeration.
- Espirit de corps.
- Scalar chain.

ORGANIZATIONAL STRUCTURE

- On administration process, activities are classified into units of duties that can be assigned to individuals or groups.
- The relationship between the group or individual as well as the organization is stream-lined towards goal attainment.
- In the process, organization schedule of duties (plan of work) are usually prepared.
- In fisheries extension organization when positions are created, the roles and functions of people who occupy them is called **ORGANOGRAM or organizational structure**.
- Organogram is also the position that various line of people among social positions that influence the role in relation among this people. Organization structure has two directions i.e. Horizontal and Vertical.

IMPORTANCE

- The organization structure shows the various departments and their relations to one another.
- It helps the employee, shareholders, B.O.D to see at glance the link of authority and decision or responsibility .
- It also helps in studying how to modify and improve the relationship and area of responsibility within an organizational structure.
- Sound organizational structure involves divisions, units and the relationship between the heads and members that make up that unit.

BASIC FUNCTIONS OF ORGANIZATIONAL STRUCTURE

- It helps to produce organization output as well as achieve organization goal.
- Structures are designed to minimize or regulate individual variations influence on the organization.
- Ensure that individuals conform to the requirement of the organization.
- Structures are the setting in which power is exercised and determine which position has power and which organization activities are carried out.

Therefore, organization activities are in an arena of organization action.

- It helps to define and classify line of responsibility.
- Facilitates full mobilization of talents.
- Maintains effective reporting system and identify possible bottlenecks situations but it should be flexible, modifiable and subjected to continuous adaptation and amendments as conditions warrant.

FACTORS AFFECTING ORGANIZATION STRUCTURE

- There are two (2) major factors affecting organizational structure:
- Context in which the organization operates.
- Structure i.e. design.

SUPERVISION

This is an act of working with group of people over whom authority is exercised in such a way as to achieve their greatest combined effectiveness in getting work done. It can also be defined as a dynamic enabling process in which individuals have a direct responsibility for carrying out a plan of action, helped by a designated staff to make the best use of their knowledge and skill in order to improve their ability to do more effective job.

Also, to be in charge of a group of workers or students and be responsible for making sure that they do their work properly.

IMPORTANCE OF SUPERVISION

- It provides leadership guidance, staff development and delegation of authority.
- It helps workers to attain greater competency of growth.
- With increase supervision, output and productivity can be increased and improved.

FUNCTIONS OF SUPERVISION

- Direction and organization.
- Motivating the extension personnel.
- Work-group management.

MANAGEMENT

- Management can be defined as the organizational process that includes strategic planning, setting objectives, managing resources, deploying the human and financial assets needed to achieve objectives, and measuring results.

- Management can also be described as the organization and coordination of the activities of an

enterprise in accordance with certain policies and in achievement of clearly defined objectives.

- Management is a process by which we achieve desired result through efficient utilization of human and material resources.

FISHERIES MANAGEMENT(FM)

- FM is the process of allocating organizational input (human, materials, and economic resources) by planning, organizing, directing and controlling for the purpose of producing output (goods and services) desired by its customers so that organizational objectives and goals are accomplished.

- FM involves regulating when, where, how and how much fishermen are allowed to harvest to ensure that there will be fish in the future.

- **AIMS:** To achieve the optimal and sustainable utilization of the fishery resources for the benefit of human kind whilst safeguarding the ecosystem.

TYPES OF MANAGEMENT

Autocratic/authoritarian/totalitarianism/dictatorship.

Paternalistic.

Consultative/ participative management.

Democratic management.

Laissez -faire.

Management by working around (MBWA).

FUNCTIONS OF FISHERIES EXTENSION MANAGER

- **PLANNING:-** Outlining philosophy, policies, objectives and resultant things to be accomplished and the techniques for accomplishment.

- Types: long range (macro), strategic and managerial (micro) planning.
- **ORGANIZING**:- Establishing structures and system through which activities are arranged, defined and coordinated in terms of specific objectives.
- **STAFFING**:- Fulfilling the personnel function which include selecting and training staff and maintaining favorable work conditions.
- Functions of staffing: human resource management, recruitment, staff selection and staff orientation.
- **DIRECTING**:- Making decisions, embodying decisions in instructions and serving as the leader of the enterprises.
- **COORDINATING**:- Interrelating the various parts of the work.
- **REPORTING**:- Keeping those to whom you are responsible including both staff and public informed.
- **BUDGETING**:- Making financial plans, maintaining accounting and management control of revenue and keeping cost in line with objectives.

ASSIGNMENTS

- Is management an art or a science?
- As a fresh graduate of fisheries management that is employed in a fish industry, what roles are you expected to play?
- With the aid of an annotated diagram, describe the organizational structure of a named fisheries extension establishment.
- Diagrammatically explain theory X, Y and Z.
- Compare and contrast theory X and Y.