

**Course Code: ARD 202**

**Course Title: Principles and Practice of Agricultural Extension and Rural Sociology**

**No of Units: 3**

**Course Lecturers: ASHIMOLWO O.R. (coordinator), Lawal Adebawale and Abdulsalam Saghir.**

### **COURSE OUTLINE**

#### **A. Concept of Agricultural Extension**

- Definition and meaning of extension/ agricultural extension
- Educational tasks of extension
- Characteristics of agricultural extension/components of extension
- Goals and objectives of extension
- Functions of extension
- Philosophy of extension
- Principles of extension
- Theories of extension
- The process of extension
- Who is an extension agent/worker?
- Qualifications and desired qualities of an extension agent
- Problems confronting extension agents and their work.

#### **B. Extension teaching methods**

- Extension methods
- Group methods
- Individual contact methods
- Characteristics and operations of the T&V systems of Agricultural Extension
- Communication in Extension (Meaning, method, purpose and problems/obstacles)
- The dissemination, diffusion and adoption of agricultural innovations
- Motivation in extension
  - o Meaning
  - o Types and
  - o Theories (Abraham Maslow's Theory of Motivation)

#### **C. Extension administration, supervision, programme planning and evaluation**

- Definition and meaning of
  - o Administration
  - o Supervision
  - o Programme
  - o Project
  - o Programme planning
  - o Planning cycle
  - o Effective co-ordination
  - o Monitoring
  - o Evaluation
  - o Public relations in extension
  - o Leadership in extension
- Priority setting in extension programme (meaning and bases for priority setting)
- Agricultural extension services and agencies in Nigeria
- Field of specialization in agricultural extension and rural sociology

#### **D. Rural Sociology: Basic concepts, social systems and processes**

- Definition, meaning and importance of rural sociology
- (a) what is social group (b) classification and (c) types of social groups
- Definition and meaning of rural sociology versus community
  - (a) competition (b) conflict (c) cooperation (d) accommodation
  - (e) homogenization (f) assimilation (g) acculturation (h) social mobility
  - (i) social solidarity (j) segregation (k) integration
  - (l) social stratification (m) social differentiation (n) social organization
  - (o) social control

#### **E. Rural culture, institutions , population and ecology**

- Rural culture, social values and norms (folkways and mores)
- Rural social institutions e.g. (a) family, (b) the school, (c) Religion (d) the government (e) the economy (f) the health (g) traditional etc
- Rural population (a) characteristics (b) number (c) distribution (d) composition (e) migration
- Group dynamics – meaning and importance

#### **F. Rural Communities, rural development and social problems**

- Types and patterns of community leadership in Nigeria
- Rural social change (a) meaning (b) types (c) importance (d) barriers (with particular reference to Nigerian Communities)

- Rural communities in Nigeria (a) meaning (b) types (c) characteristics
- Rural social problems in Nigerian Communities e.g. poverty, unemployment, illiteracy, poor health, ritual killings etc
- Rural development in Nigeria (a) meaning (b) objectives (s) strategies and (d) problems of rural development in Nigeria

## **RURAL CULTURE, SOCIAL VALUES AND NORMS (FOLKWAYS AND MORES)**

**Rural and its culture** would be discussed as well as the various views on the term “rural area”

Another important aspect of the living conditions of most rural communities is the settlement pattern. They are of three (3) types:

- i. The isolated or dispersed type
- ii. Nucleated
- iii. Colonial type

Culture as a pattern of learned behaviour and artefacts of a society shared by members of that society and transmitted to them would be reviewed; as well as the culture of the three (3) major societies in Nigeria namely, the Ibo, Hausa and Yoruba. Each of the societies has its own language, dressing code, mode of child socialization, marriage institute, and mode of dancing, singing, drumming and system of governance at the local level. Such cultural practices persist up till now. Although in urban areas, some people are adopting traits of other ethnic groups other than their own e.g. English dressing and speaking of English are major cultural traits in Nigeria.

### **Importance of culture in the rural areas**

1. Culture is important with respect to the introduction of an innovation.
2. Culture influences the type of food consumed in most rural setting
3. The manner of greeting is influenced by culture in the rural areas
4. Culture influences the manner of addressing elders
5. Culture influences the manner of eating
6. Music and dance are an important aspect of culture
7. Culture influences dancing arrangements.
8. Dressing styles vary among the major ethnic groups.
9. Culture influences the type of language/dialect spoken

**Other sub topics to be discussed under culture would include:**

## **Cultural universals**

## **Cultural variability**

## **Cultural lag**

## **Rural social values**

The purpose of going into this aspect is to analyse the rural social values are what the rural inhabitant cherish or regard as important in their interaction with themselves and those they deal with. Some social values in the rural areas in Nigeria are:

1. Respect for age
2. Preservation of virginity
3. Regard for traditional authorities
4. Claim of township as home
5. Complete dressing
6. Honesty
7. Hard work.

## **Social Norms**

Social norms are the standards of behaviour expected of members of a society. Each society has its own set of norms which members are expected to follow. Its violation often attracts punishment by the society. There are two types of norms

- a. Folkway –mores

## **Some important social norms among the Yorubas are:**

- a. Dressing norms
- b. Eating habit:
- c. Entertainment norm
- d. Burial practices
- e. Marriage norms.

## **Changes in social values and norms**

This would be discussed to gain an insight into changes that had taken place in our values and norms.

## **Rural Social Institutions**

**Issues to be discussed here include: (a) family, (b) the school, (c) religion (d) the government (e) the economy (f) the health**

### **a. The Family**

The family could be defined as a kinship group linked by blood and marriage and occupying a common household. Household is not the same as family as household refers to all persons occupying the same house and this include relatives as well as lodgers.

### **Forms of marriage**

Marriage involves choice of mates. This could be:

1. Exogamy : marriage done outside one's group of blood relations
2. Endogamy: marriage within some specified group.

Marriage can also be classified according to the number of persons involved in the union.

- a. Monogamy: involves one man and one woman
- b. Polygamy: involved more than two people.

### **Polygamy can have three forms:**

- i. Polygamy
- ii. Polyandry
- iii. Group marriage

## **Types of Family**

### **Nuclear family**

### **Extended family**

**Rules of Descent, Residence and Authority** would also be thrashed.

### **Functions of the family:**

1. Grant life
2. Imparts social identity or reference
3. Provide support and sustenance
4. Provide socialization.

## **Changes in the Nigerian Family.**

This would be reviewed using brain storming sessions.

## **The School**

A school is the arena in which basic values, attitudes and other cultural dimensions of a modern society are transmitted to the succeeding generations of citizens. Most elementary schools in the rural areas are ill-equipped. Only few rural communities have secondary schools.

## **Religion**

Religion refers to a system of belief or faith and practices associated with such faith or belief which gave it its own expression. Most religions are distinguished by moral issues which involved sacredness. Religious practices are associated with thoughts associated with descriptions such as invisible power, mighty, miraculous, mysterious, supernatural etc.

## **Religion in the Rural Areas**

Virtually all the orthodox religion originated from the rural area. Various types of religion that emanated from the rural areas would be discussed.

## **Changes in Rural Religious Values**

Social change has brought about changes in rural religion values. Beliefs, attitudes and values about religion have been modified.

## **Rural Religion in Nigeria**

There are 3 major forms of religion in Nigeria.

1. Christianity
2. Islamic
3. Traditional has many sub-types

## **The Government**

The political institution serves the people of a nation in form of government in their traditional and modern forms which exist at the local, state, provincial and national level

**Features of Local Government in Rural Areas would be included as part of class discussions**

## **The Economy**

Issues to be considered here are

- The importance of the economic institution

- Economic activities are performed through
- Functions of rural bank

## **The Health**

The farmer operates in the open area under the influence of sun, rain and the wind. The rural person is more influenced by the biological environment than the urban person. The environment includes soils, climate, minerals, wind, radiation, gravity and other natural forces.

The survival rate of children in most rural areas would also be treated.

## **Human ecology**

Human ecology is partly subjective. What people do to their environment depends on how they see it and what values they place on it. Various definitions of human ecology would be assessed.

**Ecosystem:** An ecosystem is a specific pattern of interdependence among organisms, the products and physical environment.

A forest is an ecosystem made up of many mutually dependent species, both plant and animals would be looked into as well as its stability

## **Attitudes of man to nature**

1. Nature is exploited to serve human needs
2. Exploitation of natural resources becomes an end in itself
3. Exploitation favors the greatest possible productivity in the short run.
4. The environment is freely altered to fit human
5. As society become less dependent on nature, they become more dependent on technology.

## **Rural population (a) characteristics (b) number (c) distribution (d) composition (e) migration**

Demographic characteristics include population, birth rate, death rate, sex ratio, migration, population changes, age composition, individual family size etc. There is need to study population in order to determine the characteristics of the end-user of technological innovations. The word population could be categorized into rural or urban based on where they live. The study of rural sociology concentrates on the rural population

## **Characteristics of the rural population**

This would be discussed as part of class tutorials

## **Number and Distribution**

Majority of the world population live in the rural areas where they engage in agricultural, fishing and pastoral occupation

## **Composition of Rural Population**

This could be described in form of age, marital status, religious affiliation, sex, level of education, other characteristics.

How rural population differ from urban in terms of age

1. Rural population have higher proportion of children
2. rural population has a lower population in the age category of 15-44
3. A higher proportion of rural population is more than 45 years of age.

## **Occupational status of rural dwellers**

Rural occupation in a developing country like Nigeria would be discussed as

- Agriculture
- Processing of agricultural outputs
- Marketing of agricultural products
- Small scale industries
- Livestock raring
- Fishing
- Hunting

**Types or animals and crops raised in Nigeria would also be assessed**

## **Agricultural Extension**

**Aim:** This section aims at imparting the knowledge of agricultural extension practice and its application for improving the farmers' social economic well being, in the student. At end of the lesson the students are expected to know and acquire the skills for the practice of extension services, using different extension systems/approaches to achieve the set transformational goal.

### **History of Extension Services**

The term 'extension' has a long history of emergence across the countries of the world.

But the modern extension practice is widely believed to have begun in the United Kingdom.

This was initiated by James Stuart, a university lecturer who took a practical step to educate certain set of people on issues of interest outside their university setting in 1867

Based on the recorded successes on the out-of-school teaching, the educational service became formalised in 1873 by the Cambridge University and came to be known as 'university extension' or 'extension of the university'

As other universities such as London and Oxford Universities, followed suite, the out-of-school educational work became known as 'extension movement' in the UK.

About the same time, the same initiative took place in the United States of America where the out-of-school teaching was referred to as 'adult education'.

With educational service largely undertaken by the then College of Agriculture, the focus was farmers. But with the decrease in the number of farmers in the United States, the educational exercise thus becomes extended to all categories of people with interest in certain subject matters.

### **Extension Definition**

Based on the origin of the extension services, it has come to be defined as:

*a professional field of information education system aimed at educating people in their own context and life situation on how to identify and assess own problems, and acquire knowledge and skills on how to effectively deal with such problems so as to improve their living condition.*

However, extension definition is not limited to this perceptive. Based on specific focus to which the practice of extension services has been adjusted, several other definitions have been, and could be formulated. Other definitions thus take the following:

*Is a conscious use of communication of information to help people form sound opinions and make good decisions*

These series of extension definitions suggest that extension as a practice is not limited to agriculture but other social and economic aspect of human life.

### **Agricultural Extension Service**

Integration of informal educational teaching in agricultural activities gave rise to the term 'agricultural extension'.

This aimed at providing instructional education on how to increase farm productivity and improve the living condition of the farmers.

Notable experience in this regard was provision of instructional education on effective control and management of the incidence of potato blight that devastated the potato farms in the Republic of Ireland. The successes recorded in this regard gave rise to agricultural extension services

### **Agricultural Extension definition**

This can be defined as:

*The transfer of agricultural technologies to the rural farmers for application to improve their farm productivity and level of living*

*The conscious provision educational instruction or technical information for use of the farmers in taking actions to effectively manage their farm situation for increased productivity and improved living condition*

### **Goals of Extension Service**

Extension has the basic goal of improving the living standard of the extension clients through increased productivity of their means of livelihood

### **Philosophy of extension**

This refers to the criteria guiding the practice of extension service delivery. Therefore the following must be given consideration in extension practices:

- Extension practice focuses on the learners with a view to empowering them to be able to solve meet their needs
- Extension practice creates a learning environment that is valued by the learners i.e. with tangible results or gains
- Extension practices emphasis learners' involvement in education programmes
- Extension activities must be well planned and sequenced to achieve the desirable changes in the social and economic well being of the learners
- Extension programmes are dictated by the needs of the learners or clients
- Extension programmes must be conducted in the learners' environment- farm, home etc
- Extension education is more concerned with *learning* and as such a variety of teaching methods that would enhance learning must be employed in the extension instructional education
- Learners' participation in extension educational practice is voluntary

### **Extension teaching methods**

There are three basic extension teaching methods, each of which depends on the number of people to be at a time with the same message. These are:

**Individual method:** This refers to education of just a single client by an extension agent at a particular point in time.

**Group method:** This refers to bringing together two or more people at a particular spot for the purpose of educating them on a subject matter of interest to them all at the same time.

**Mass method:** This refers to reaching out a large number of people who could not be reasonably brought together at a spot, through the electronic media with certain extension message at a particular time.

None these methods is better than the other but the purpose of the message and the number of people to be reached at a particular time.

### **Extension Teaching Aids**

This refers to any instruction device that supports educational training of extension clients. Examples include board and marker, posters, video and television, audio devices etc.

The extension teaching aids are basically grouped into three based on the sound and audio dependence. These are:

**Audio teaching aid:** This refers to any educational device that mainly appeals to sense of hearing and support audio instructional education of the extension clients. Examples include microphone and loudspeaker, megaphone, radio broadcast, audio recording etc.

**Visual teaching aid:** This refers to educational devices that mainly appeals to sense of sight and support instructional education by visible entities or physical items. Examples are pictures, images, posters, life objects, models etc.

**Audio-visual teaching aids:** This refers to educational devices that appeal to both sense of hearing and sight and support teaching by making use of sound and images. Examples are television broadcast, video recording, multimedia projector etc.

### **Typology of extension systems**

Based on the purpose a particular extension service is meant to achieve or an approach to achieving the goal, there exists different extension systems, and these are:

**Commodity based extension system:** This focus on bringing about increased productivity of a particular farm enterprise.

**Contractual extension system:** In this regard, the farmers go into contractual agreement with certain agencies for extension services on certain farm enterprise they have agreed to produce for the agency.

**Top-down extension system:** This is system of extension that aimed at handing perceived potent innovations to the farmers for adoption without consideration for their production needs and system.

**Participatory extension system:** This a extension system that set out to involve the farmers in the generation of innovation and technical information that fit and work for their production system.

**Training and visit extension system:** This extension system aims at up-building the rural farmers and production system through regular visit and training of the farmers; providing them with workable technologies and linking them with the research system.

**University-based extension system:** This is a system of extension that focuses on selected villages as model village for provision of extension services by a particular university within the vicinity of the villages.

### **Extension system in Nigeria**

Adopted extension system is the Training and Visit (T&V) extension system. It was developed for the World Bank by Benor and aims at improving the rural farmers' productivity through efficient extension service delivery in the developing countries. The system was introduced into the Nigeria's agricultural system in the mid-70s when it was tried in three enclaves of Gusau, Funtua and Gombe. The recorded successes from the trial led to state-wide implementation of the extension system as Agricultural Development Programme (ADP). Implementation of the extension system at the state levels gave rise to states acronyms of the ADP e.g Ogun State Agricultural Development Programme as OGADEP.

### **Implementation of the extension system in Nigeria**

To reach out to all the rural farmers across the country, each state is structures into zones, blocks and cells. The extension personnel are as grouped as zonal manager, block extension supervisor/agent (BES/BEA), extension agents (EA) and the subject matter specialists (SMS). The EAs are expected to cover between 8 and 10 cells where they relate directly with the farmers reaching out to them with extension services at interval of two weeks. The EAs are well trained at interval of two weeks by the SMS on emerging agricultural issues of concern to the rural farmers. The SMS on the other hand are trained by the research institutes on mandated research areas. The EAs' training is at the Monthly Training session (MTS) and SMSs' training is at the Quarterly Technology Review Meetings (QTRM). Due to large numbers of farmers to be reached by an EA on weekly basis, they employ the services of

the Contact Farmers (CF) whom they relate with directly and in turn the CF assists in reaching other farmers with the same extension message.

### **Principles of T&V system of Extension**

The following are the principles of the T&V extension system:

1. **Professionalism:** It requires that the extension agents must be professionally trained, full-time worker and supported with all the necessary resources to perform effectively well.
2. **Single line of command:** An extension agent must be technically and administratively responsible to one authority
3. **Concentration of efforts:** Extension workers' efforts must be concentrated mainly on extension activities and with a clearly defined roles
4. **Time-bound work:** This requires that extension workers should be conscious of scheduled time for extension and farm activities.
5. **Field and farmer orientation:** This emphasises that extension agents must be regularly visit farmer and the farms for extension service delivery
6. **Regular and continuous training:** This implies that extension personnel and farmers must be regularly trained and have their professional skills up-graded and updated for efficient performance
7. **Two-way information flow:** This implies that there must be information flow between the extension unit and the farmers and with agricultural researchers/institutes

### **Agricultural Research Development**

The information base for the extension is the research institutes where innovations and technical information to serve the farmers are generated. In Nigeria, there are eighteen agricultural research institutes with each of them having specific research mandate. The following are the research institutes with their research mandates:

**Food crop research institutes:** *Institute of Agricultural Research (IAR), National Cereal research Institute (NCRI), National Institute for Horticultural Crops (NIHORT), Institute of Agricultural Research and Training (IAR&T), Lake Chad Research Institutes (LCRI)*

**Tree crops research institutes:** *National Institute for Oils Palm Research (NIFOR), Rubber Research Institute of Nigeria (RRIN), Forestry Research Institute of Nigeria (FRIN), Cocoa Research Institute of Nigeria (CRIN)*

**Livestock Research Institutes:** *National Veterinary Research Institute (NVRI), National Animal Production Research Institute (NAPRI), Nigerian Institute for Trypanosomiasis Research (NITR)*

**Fisheries research Institutes:** *National Institute for Freshwater Fisheries Research (NIFFR), Nigerian Institute for Oceanographic and Marine Research (NIOMR)*

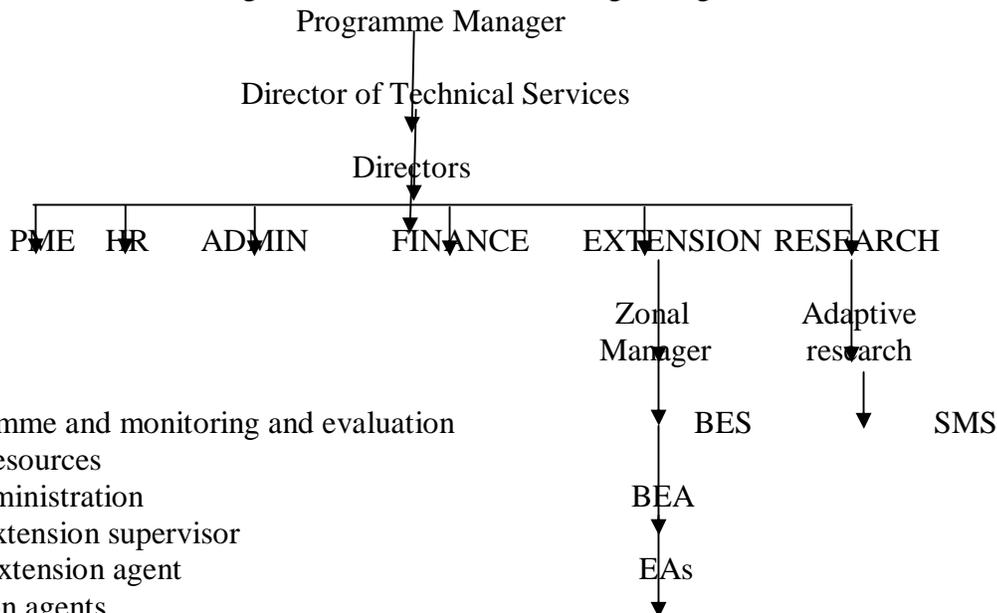
**General Service Research Institutes:** *Nigerian Stored Product Research Institute (NSPRI), Federal Institute of Industrial research (FIIRO), National Agricultural Extension and Research Liaison Services (NAERLS)*

### **Agricultural Administration**

This can be described as the managerial procedure by which the execution of organisational activities is ensured. This takes place in every agricultural organisation.

### Organisational structure

This refers to pattern of authority, labour divisions and channels of communication amongst members of an organisation. This entails hierarchical arrangement of positions in order of authority/seniority and specific tasks to be accomplished by whosoever occupies the position. For example, administrative structure of the state extension organisation takes the following in Nigeria:



- PME: Programme and monitoring and evaluation
- HR: Human resources
- ADMIN: Administration
- BES: Block extension supervisor
- BEA: Block extension agent
- EAs: Extension agents
- SMS: Subject matter specialist

### Basic Administration in Extension Organisations

**Planning:** This is the level at which what the organisation intend to accomplished and to go about it are mapped out.

**Organising:** This involves arrangement of all organisational activities such that specific roles to be played by individuals are clearly spelt out and ensure that all needed resources to accomplish the tasks are made available

**Staffing:** This entails recruitment of personnel to occupy the different organisational cadres. This is often based on qualification of individuals in terms of acquired skills, job experience and imaginative thought.

**Supervision:** This involves overseeing the organisational activities such that it is ensured that tasks are executed in line with the laid down procedures and objectives

**Controlling:** This entails coordination of all activities and control of events through rewards for job well done and punishment for negligence of duty.