



**NATIONAL OPEN UNIVERSITY OF NIGERIA**

**SCHOOL OF BUSINESS AND HUMAN RESOURCES**

**COURSE CODE:COP 212:**

**COURSE TITLE:COOPERATIVE EXTENSION**

**COURSE  
GUIDE**

**COP 212: COOPERATIVE EXTENSION**

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National Open University of Nigeria 2009

First Printed 2009

ISBN

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### 1.0 Introduction

COP 212 : Co-operative Extension is a semester course for students pursuing B.Sc. Co-operative Management programme. This course will also be available to students who want to do a post graduate course in Co-operative Management. It is assumed that these students do not have co-operative background.

This Course Guide tells you the nature of the course, the materials you are going to use and how you are going to use the materials for meaningful benefits. It

is expected that at least 2 hours should be devoted to the study of every course unit. For each course unit, there are exercises. You are encouraged to attempt these exercises. They obviously serve as points of reflection, which are necessary for proper understanding of the facts contain in the course.

At the end of each unit, there are Tutor – marked Assignments (TMAs), which you are expected to answer. They serve as revision and continuous assessment. Tutorial lectures will be provided, which is an opportunity for you to have a face-to-face contact with your faciliators. Any area you do not understand will be explained during the tutorial classes at your study center.

## 2.0 Course Aims

**COP 212** aims at developing the learners' ability to identify co-operative field problems and to equip learners with adequate knowledge towards proffering solutions to these problems.

The aims of the course will be achieved by:

- A. Introducing you to the definition of extension service as well as general foundations of co-operative extension service.
- B. Knowing the importance of extension service in Nigeria.
- C. Identifying the legal base, scope and functions of extension service as well as the objectives of extension service.
- D. Explaining the general survey of channels of communication in rural development with particular reference to channels that are suitable for grassroots mobilization such as personal contact, meetings, reports, posters, planned graph, leaflets (bulletins and circulars), radio, TV, exhibits, fairs, filmstrip/slides and tours field days.
- E. Knowing the yardstick that can assist in an effective selection of communication channels for co-operative grassroots mobilization such as performance, content, appeal, speed, coverage and aggression/violence.
- F. Highlighting the essential ingredients of co-operative extension services- definition, methods and attributes of co-operative extension service.
- G. Identifying problems of co-operative extension service.
- H. Recognizing opinion leaders and their roles in co-operative extension service as well as causes of attitude change.
- I. Defining planning and recognizing planning as an essential tool for a well co-ordinated co-operative extension programme.
- J. Identifying various types of planning with relation to extension programme.

- K. Knowing simple and topical case studies in co-operative extension service-  
the guide to case study.
- L. Knowing the advantages of case studies in co-operative extension service  
and how to prepare simple case studies and analyze them.
- M. Identifying diffusion and adoption process-definition of innovation, opinion  
leadership, diffusion and adoption as well as mentioning attributes of an  
innovation and identifying stages in rates and adopted categories.
- N. Knowing the role of the extension agents in the diffusion-adoption process  
and training and visit (T&V) extension system.
- O. Implications of the diffusion, adoption process for the development of co-  
operatives in Nigeria.

### **3.0 Course Objectives**

There are objectives to be achieved in each study unit of the course. You should read them before studying each unit. On completion of this course, you should be able to:

- 1) Define extension service as well as state the general foundations of co-operative extension service.
- 2) Explain the importance of extension service in Nigeria.
- 3) Identify the legal base, scope and functions of extension service as well as state the objectives of extension service.
- 4) Explain the general survey of channels of communication in rural development with particular reference to channels that are suitable for grassroots mobilization such as personal contact, meetings, reports, posters, planned group, leaflets (bulletins and circulars), radio, TV, exhibits, fairs, filmstrip/slides and tours/field days.
- 5) Apply the yardstick that can assist in an effective selection of communication channels for co-operative grassroots mobilization such as performance, content, appeal, speed, coverage and aggression/violence.
- 6) Identify the essential ingredients of co-operative extension services- definition, methods and attributes of co-operative extension service.
- 7) Identify problems of co-operative extension service.

- 8) Recognize opinion leaders and their roles in co-operative extension service as well as causes of attitude change.
- 9) Define planning and recognizing planning as an essential tool for a well co-ordinated co-operative extension programme.
- 10) Identify various types of planning with relation to extension programme.
- 11) Describe simple and topical case studies in co-operative extension service- the guide to case study.
- 12) State the advantages of case studies in co-operative extension service and how to prepare simple case studies and analyze them.
- 13) Identify diffusion and adoption process, definition of innovation, opinion leadership, diffusion and adoption as well as the attributes of an innovation, stages in rates and adopted categories.
- 14) Explain the role of extension agents in the diffusion-adoption process and Training and Visit (T&V) extension system.
- 15) Implications of the diffusion, adoption process for the development of co-operatives in Nigeria.

## **4.0 Course Materials**

- 1.** Course Guide
- 2.** Study Units
- 3.** Textbooks
- 4.** Assignment File
- 5.** Tutorials.

### **4.0.1 Study Units**

There are fifteen study units divided into two modules. The first module has 8 study units while the second module has 7 study units.

#### **Module 1:**

**Unit 1:** Definition of extension service and the general foundations of co-operative extension service.

**Unit 2:** The importance of extension service in Nigeria.

**Unit 3:** The legal base, scope and functions of extension service and the objectives of extension service.

**Unit 4:** The general survey of channels of communication in rural development with particular reference to channels that are suitable for grassroots mobilization.

**Unit 5:** The yardstick that can assist in an effective selection of communication channels for co-operative grassroots mobilization such as performance, content, appeal, speed, coverage, and aggression/violence.

**Unit 6:** The essential ingredients of co-operative extension services.

**Unit 7:** Identification of problems of co-operative extension service.

**Unit 8:** Opinion leaders and their roles in co-operative extension service, and causes of attitude change.

**Unit 9:** Definition of planning and recognition of planning as an essential tool for a well co-ordinated co-operative extension programme.

**Unit 10:** Various types of planning in relation to extension programme.

**Unit 11:** Description of simple and topical case studies in co-operative extension service-the guide to case study.

**Unit 12:** The advantages of case studies in co-operative extension service and how to prepare simple case studies and their analysis.

**Unit 13:** Identification of diffusion and adoption process-definition of innovation, opinion leadership, diffusion and adoption, the attributes of an innovation, stages in rates and adopted categories.

**Unit 14:** The role of extension agents in the diffusion-adoption process and Training and Visit (T&V) extension system.

**Unit 15:** Implications of the diffusion, adoption process for the development of co-operative in Nigeria.

#### **4.0.2 Importance of the Study Units**

All the study units are important for proper understanding of co-operative extension.

For each study unit, which you are to spend at least 2 hours, there are specific objectives. At the end of each unit, measure what you have learnt against the objectives. If there is any deviation, go back to the contents of that unit. There are textbooks, which you may go through for additional information. These textbooks are listed under “References/Further Reading” after each study unit.

The self-assessment exercises in each unit have to be gone through to assess that you are following the ideas being presented. In addition, there are tutor – marked assignments in each study unit. You are enjoined to attempt them, as some of them will be part of the continuous assessment.

#### **5.0 Assignment File**

There will be 5 assignments, which will cover the following areas:

- 1) Definition of extension service and the general foundations of co-operative extension service, the importance of extension service in Nigeria, and the legal base, scope and functions of extension service and the objectives of extension service (units 1, 2 and 3).

- 2) The general survey of channels of communication in rural development and the yardstick for that can assist in an effective selection of communication channels for co-operative grassroots mobilization. (units 4 and 5)
- 3) The essential ingredients of co-operative extension services, identification of problems of co-operative extension service, and opinion leaders and their roles in co-operative extension service and causes of attitude change (units 6, 7 and 8)
- 4) Definition of planning and recognition of planning as an essential tool for a well co-ordinated co-operative extension programme, and various types of planning with relation to extension programme (units 9 and 10)
- 5) Description of simple and topical case studies in co-operative extension service-the guide to case study, the advantages of case studies in co-operative extension service, how to prepare simple case studies and their analysis, identification of diffusion and adoption process, and the role of extension agents in the diffusion adoption process and training and visit (T&V) extension system, and implications for the diffusion and adoption process for the development of co-operatives in Nigeria (units 11, 12, 13, 14 and 15).

## **6.0 Presentation Schedule**

This is about dates for tutorials, submission of assignments, which will be sent to you in due course.

## **7.0 Assessment**

This will be in 2 forms, namely:

- 1) The continuous assessment, which will be based on 50%.

2) The final semester examination after you have completed the materials which will also be on 50%

### 8.0 Tutor – Marked Assignments (TMAs)

There are two of them in each unit of this course but you are to attempt only 5 out of a total of 30 as grouped under Assignment File. You are to submit 5 in which each of them carries 10%. As soon as you complete your assignment, send it immediately, to the Tutor.

### 9.0 Final Examination Grading

There will be a three-hour examination covering the whole course. You are expected to answer 5 questions on the whole.

Unit	Title of work	Weeks activity	Assignment of unit
1	Definition of extension service and the general foundations of co-operative extension service.	1	
2	The importance of extension service in Nigeria	1	
3	The legal base, scope and functions of extension service and the objectives of extension service	1	1 <sup>st</sup> Assignment
4	The general survey of channels of communication in rural development with particular reference to channels that are suitable for grassroots mobilization such as performance, content, appeal, speed, coverage and aggression/violence.	1	

5	The yardstick that can assist in an effective selection of communication channels for co-operative grassroots mobilization.	1	2 <sup>nd</sup> Assignment
6	The essential ingredients of co-operative extension services	1	
7	Identification of problems of co-operative extension service	1	
8	Opinion leaders and their roles in co-operative extension service and causes of attitude change	1	3 <sup>rd</sup> Assignment
9	Definition of planning and recognition of planning as an essential tool for a well co-ordinated co-operative extension programme	1	
10	Various types of planning with relation to extension programme	1	4 <sup>th</sup> Assignment
11	Description of single and topical case studies in co-operative extension service-the guide to case study	1	
12	The advantages of case studies in co-operative extension service and how to prepare single case studies and their analysis	1	
13	Identification of diffusion and adoption process-definition of innovation, opinion leadership, diffusion and adoption, the attributes of an innovation, stages in rates and adopted categories.	1	
14	The role of extension agents in the diffusion-adoption process and training and visit (T&V)	1	

	extension system.		5 <sup>th</sup> Assignment
15	Implications of the diffusion, adoption process for the development of co-operative in Nigeria	1	
	<b>Total</b>		<b>5</b> <b>Assignments</b>

### 10.0 Hints on how to succeed

- 1) As a diligent student, you are expected to devote at least 2 hours to go through each unit. You are going to play a dual role, that is, as a lecturer and a student. This means that some confidence has been reposed in you. Read the course carefully just as you will listen carefully to a lecturer.
  
- 2) As you read each paragraph, try to interpret and evaluate so as to bring out the sense contained therein.
  
- 3) After going through the introduction, read the objective. As you read the main content, ask yourself whether or not what you are reading tallies with the objective.
  
- 4) Make sure you take time to work through the self-assessment exercises. You may discuss these with other students studying the same programme.
  
- 5) If you know your Tutor's address, do not hesitate to contact him or her wherever you encounter any problem in your course.

- 6) Always send your tutor – marked assignments on time. Also, note the tutor’s comments against future assignments.
- 7) Above all, never involve in examination malpractices.

## **11.0 Summary**

Co-operative Extension (COP 212) gives you the basic knowledge that will put you steadily on B. Sc. Co-operative Management. Having completed the course (COP 212), you would have known what a co-operative extension is. You would have also known how to practice as an extension worker. And if the need arises, you will also know how to plan co-operative extension service as well as being able to identify various channels of communication for effective grassroots mobilization. You will also be able to identify the essential ingredients of co-operative extension service.

### **Module 1:**

This is the first module of the two modules that comprise the course COP 212, that is, Co-operative Extension. There are 8 units in this module.

#### **Unit 1:**

Defines extension service and explain general foundations of co-operative extension service.

#### **Unit 2:**

Explains the importance of extension services in Nigeria.

**Unit 3:**

Identifies the legal base, scope and functions of extension service and state the objectives of extension service.

**Unit 4:**

Explains the general survey of channels of communication in rural development with particular reference to channels that are suitable for grassroots mobilization such as personal contact, meetings report, posters, planned graph, leaflets (bulletin, and circulars), radio, TV, exhibits, fairs, filmstrip/slides and tours/field days

**Unit 5:**

Identifies the yardstick that can assist in an effective selection of communication channels for co-operative grassroots mobilization such as performance, content, appeal, speed, coverage and aggression/violence

**Unit 6:**

Identifies the essential ingredients of co-operative extension services- definition, methods and attributes of co-operative extension service.

**Unit 7:**

Identifies problems of co-operative extension service

**Unit 8:**

Recognize opinion leaders and their roles in co-operative extension service as well as causes of attitude change.

## **Module II**

### **Unit 9:**

Defines planning and recognizes planning as an essential tool for a well co-ordinated co-operative extension programme

### **Unit 10:**

Identifies various types of planning with relation to extension programme

### **Unit 11:**

Describes simple and topical case studies in co-operative extension service- the guide to case study

### **Unit 12:**

States the advantages of case studies in co-operative extension service and how to prepare simple case studies and analyses them

### **Unit 13:**

Identifies diffusion and adoption process-definition of innovation, opinion leadership, diffusion and adoption as well as states the attributes of an innovation, stages in rates and adopted categories

### **Unit 14:**

Explains the role of extension agents in the diffusion and adoption process and training and visit (T&V) extension system.

The last unit, which is,

### **Unit 15:**

Explains implications of the diffusion, adoption process for the development of co-operatives in Nigeria.

**MAIN  
COURSE**

**COP 212: COOPERATIVE EXTENSION**

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National Open University of Nigeria 2009

First Printed 2009

ISBN

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## **UNIT 1: DEFINITION OF EXTENSION SERVICE AND THE GENERAL FOUNDATIONS OF CO-OPERATIVE EXTENSION SERVICE**

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## **UNIT 1: DEFINITION OF EXTENSION SERVICE AND THE GENERAL FOUNDATIONS OF CO-OPERATIVE EXTENSION SERVICE**

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### **1.0 Introduction**

Definition of extension service and general foundations of co-operative extension service is the focus of our first unit among the units that make up the course: Co-operative Extension.

This unit introduces you to the subject of extension. You are going to spend at least two hours to go through it. While going through the unit, there are exercises designed to make you pause and reflect on what you are reading. By so doing, you may have a grasp of the units being presented to you.

At the end of the unit, there are again tutor – marked questions, which are meant for you. You should try your hands on them so as to be self assured that you have a mastery of the points raised in the unit, as indicated in the objectives slated below:

## **2.0 Objectives**

By the time you complete your study of this unit, you should be able to:

- Define extension service
- Explain the foundations of co-operative extension service in Nigeria
- Discuss the activities of the Federal Ministry of Agriculture and Natural Resources (FMA&NR)
- Explain the functions of the Department of co-operative in the (FMA&NR)
- Explain the activities of Agricultural Development Project (ADPs)
- Explain Agricultural extension research efforts in Nigeria.

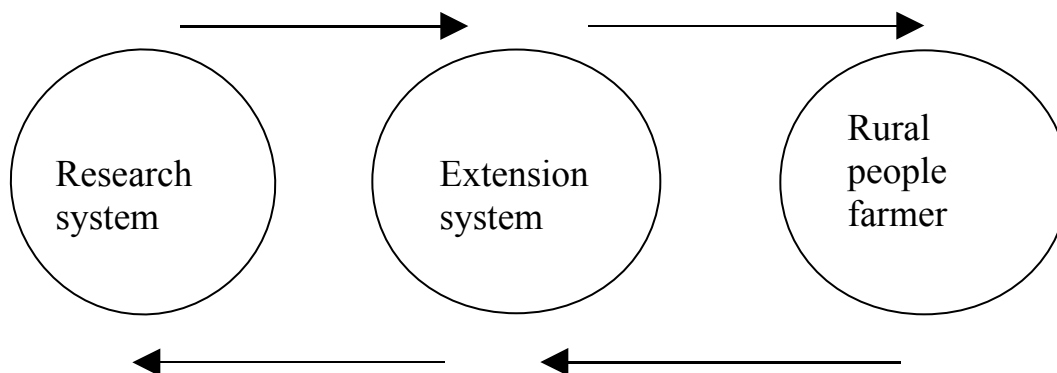
## **3.0 Definition of Extension Service and General Foundations of Co-operative Extension Service**

When you hear the words “extension service”, what easily comes to your mind is agricultural extension service. But as will be demonstrated in this unit, extension service is not restricted to agriculture alone. It permeates and applies to all areas of human endeavour, where knowledge is generated and used for the welfare of humanity (e.g. health, education, engineering, etc). In other words, extension services’ overall objective is to plan, execute, and evaluate learning experience that will help people acquire the understanding and skills essential for solving farm, home and community problems.

### 3.1 Definition of Extension

- Extension is a process or a service way of getting knowledge developed from one environment to the other.
- Extension services are service employed in the diffusion of new innovations to people who live in the remote areas of a community. They have limited access to their information needs in the areas of agriculture, building, trade, healthcare, domestic work and other areas of human activities (*Ugwu, 2008*)
- As a method of teaching rural people on the method of production and marketing system
- A system or service which provides rural people an opportunity to have access to improve teaching which under normal circumstances they would not have been able to avail themselves of them. (*Omokare, 1983*) defines extension as informal educational system that is directed to adult, carried out thoughtfully and systematically applying teaching and learning principles under the atmosphere of mutual trust and respect.

Agricultural extension is for rural people, so farming is for rural people. It has no closing time or opening time. So, it is informal in nature, which brings about a desirable change in rural people. ***Figure 1.1 How Extension Function***



Extension is an out of school education that anywhere can serve as a classroom, i.e. the farmers' farm, the villages' square/hall, market center, kitchen, sitting room.

We should remember that education is a process of bringing about desirable change in human behaviour. These desirable changes are:

- 1) Desirable change in skills e.g. how to spray herbicide (sprayers)
- 2) Desirable change in knowledge e.g. fertilizer, herbicides and animal breed
- 3) Desirable change in attitude e.g. dressing, crop storage.

### **3.2 The Foundations of Extension Service in Nigeria**

The history of agricultural extension started from 1893. That was when the first research institute started in Nigeria. There was a botanical garden then in the south. Later there was British Cotton Association which acquired land of about 4 square kilometers at Moore Plantation in Ibadan. Their goal was to feed textile industries in 1905.

In 1910, there was a department of agriculture for Southern Protectorate. The department was to carry out research mostly on soil and the type of crops suitable for a particular soil.

In 1912, there was another department of agriculture for Northern Protectorate, which was mostly concerned with the development of major crops that are good in Northern part of the country.

These crops were cotton, groundnuts etc. the department also determined which soil was good for agricultural purpose.

In 1921, there was central department of agriculture for the whole country. There was something that led to the formation of a Central Department of Agriculture. The reason was that in 1914, Northern and Southern Nigeria were amalgamated to become one.

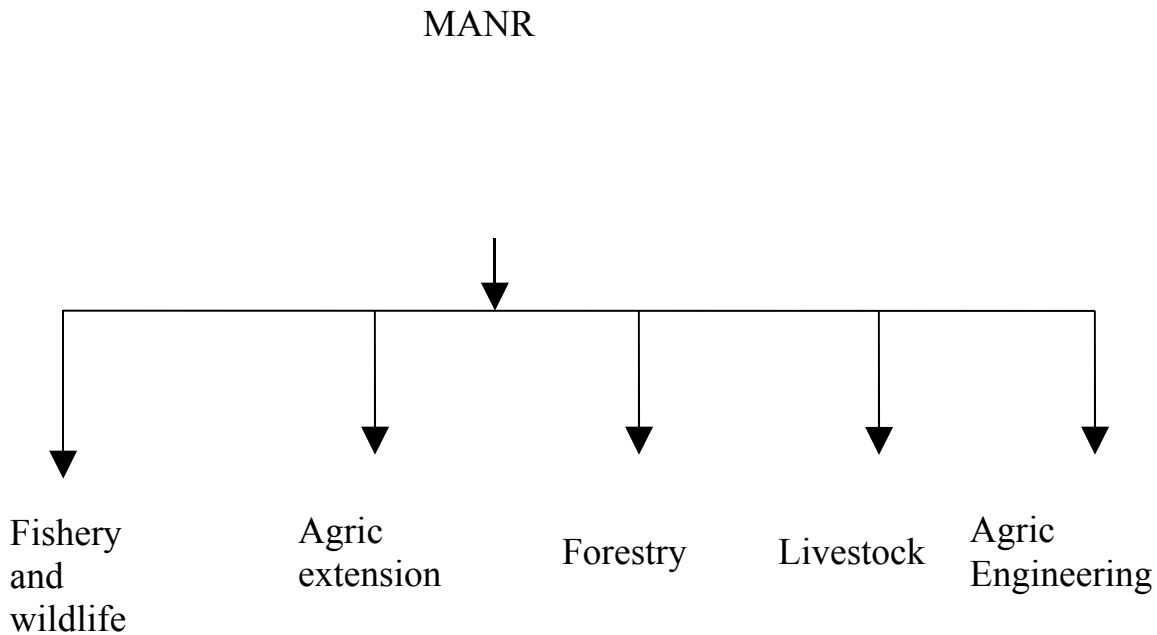
**Objectives of central Department of Agriculture**

- 1) Experimental production of export crops e.g. cotton, groundnut, rubber, palm oil, kola nuts, cocoa and coffee.
- 2) Improvement and maintenance of soil fertility
- 3) Efficiency in marketing of agricultural produce especially exports crops. To achieve this goal, marketing boards were set up for each export crop. The boards also regulate the prices of these crops paid to local farmers
- 4) Introduction of agriculture education for training of sub-professional staff, that is, extension workers. This led to establishment of school of agriculture at Moore Plantation in Ibadan in 1921 and another in Samaru in 1928.
- 5) The establishment of rudimentary extension service/advisory service.

We should note that agricultural development is directly proportional to the country development. Between 1921 and 1952, there were provinces and agricultural development at professional levels were significant. In fact, the biggest boss then was called provincial agriculture officer.

From 1952 to 1953, there was change in Constitution and there was regional system of government in which each region had a Ministry of Agriculture. Ministry of Agriculture in Eastern region's headquarters was in Enugu. Ministry of Agriculture Western region headquarters was in Ibadan. That of Northern region headquarters was in Kaduna.

Each region had functional Ministry of Agriculture and natural resource and it is divided into various departments.

**Figure 1.2: Ministry of Agriculture and Natural Resources**

The head was Chief Agric Officer (CAO). This set-up continued up to 1960 when Nigeria got her independence. In 1963, Mid – west region was created while Federal Ministry of Agriculture was established in 1964.

We should note that the establishment of regional ministries of agriculture was the beginning of recognizable agricultural extension practice in Nigeria. Each regional Ministry of agriculture had a research station, a school of agriculture, and a field service division. The extension personnel trained by the school working under the field service division were deployed to teach farmers, innovative farming techniques. The regionalization of agriculture and the consequent separation of research and extension reduced the focus on extension and laid the basis for the enduring weak linkages between research and extension.

### **Self Assessment Exercise 1.1**

What is meant by Extension?

### **3.3 The Federal Ministry of Agriculture and Natural Resources**

We should note that the Federal Ministry of Agriculture and Natural Resources set up in the mid sixties had its structure reflected in the state Ministries that came on board with the creation of states in the late sixties by the Gowon's regime. Agricultural extension under the Ministry was a relatively small unit compared to other sections in the Ministry. Consequently, the roles of transferring and disseminating agricultural technologies in the ministry were, therefore, bugged with so many problems. These problems were lack of staff, weak linkages with agricultural research, poor staff mobility, inadequate qualified staff, and weak financial support. (*Maduekwe and Ozor*, 2004).

We should remember that extension was a very small unit in the administrator machinery of the ministry of agriculture until the establishment of the Agricultural Development Programmes (ADPs).

#### **3.3.1 The Department of Co-operative in the Federal Ministry of Agriculture and Natural Resources (FMA&NR)**

We should note that the foundations of co-operative extension service were laid in the historical development of agricultural extension service discussed in section 2.2 of this unit.

At this junction, it is pertinent to state the functions of the Co-operative department in the Federal Ministry of Agriculture and Natural Resources. These are:

- i. Co-ordination of inter – governmental co-operative activities.

- ii. Formulation of broad national economic policy for Co-operative development and financing and integration of Co-operative policies into national development plans.
- iii. Co-operative education and training at the national level and relations with appropriate Nigerian and foreign educational institutions.
- iv. Inter – African and other international Co-operative matters including relations with international co-operative organizations and specialized agencies of the United Nations.
- v. Relations with global central labour organization and similar bodies especially in matters relating to jointly sponsored welfare schemes.
- vi. Coordination of research into co-operative problems.
- vii. Co-ordination of inter – State co-operative activities.
- viii. Regulate the activities of national co-operative apexes and societies
- ix. Compilation of information on all matters relating to co-operatives and preparation of reports on co-operative development in Nigeria.

### **3.4 The Agricultural Development Programmes (ADPs)**

The pre – ADP extension services were presumed to be ineffective and could only provide limited services to majority of farmers in the basic farming enterprises. This formed the basic fact underlying the removal of the extension service from the civil service system and the introduction of Agricultural Development Project (*Ekpere*, 1991).

According to *Saliu* and *Age* (2009) enclave Agricultural Development Projects were first established on trial basis with World Banks' funding in Funtua, Gusau, Gombe, Anyigba, Lafia, Bida, Ilorin, Ekiti – Akoko, and Oyo – North between 1974 and 1982. The outcome of trials was good as the ADP was adopted in all of the states of the Federation, including Abuja. The World Bank – ADP

approach has been used in Nigeria to recognize the management of the agricultural extension system for effective performance. The main features are the Training and Visit (T&V) extension system which state ADPs use. This system will be explained in full in Unit 14 of this course.

### **3.5 Agricultural Extension Research Efforts**

We need to note that the research interest in agricultural extension is a major driver of agricultural extension practice and policy, which laid the foundation for Co-operative extension service. We should remember that there were very few capable hands within and outside the Ministry of Agriculture to carry out research in agricultural extension. Most research in extension focused on issues such as adoption of crops or livestock, emphasizing farmer acceptance of a small aspect of what constitutes the complete technology needed to make progress. The findings of those studies blamed the farmer for failure to adopt, referring to the farmers with such terms as “Illiterate”, “Conservative” and “Peasant”.

The broader and indeed more relevant issues such as institutions, policy, markets and consumer food preferences were rarely addressed. An earlier work on the institution framework for transfer of agricultural technology to resource poor farmers in Nigeria reported that agricultural extension institutions are uncoordinated and improperly aligned with the tenets of agricultural development (*Obibuaku and Madukwe, 1992*).

The agricultural research system comprises of 17 commodities – based institutes and a special national extension institute, over 45 faculties of agriculture in conventional federal, state, and private universities, three universities of agriculture, several colleges agriculture/polytechnics. It also includes three international agricultural research centers viz: International Institute of Tropical Agriculture (IITA) a sub – Station of International Crop Research Institute for

Semi – Arid Tropics (ICRISAT), and a sub – station of International Livestock Research Institute (ILRI) (*Okwu* and *Ejembi*, 2001).

All of these institutions, according to *Saliu* and *Age* (2009), serve as the fountain of agricultural innovations for both public and private agricultural extension service providers. In Nigeria, agricultural extension services have been mainly public. Currently the major provider of public sector agricultural extension services is Agricultural Development Programme (ADP) in each of the 36 States of Nigeria (*Saliu* and *Age*, 2009).

#### **4.0 Conclusion**

This is our first unit to the course co-operative extension. While reading the unit, you were made to understand the meaning of extension service and the general foundations of co-operative extension service which were laid in the historical development of agricultural extension service in Nigeria.

It was pointed out that the most successful extension system was the Agricultural Development Programme extension service.

#### **5.0 Summary**

You have now learnt about the definition of extension service and the general foundations of co-operative extension service. The ground is now prepared to sow the seeds of extension service by closely examine agricultural and co-operative extension services.

#### **6.0 Tutor – Marked Assignment**

**6.1** Define extension service according to *Omokare* (1983)

**6.2** Which organizations serve as a fountain of agricultural innovations for both public and private agricultural extension providers in Nigeria?

## 7.0 References/Further Readings

- Obibuaku, L. O. and Madukwe, M. C. (1992). *Institutional Framework for transfer of agricultural technology to resource, poor farmers in Nigeria*. Journal of Extension systems, Volume 8 (1&2), pp 103 – 113.
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**UNIT 2: THE IMPORTANCE OF EXTENSION SERVICE IN NIGERIA****Table of Contents**

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- 2.0 Objectives
- 3.0 The Importance of Extension Service in Nigeria
  - 3.1 The Contribution of Extension Service
  - 3.2 The Role of Extension and its Policy Implications
  - 3.3 The Performance of the Extension Services in Nigeria
  - 3.4 Current Private Extension Services in Nigeria
  - 3.5 Sustainable Agricultural and Rural Development (SARD)
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor – Marked Assignment
- 7.0 References/Further Reading

**1.0 Introduction**

In our first unit, which is the preceding one, we discussed the meaning of extension service and the general foundations of co-operative extension service. The present unit is going to be an extension of the first one. This is because we are still going to closely look at the importance of extension service in Nigeria.

There is no doubt that extension service has contributed to the rural development of the country.

## 2.0 Objectives

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

- Explain the importance of extension service in Nigeria
- Explain the roles of extension service and policy implications
- Explain current private extension services in Nigeria
- Explain sustainable Agricultural and Rural Development

## 3.0 The importance of Extension Service in Nigeria

*Saliu, O. J.* and *Age, A. I.* (2009) State that, “Nigeria probably has the most elaborate extension system in sub-Saharan Africa, with a population of over 140 millions and 71 million hectares of arable land”. They further state that, the agricultural research system comprises 17 commodity-based research institutes and a special national extension institute, over 45 faculties of agriculture in conventional federal, state, and private universities, three universities of agriculture, and several colleges of agriculture/polytechnics. It also includes three international agricultural research centers viz: International Institute of Tropical Agriculture (ITTA), a sub-station of International Crop Research Institute for Semi-And Tropics (ICRISAT), and a sub-station of International Livestock Research Institute (ILRI) (*Okwu* and *Ejenibi*, 2001).

All these institutions collectively or individually serve as the fountain of agricultural innovations for both public and private agricultural extension service providers. In Nigeria, agricultural extension services have been mainly public. Currently, the major provider of public sector agricultural extension services is Agricultural Development Programme (ADP) in each of the 36 states of Nigeria (*Saliu* and *Age*, 2009).

We can, therefore, see the importance of extension service in Nigeria such as:

### 3.1 The Contribution of Extension Service

- (a) It contributes to economic growth: -This is seen through improved efficiency in production and better use of resources. For instance, through improved agricultural yield, it helps in getting more export earnings. We remember the contributions of such cash crops like cocoa, groundnut, cotton, palm kernel, rubber, etc. to Nigeria's economic development before the advent of the petroleum.
- (b) The importance of extension is also seen in the area of educational services it gives to the people: - This contribution has a very far-reaching effect in the well-being of the rural people.
- (c) Extension Service helps to bring about rural development
- (d) Leadership training is acquired by the rural people through extension education and training
- (e) Some youth activities are started and encouraged through extension services, argue *Anyanwu, etal* (2001).
- (f) The change brought about through extension influences the rural dweller like the farmer and his family in no small way.
- (g) Extension training and education plays the role of an agent of transfer of knowledge from government research centres, stations, universities and other areas to the rural people.

The importance of extension policy was recognized by the Food and Agricultural Organization (FAO's) Global Consultation on Agricultural Extension when it recommended that "all national governments should develop and periodically review their agricultural extension policy. This policy should include the goals of agricultural extension, the responsible agencies and personnel, the clientele to be served, the broad programmatic areas to be addressed, and other relevant guidelines". The Consultation further recommended that "the FAO, in conjunction with the donor community, should engage in policy dialogue with national governments to stress the importance of agricultural extension in national agricultural development and the need to share an explicit, formally enacted, agricultural extension policy" (*Swanson*, 1990 P.11)

### **Self Assessment Exercise 2.1**

What do you understand by the term donor community?

### **3.2 The role of extension and policy implication**

The rural people, especially farmers correctly view extension as a form of assistance to help improve their know-how, efficiency, productivity, profitability, and contribution to the good of their family, community, and society. At the same time, politicians, planners and policy makers in many developing countries view extension as a policy instrument to increase agricultural production, to achieve national foods security, and at the same time, help alleviate rural poverty.

In addition, some economists view extension as a policy instrument that will contribute to human capital development and economic growth; therefore resources allocated to extension are viewed as an economic investment which must produce competitive economic returns.

To the practitioner, agricultural extension enhances and accelerates the spread of useful know-how and technologies to rural people. These activities are expected to lead to increased and sustained productivity, increased income and wellbeing of farm people, and to the promotion of national food security and economic growth. These objectives are to be achieved through non-formal education and training programmes and two-way technology transfer and feedback systems where extension has an important contribution to make to agriculture and rural development.

At the same time, agricultural and rural development is no longer a matter of just increasing food and agriculture production, other factors must be addressed by policy makers and support service agencies in formulating and implementing agricultural and rural development policy. These issues include population and environmental concerns, and they have very strong implications for how key support services such as research and extension should be organized and financed.

### **3.3 The Performance of the Extension Service in Nigeria**

The performance of the extension services since the removal of the extension service from the civil service system and the introduction of Agricultural Development Project has been encouraging (*Ekpre* 1991). The result is increased in extension contacts with the rural people, dissemination of several technologies and adoption by farmers (*Oyebanji*, 1994). For instance, eminent scholars, *Idachaba* (2005) asserted that Anyigba ADP greatly transformed the lives of the Igala people through the revolution in extension services delivery.

However, *Mijindadi* (1992) observed that some prevailing problems existed and limited the effectiveness of the extension system. These problems include: insufficient funding at state level, inadequate availability of inputs, poor logistics and inadequate staffing (*Saliu and Age* 2009).

### 3.4 Current Private Extension Service in Nigeria

*Saliu* and *Age* (2009) argue that “Besides the general government extension programs in Nigeria, there also exist some extension programmes for the advancement of agriculture. The foremost participants in private extension services are United Africa Company (UAC), John Holt, Nigerian Tobacco Company (NTC), and Diocesan Agricultural Development Programme of the Catholic Diocese of Ijebu – Ode, among several others who became involved in agricultural production, processing, and marketing some decades ago (*Adedoyin*, 1995)”.

### 3.5 Sustainable Agricultural and Rural Development (SARD)

The integration of the food, population, and environmental nexus has led to a new platform of development, referred to by FAO as Sustainable Agricultural and Rural Development (SARD). This new concept of SARD has been defined by FAO as “the management and conservation of the natural resource base, and the orientation of technological and institutional change in such a manner as to ensure the attainment and continued satisfaction of human needs for present and future generations. Such sustainable development (in agriculture, forestry and fisheries sectors) conserves land, water, plant and animal genetic resources; is environmentally non-degrading; technically appropriate; economically viable and socially acceptable”. (*FAO, den Bosch Declaration*, 1991, p. 2)

We should note that the role of the rural people is well recognized in SARD, particularly in the management and conservation of soil, water, and biological resources; maintaining an ecological balance; and applying environment friendly technologies such as integrated pest management (IPM). Farmers, for instance, are the single largest group of users and managers of land, water, and other biological resources throughout the world.

In 1970, for instance, about 790 millions people were economically active in agriculture, and this number would increase to around 1.13 billion by the year 2000 and to 1.19 billion by 2010 (*Alexandrators*, 1995, p. 340). The majority of these men, women, and young farmers will need useful information, appropriate technology, and sound technical advice not only to increase their agricultural productivity and income, but also to make farming and rural life richer and more sustainable. Herein lays the important role of extension service.

#### **4.0 Conclusion**

We have discussed the importance of extension service in Nigeria. There is need for more concerted efforts by all stakeholders (the government, extension workers, research institutions, donor agencies and the target rural people) towards effective extension service delivery in Nigeria.

#### **5.0 Summary**

Having learnt the importance of extension service in Nigeria, we are now proceeding to Unit 3 for discussion on the legal base, scope and functions of extension service and the objectives of extension service.

We have studied in our present unit, the importance, role and performance of extension service in Nigeria. We equally learnt about the current private extension service in the economy as well as sustainable agricultural and rural development.

#### **6.0 Tutor – Marked Assignments**

**6.1** List and explain the contributions of extension service to rural development.

**6.2** i) What does the acronym SARD stands for?

ii) In what area(s) is the role of rural people well recognized in SARD?

## 7.0 References/Further Readings

- Saliu, O. J. and Age, A. I. (2009). *Privatization of Agricultural Extension Services in Nigeria – Proposed Guidelines for Implementation*. Journal of Sustainable Development in Africa (Volume 11, No. 2, 2009)
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## **UNIT 3: THE LEGAL BASE, SCOPE AND FUNCTIONS OF EXTENSION SERVICE AND THE OBJECTIVES OF EXTENSION SERVICE**

### **Table of Contents**

- 1.0 Introduction
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  - 3.5 The Management of Extension Service in Nigeria
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### **1.0 Introduction**

This unit concerns the legal base, scope, and functions and the objectives of extension service. In the preceding unit, we discussed the importance of extension service in Nigeria. In the course of explaining the importance of extension service in Nigeria we discussed the roles and performance of extension service in Nigeria as well as the current private extension services in Nigeria and the Sustainable Agricultural and Rural Development (SARD).

The above discussion now gives us a basis on which we can study the legal base, scope and functions of extension service and the objectives of extension service.

## **2.0 Objectives**

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

- Explain the legal base of extension service
- Explain the scope of extension service
- Explain the functions of extension service
- Explain the objectives of extension service
- Explain the management of extension service in Nigeria.

## **3.0 The Legal Base, Scope and Functions of Extension Service and the Objectives of Extension Service**

We are going to discuss the aspects of extension service such as:

### **3.1 The Legal Base of Extension Service**

We should note that extension policies are presently not enacted by the country's highest law-making authority (e. g. the National Assembly).

Consequently, in Nigeria, agricultural extension is largely decentralized and there is little influence of the Federal Government on extension services, except the activities of Project Co-ordinating Unit (PCU).

In the United States of America, for instance, extension policies embodied by the country's law – making authority (e. g. congress or parliament) are common in many developing countries. Countries that have enacted extension policy through legislative action tend to have well-organized, financially stable extension

systems that have sustained effectiveness and a cumulative impact. Examples of legislated extension policies which have worked well include the following:

1. The legislation that established the Co-operative Extension Service in the United States is known as *the Smith – Lever Act of May 8, 1914*. Important to policy makers from developing countries is that this policy stimulated the growth and efficiency of American agriculture from the 1920s to the present. *Rogers* (1995) summarized the worth of the Co-operative Extension System: “The U. S agricultural extension model is one of the most widely recognized systems for the diffusion of innovations in the world today. Probably no other government or private agency can claim to be more successful in transferring technology”.
2. The *Japanese Agricultural Promotion Law of 1948* created and provided funding for Japans Co-operative Agricultural Extension Service. The same extension policy has guided the Japanese extension system from 1948 to the present (*Shinji Imai in APO* 1994, p. 122). Under this law, the national government is responsible for two-thirds of the salary of extension workers, two-thirds of all operational expenditures for extension programmes and one-half of all expenditures for training extension workers and for rural youth work. The rest of the extension budget is the responsibility of the prefectural government (*Agricultural Extension Service in Japan*, 1978, p. 83)
3. Agricultural Extension Policy in South Korea today is embodied in the *1957 Agricultural Extension Law of 1962*. It is important to note that, because of “Unhelpful interference from the administrative system” the 1962 Rural Development Law put together the Research Bureau, the Extension Bureau, and the Community Development Bureau under the new Rural Development Administration, freeing these two functions from the Ministry of

Agriculture's administration bureaucracy (*Yong-Bok Chung and Youl-Mo Dong*, 1984 p. 4, 5).

4. Thailand's agricultural extension policy was codified in the *1956 law* that created the Department of Agricultural Extension as one of nine departments of the Ministry of Agriculture and Co-operatives. It outlines the functions, scope, organization, and mode of financial support for extension, in Thailand.
5. Zimbabwe's Department of Agricultural Technical Extension Services was established by *law in 1981* and, although a relatively young institution, it is gradually building up its extension staff and its government funding.
6. Nigeria has the most elaborate extension system in sub-Saharan Africa, with a population of over 140 million and 70 million acres of arable land.

Unfortunately, the country has not enacted any law on agricultural extension. However, Nigeria agricultural research system comprises commodity based research institutes, a special extension institute, faculties of agriculture in conventional universities, three universities of agriculture, several colleges of agriculture and polytechnics. It also includes international agricultural research centres.

All of these institutions collectively or individually serve as the fountain of agricultural innovations for both public and private agricultural extension service providers. In Nigeria, agricultural extension services have been mainly public, currently, the major provider of public sector agricultural extension services is Agricultural Development Programme (ADP) in each of the 36 States of Nigeria (*Saliu and Age*, 2009).

### **3.2 The Scope of Extension Service**

Agricultural extension policy is a part of national development policy in general and of agricultural and rural development policy in particular. Hence, agricultural extension is one of the policy instruments which governments can use to stimulate agricultural development (*Van Den Van in Jones*, 1986, p. 91).

We should remember that extension is very much part of what ***Roling*** refers to as the agricultural development mix. The eminent scholar notes that extension is a weak instrument when it stands alone, but that it becomes powerful when combined with price incentives, input supply, credit, seed multiplication, and so forth (***Roling in Jones***, 1986 p. 110). The Global Consultation on Agricultural Extension concluded that agricultural extension policy should be consistent with and supportive of national agricultural development policy and goals (***Swanson***, 1990, p. 111).

It is imperative for each country to have a comprehensive agricultural extension policy which provides for co-ordination with research, education, input supply, and credit and marketing systems, as well as some flexibility to reflect the dynamic nature of the agricultural sector.

Consequently, the scopes of extension service are:

- 1) Crop farming – process of telling the farmers how to till the soil and planting
- 2) Home making-food technology – preparation of food, how to take care of home.
- 3) Co-operative – Better way of getting loan from the Federal Government
- 4) Leadership and youth farmer – young farmer club. They help them to go and tell the youth to go to farm.. They also help in disseminating message to the rural population or they serve as supplement to extension workers.

### 3.3 The Functions of Extension Service

We must remember that national extension systems can pursue one of several different extension approaches in implementing extension policy. Most extension systems in developing countries like Nigeria give primary attention to technology transfer, given national agricultural policies that emphasize increasing food production and achieving national food security. An example of a technology transfer approach would be the Training and Visit (TV) Extension system that has been promoted by the World Bank through its lending programme in Agricultural Development Projects (ADPs) in the country. An example of an ADP which adopted T&V was the Anyigba Agricultural Development Project.

The extension system has been particularly effective in technology transfer, increasing the skills and knowledge of rural farm families, who have become very effective consumers of agricultural technology. Consequently, the extension approach pursued by a country should reflect the mission of extension, and it will define the functions, programmes, and tasks that will be carried out by the extension service.

We should note that although extension has a generic and universal meaning, its mission and goals may need to be adjusted according to national objectives and the context and stage of agricultural and rural development in a given country.

For instance, should the mission of extension be to promote agricultural development through technology transfer? Should it, in the alternative, give higher priority to human resource development in rural areas, or should it provide sustainable agricultural and rural development? There is the need to reflect the extension mission in the name of the organization, and the preamble for extension policy should be included in the law governing the country's extension system. This mission then should be reflected in a statement of goals and objectives that

are agreed upon and assigned to extension in a supporting policy document. This document should be periodically reviewed by policy makers and representatives from stakeholder groups.

The tasks (functions) of extension service in Nigeria in to raise the income of the rural dwellers by the following ways:

- (a) Teaching improved practices to farmer both in cultivation and processing of crops.
- (b) Marketing and distributing improved plant materials (seeds) and strain of livestock
- (c) Teach improved method of livestock husbandry
- (d) Collecting and collating basic information relating to rural economy, farming system and non-farming system.
- (e) Planning, organizing and executing rural development schemes
- (f) Organizing young farmers club
- (g) Operating demonstration farm and conducting extension experiment in collaboration with research institutes
- (h) Assessing the ability to use credit facility
- (i) Organizing home economic programme to rural women
- (j) Teach crop production method and preservation of crop.

### **Self Assessment Exercise 3.1**

What is the Scope of Agricultural Extension in Nigeria?

### **3.4 The Objectives of Extension Service**

We should note that although extension has a generic and universal meaning, its mission and goals may need to be adjusted according to national

objectives and the context and stage of agricultural and rural development in a given country.

As pointed out in section 3.3 of this unit, for instance, should the mission of extension be to promote agricultural development through technology transfer? Should it, in the alternative, give higher priority to human resource development in rural areas, or should it provide sustainable agricultural and rural development? There is the need to reflect the extension mission in the name of the organization, and the preamble for extension policy should be included in the law governing the country's extension system. This mission then should be reflected in a statement of goals and objectives that are agreed upon and assigned to extension in a supporting policy document. This document should be periodically reviewed by policy makers and representatives from stakeholder groups.

The objectives are, therefore, summarized as follows:

- 1) Extension education – the dissemination element and useful information on agriculture and home economics to farmers
- 2) The practical application of the knowledge
- 3) Assisting the farmers to use the technical knowledge to solve their practical problems
- 4) Dissemination of research findings
- 5) Rural Co-operative service
- 6) Provision of information
- 7) Helping the farmers to help themselves (developing the farms)

### **3.5 The Management of Extension Service in Nigeria**

The nature of agricultural extension in Nigeria and in many developing countries today resembles to a large degree the form handed down to the Ministry of Agriculture by the Colonial masters (*Anywanwu et al*, 2001). Historically,

Britain established in the provinces, agricultural officers charged with the responsibility of giving advice to the farmers who were engaged in the production of cash crops for export.

We should note that, the agricultural extension forms part of the several sections of the Ministry of Agricultural. The Ministry was then divided into Agriculture, Veterinary Science, Forestry, Produce Inspection and Fisheries. The Agricultural Division was further subdivided into Planning, Project and Extension. (*Anyanwu et al*, 2001)

*Anyanwu* and others argue that, “Like many other organizational set-ups, the structure shows the line of authority, division of labour, and channels of communication among all involved in the set-up. Because of the nature of the farmers-mostly directed by traditional norms and involved in subsistence agriculture, the forms of structure adopted often are the organic approach form of organization. In this there are unique tasks, unstructured roles and definitions, and horizontal communication. There are also consultation rather than direct authority and generally professional extension of personnel”

### **Self Assessment Exercise 3.2**

Why the organic approach form of organization is adopted as a form of structure for extension service?

## **4.0 Conclusion**

In this unit we have been able to learn about the legal base, scope and functions of extension service as well as the objectives of extension service. The legal base of extension service has been exhaustively examined, drawing from both local and international examples.

## 5.0 Summary

Now that we have known the legal base, scope, functions and the objectives of extension service, we shall now go to Unit 4, that is our next unit, which is on the general survey of channel of communication in rural development with particular reference to channels that are suitable for grassroots mobilization.

## 6.0 Tutor – Marked Assignments

- 6.1 List and explain the legal bases for extension service in the USA, Japan, South Korea, Thailand, Zimbabwe and Nigeria.
- 6.2 Why is it imperative for each country to have a comprehensive agricultural extension policy?

## 7.0 References/Further Reading

- Saliu, O. J. and Age, A.I. (2009). *Privatization of Agricultural Extension Sciences in Nigeria – proposed Guideline for implementation*. Journal of Sustainable Development in Africa (Volume 11, No 2, 2009)
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## **UNIT 4: THE GENERAL SURVEY OF CHANNELS OF COMMUNICATION IN RURAL DEVELOPMENT WITH PARTICULAR REFERENCE TO CHANNELS THAT ARE SUITABLE FOR GRASSROOTS MOBILIZATION**

### **Table of Contents**

- 1.0 Introduction
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- 3.0 Channels of Communication in Rural Development
  - 3.1 Personal Contact and Meetings
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  - 3.3 Radio and TV
  - 3.4 Exhibits, Fairs, Filmstrip/slides
  - 3.5 Tours and Field days
    - 3.5.1 Drawbacks in Communication
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor – Marked Assignment
- 7.0 References/Further Reading

### **1.0 Introduction**

Communication as a human activity dates as far back as the beginning of human interaction itself. The world is rapidly undergoing tremendous scientific and technological development. Man has been able to ease communication problems by inventing more sophisticated means of communication.

This unit focuses on channels of communication in rural development with particular reference to channels that are suitable for grassroots mobilization. These

are personal contact, meetings, reports, posters, planned graph, leaflets (bulletins and circulars), radio, TV, exhibits, fairs, filmstrip/slides, tours/field days.

## **2.0 Objectives**

By the time you complete your study of this unit, you should be able to:

- Explain the term communication and its components
- Explain the importance of communication in rural development

## **3.0 Channels of Communication in Rural Development**

We should note that Co-operative can be the ideal engine for rural development. Realizing that the rural co-operatives are very familiar with the community coupled with their self-help us local initiatives; the co-operatives are better positioned to be the vehicle for rural development. To achieve these roles, there is need for co-operative extension in order to communicate new ideas and innovations to the rural people. The followings are channels of communication for rural development with particular reference to channels that are suitable for grassroots mobilization such as:

### **3.1 Personal Contact and Meetings**

#### **(a) Personal contact**

Individual contact methods are necessary for conviction and action because of the face-to-face relationship of the extension agent to the rural people. The extension worker is the agent of change. Much depends on him. He is an adviser, a technician and a middleman. He is also a manager.

Face-to-face contact or personal contact by the extension agents is known to be a very effective way of selling innovations to the rural dwellers such as farmers. The rural people desire the extension agent to talk to them, to demonstrate to them

and to exchange views with them. Adoption of innovation depends more on contact. Personal contact reinforces the adoption process.

Farm and home visits provide a means of personal communication between the farm family and the extension worker in an environment where they can discuss matter of common interest in privacy and without the distraction and interruption commonly experienced in group extension activities.

### **(b) Meetings**

Are one of the oldest and most important methods of extension teaching. Many meetings are planned by the extension worker to get across a particular idea or practice. The success of the meetings as a teaching device depends largely upon how they are viewed by the audience. If their meetings are oriented to the current thinking and recognized needs of the people, it will be successful. There are 5 types of meetings namely:

- Organizational meeting
- Planning meeting
- Teaching meeting
- Special interest meeting
- Community meetings

Factors to consider when planning a meeting are:

1. Size of the audience
2. Character of the audience
3. Facilities available
4. Comfort of the audience
5. Do not allow unrelated announcement and unscheduled speaker to prolong and programme and distract the audience.

Group contact methods are usually well suited to bring specific information about practices, thus helping every individual through conviction in taking a decision. These methods use channels such as meetings in the villages, demonstrations, field days, etc.

### **3.2 Reports, Posters, Planned Graph, Leaflets (bulletin & circulars)**

#### **(a) Reports**

A report on research findings could be made available to the rural people. Extension services should be backed up by a report. This is to ensure that what is offered to the locality is appropriate.

#### **(b) Posters**

Posters are likened to visual aids. A poster is a sheet of poster or cardboard with an illustration with usually a few simple words. It is designed to catch the attention of passerby, impress on him a fact or an idea and stimulate him to support an idea, get more information or take some kind of action. Posters should supplement and not replace other communication methods. They are often used to spearhead or introduce a campaign.

Extension agent can use illustrative posters to disseminate new ideas to people in the rural areas, such as farmers, craftsmen and fishermen.

#### **(c) Planned Graph**

A graphic presentation of new ideas, innovations can be made to the rural people. But the problem is illiteracy among the rural dwellers.

#### **(d) Leaflets (bulletins and circulars)**

Sample folders leaflets and pamphlets can be used in many ways in extension programmes. They may be used simply for example to explain advantage of testing an innovation. They may also be used in series of broad or subjects like raising animals, planting high – yielding crops, or what chemical to use to control different insects or weeds. They may also be used in common with other visual aids in large range campaigns because of their low costs. They can be given away at meeting fair or offered on radio programmes

The relationship between research and extension should be a close one. Consequently, research findings, new discoveries, new ideas and practices could be communicated to the locality through bulletins and circulars. But again, the problem of illiteracy among the rural dwellers makes this channel of communication less effective.

### **3.3 Radio/Television (TV)**

In extension service, mass media methods are suited to attract attention and stimulate the interest and desire for further information. We should remember that mass media include radio, television, newspapers, leaflets and posters. These create a lot of awareness in the farmers. Obviously, their influence is on the increase in Nigeria.

#### **a) Radio**

Radio, also known as audio aid is one of the fastest, most powerful and in many countries the only way of communicating with the masses of rural people. It teaches people of all cultural level who understand the language of transmission. Research has shown that people believe what they hear.

Radio is most effective where people are just becoming aware of the idea.

An advantage of radio programme is that they can be done anywhere through the use of a tape – recorder. Doing them in the home or on the farm gives them greater authenticity.

It is important in reporting spot news such as announcement of meetings, for warnings about insect out-break and especially as part of campaigns.

You should start the radio programme with a statement that arouses the interest and attention of the audience. You should then follow through with a well organized smooth flowing presentation, repeating the key point again at the end.

The radio is a very useful device within the rural set-up. The radio can easily be operated with batteries. This is very important because in several rural communities in Nigeria, there is no electricity. The radio has the advantage of portability.

Useful extension services can be conducted through radio broadcasts.

## **b) Television (TV)**

Television also known as audio visual aid adds a second dimension to radio broadcasting thus increasing the scope of methods available to the extension worker. He can demonstrate as well as talk. The home economist can demonstrate (how to make a dress), the agricultural agent can present useful method demonstrating as well as show a whole series of result demonstration. All types of visual aids such as chart graphs, like objects, chalkboards, can be used to increase teaching effectiveness.

Television programmes require meticulous preparation. Every piece of equipment must be in place and the dialogue must be well thought out.

Television is at a disadvantage in the rural areas because of the relative high cost as not many villages can afford it. Nevertheless, television occupies an increasingly important role in developing countries.

Television has the ability to communicate, simultaneously through sound and pictures. It shows immediately the realities of what is happening at the time and it makes the darling of the household members generally. Television can simply refine, direct and hasten the extension process if effectively used.

### **Self – Assessment Exercise 4.1**

Visit either the Ministry of Agriculture in your state or the State Agricultural Development Project (ADP) and find out the best method the extension officer uses to communicate with the farmers.

## **3.4 Exhibits, Fairs, Filmstrip/Slides**

### **a) Exhibits**

Exhibits and displays have some of the characteristics of posters discussed in sub-section 3.2b of this unit. The main differences are that exhibits and displays usually are larger and more detailed and may have 3 dimensions, and most importantly, impart more detailed information than is possible with a poster.

Demonstration method involves, for instance, setting a piece of plot in the farm to show the farmers the innovations needed in agricultural practices. This gives the farmers an opportunity to see for themselves the new idea or object put into practice. It also enables the farmers to observe and make comparisons.

Exhibitions of new ideas can be extended to other areas of co-operative activities in the locality. Empirical studies show that exhibition is an effective method of diffusion.

**b) Fairs**

We are all familiar with trade fairs. Similarly, extension services can make and demonstrate innovations to the rural people.

**c) Filmstrip/Slide**

These are also known as projected visuals. Motion picture, slides form stripes and other forms have much appeal and are among the most effective of the visual teaching aids.

**Advantages:**

- 1) Films have the potential to create powerful emotion. They can stimulate the interest of the audience in the subject you are teaching.
- 2) They are excellent for showing the steps necessary in doing a task.
- 3) They can reproduce events long since past. They can record a demonstration that can be given over and over again in many different places.

**Disadvantages:**

- 1) Special equipment is required both to produce and show the visuals and could be scarce.
- 2) This equipment tends to be relatively expensive.
- 3) Some sort of power is required to operate the projectors.
- 4) Transportation and storage of equipment and materials require special considerations.

Like the television, filmstrip/slide can stimulate the interest of rural dwellers in accepting new ideas and research findings. Extension services can be conducted through the use of films which demonstrate the new practices in both pictorial and audio formats.

### **3.5 Tours/Field days**

Are methods of extension teaching which appeal to many who desire to go places and see things. The things to be seen may range from results on small demonstration or test plots to extension application of new methods on actual farms.

This extension tour offers farmers the opportunity to see for themselves concrete evidence of the value of improved practices.

#### **(a) Steps for tours or Field trip**

- 1) Decide exactly what you wish to accomplish.
- 2) Work out a detailed plan for the tour well in advance
- 3) Go through a rehearsal of the tour programme well in advance
- 4) On the day of the tour, keep the points together and read them briefly from point to point. Nothing kill interest faster than strugglers.

The extension officers should tour the village and with the village level extension agent and convey information to the rural people. Such officers are expected to have good experience in dealing with local people and handling new ideas.

The extension worker should spend more time in the field and have regular and scheduled visits (tours) to his audience.

#### **3.5.1 Drawbacks in Communication**

We should remember that communication in extension is an educational system, so you have to know a better way of communication.

There are certain drawbacks in the effectiveness in communication such as:

**(a) The source may lack credibility**

We should note that before communication can be credible the source must be reliable.

**(b) The message may not be relevant to the need of the recipient**

For effective communication of ideas or practices, the message must be relevant to need of the farmer.

Need { What is ought to  
What is

**(c) Appropriate channel is needed for desirable result**

If the channel is inappropriate, you would not get a desirable result.

**(d) For communicator to be effective**

We must have total knowledge of the receiver. Lack of such knowledge is a drawback.

**(e) Receiver must be able to translate content analysis of the message**

Otherwise, there will be a drawback.

**(f) If the three basic methods of communication** (individual, group and mass) are not considered in choosing communication delivery method, it will be ineffective.

### **Self-Assessment Exercise 4.2**

Look for an agricultural extension agent near you. Ask him or her how often he or she conduct tours/field days.

#### **4.0 Conclusion**

We have seen the different channels of communication in rural development. What makes an extension agent an effective communicator can be a combination of several factors. He may decide which of these channels of communication is most effective.

#### **5.0 Summary**

Having looked at the various channels of communication in rural development, we are now going to look at the yardstick that can assist in an effective selection of communication channels for co-operative grassroots mobilization in the next unit, which is 5.

#### **6.0 Tutor – Marked Assignment**

- 6.1** list the channels of communication in rural development that are suitable for grassroots mobilization.
- 6.2** Personal contact is also known as what? Why is it considered most effective channel of communication for grassroots mobilization?

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## **UNIT 5: THE YARDSTICK THAT CAN ASSIST IN AN EFFECTIVE SELECTION OF COMMUNICATION CHANNELS FOR CO-OPERATIVE GRASSROOTS MOBILIZATION**

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- 6.0 Tutor – Marked Assignment
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### **1.0 Introduction**

In Unit 4, we discussed the general survey of channels of communication in rural development with particular reference to channels that are suitable for grassroots mobilization. We mentioned such channels as personal contact (face-to-face), meetings, reports, posters, planned graphic, leaflets (bulletins and circulars), radio, television, exhibits, fairs, filmstrip/slides, tours/field days.

We are continuing with our discussion on channels of communication in our present unit. We are considering the yardstick that can assist in an effective selection of communication channels for co-operative grassroots mobilization. This discussion will take us to the study of performance, content, appeal, speed, coverage, aggression/violence as yardstick for an effective selection of channels of communication for co-operative grassroots mobilization.

## **2.0 Objectives**

By the time you complete your study in this unit, you should be able to:

- Explain the yardstick that can assist in an effective selection of communication channels for co-operative grassroots mobilization
- Explain which of these channels of communication is/are more effective.

## **3.0 The yardstick that can assist in an effective selection of communication channels for co-operative grassroots mobilization**

As started earlier, the duty of extension service is to encourage the rural people; in this case, the o-operators like farmers to adopt innovations. Innovations to the farmers may be regarded as new ideas, methods, practices or techniques which give the means of achieving sustained increases in farm productivity and income.

It is the duty of the extension worker to disseminate these innovations to the locality. There are certain criteria or yardstick that will guide the extension agent on the type of channels of communication to employ in information diffusion to the rural people. These yardsticks are:

### **3.1 Performance**

By performance, we mean the ability to achieve result or attain a predetermined goal.

In selecting a channel of communication for co-operative grassroots mobilization, the communicators (extension workers) must decide which channel will achieve the aims and objectives of the innovations. The extension worker must also be guided if such a channel of communication is cost-efficient and cost-effective relative to other channels of communication. If for instance, a communicator decides to use a radio (wireless) medium instead of the television, we can assume that he is guided by the cost consideration of the two media. He is also probably guided by the probability of reaching the targeted audience more conveniently, through radio than television since the number of those who owns radio in rural areas is more than those who owns TV.

### **3.2 Content**

The content of innovations or new ideas, methods, practice or techniques will determine the channel of communication to use.

If for instance it is a new farm technique, an exhibition or demonstration farm should be selected.

### **3.3 Appeal**

If getting the interest of the individual can only be done after awareness (since a person cannot decide to accept any practice until he has become aware of it), an appropriate channel of communication is imperative in order to arouse the interest of the individual. The message conveying the new ideas, new practices, and new methods must be made appealing and in line with what the individuals need.

It is the consideration of whether or not a particular channel of communication will be more appealing at the grassroots level that will determine its selection or otherwise.

A medium of communication which can arouse the interest, the desire of the audience would be selected by the communicator, that is, the extension worker.

*Daramola* and others (1999) argue that, in Nigeria today, agricultural extension is conducted through the various agricultural institutions in the country, such as ADP, RBRDA and the Ministries of Agriculture. They further argue that the most popular method employed in ADP is the Training and Visit method. This method obviously appeals to both the communicator and the audience, hence, its effective in grassroots mobilization.

#### **Self – Assessment Exercise 5.1**

Why do you think extension agent select the Training and Visit (T&V) method of communicating innovations to the rural people?

### **3.4 Speed and Coverage**

In selecting a channel of communication for co-operative grassroots mobilization, the extension officer is guided by the need to disseminate information to the target audience on time. He is also guided by the need to cover either a small area of a wider area.

The consideration of these factors will determine the type of channel of communication to be employed.

If for instance, speed is needed the best medium can be the electronic medium such as radio or TV.

Similarly, if the objective is to cover a wider area, a radio can be more effective since empirical studies show that more people own radio than television in the rural areas.

Since the communicator or the extension worker is an agent of change, much depends on him. He must be trustworthy, credible, humble and useful.

We should remember that the audience for the innovation is made up of different people with individual ideas, values and interests. The people for whom the messages are meant are influenced by their beliefs, environments-social, religious, political and economical. The audience responds differently to these messages depending on the degrees of influences of the above features. These make them adopt the innovations readily or delay.

We must remember that some people are not receptive to change. Most people prefer the status quo. It is not unheard of that new ideas, innovations have been rejected by the audience meant for. It is not uncommon that such rejection would be accompanied with aggression or violence.

Consequently, the extension agent must select the type of channel of communicating new ideas to the grassroots people with minimum resistance. In other words, the communicator must select the channel of disseminating innovations to the rural people that will be acceptable by them.

### **3.5 Factors affecting the selection of Communication method**

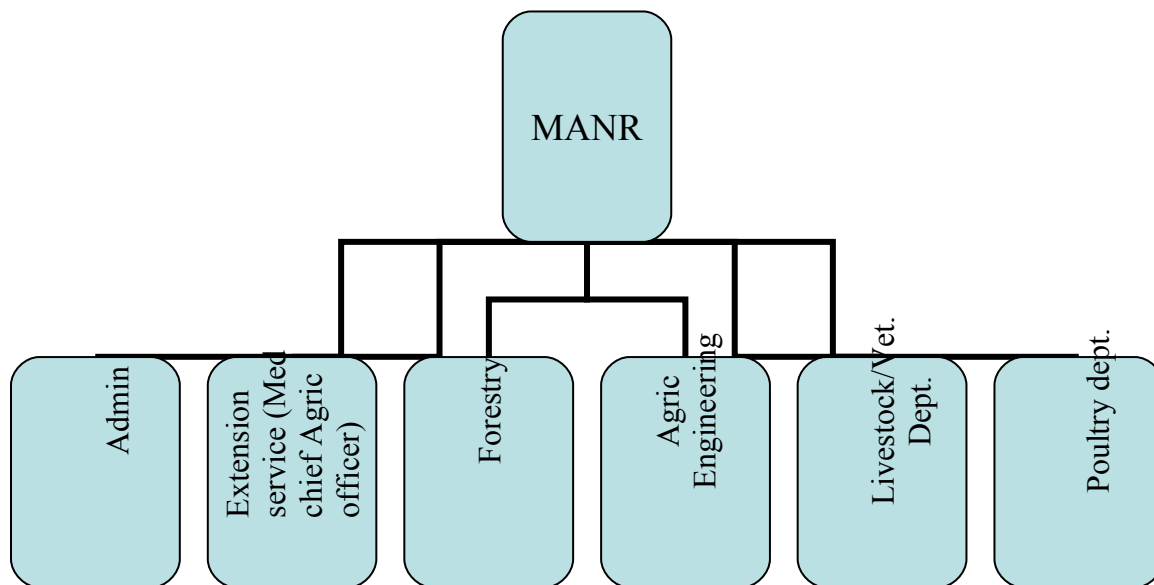
Some scholars have listed these factors as:

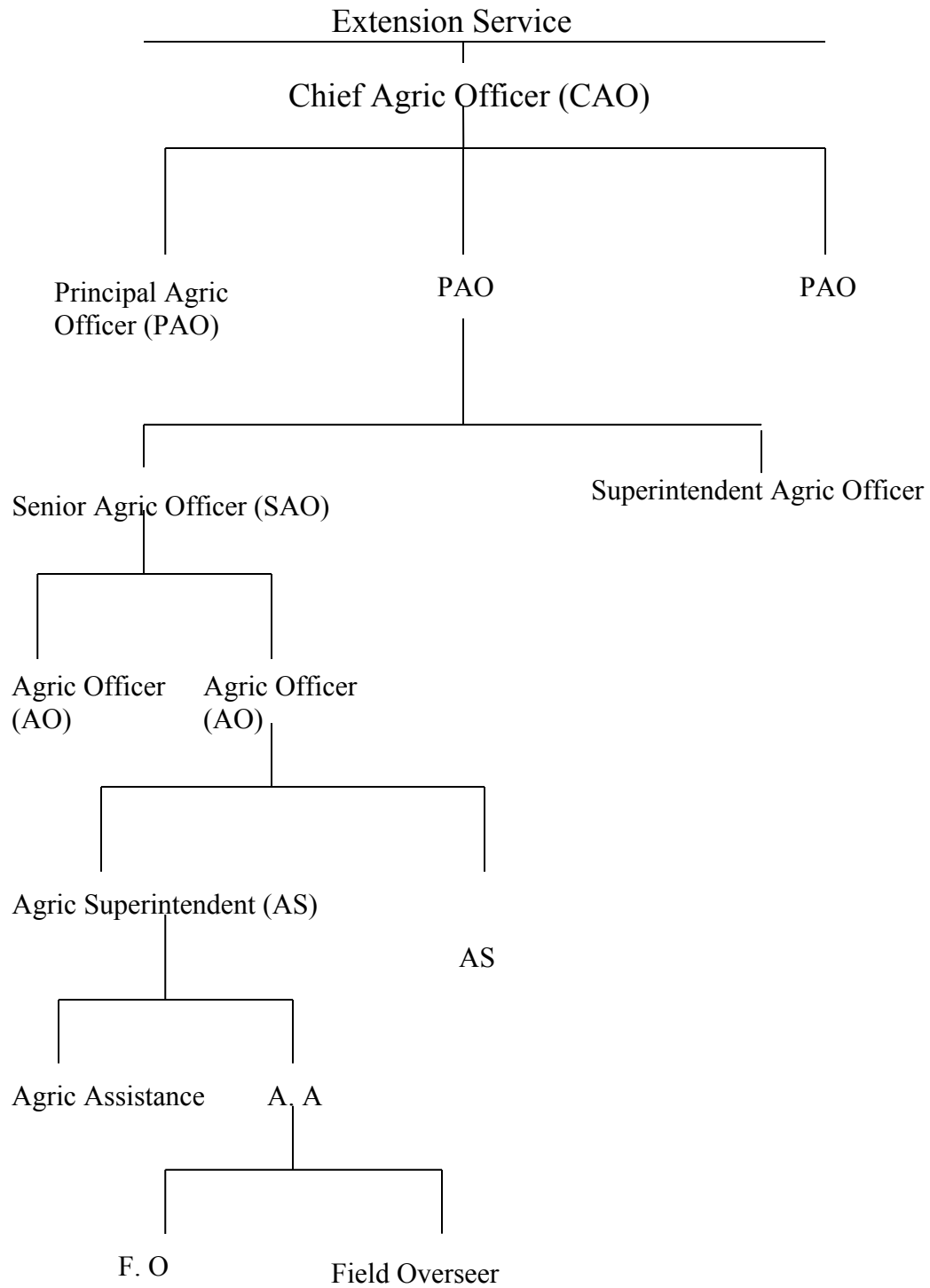
- 1) The method available
- 2) The nature of the message, i.e. type of message either complex or not
- 3) The people or target audience

- 4) Extension resources available like capital, electricity, good road, inputs, e.g. fertilizers, tools, etc., skills to be able to manipulate or use thing to demonstrate
- 5) Environment, both physical and social environment
- 6) Agencies e.g. ADP, MANR, IAR, etc.

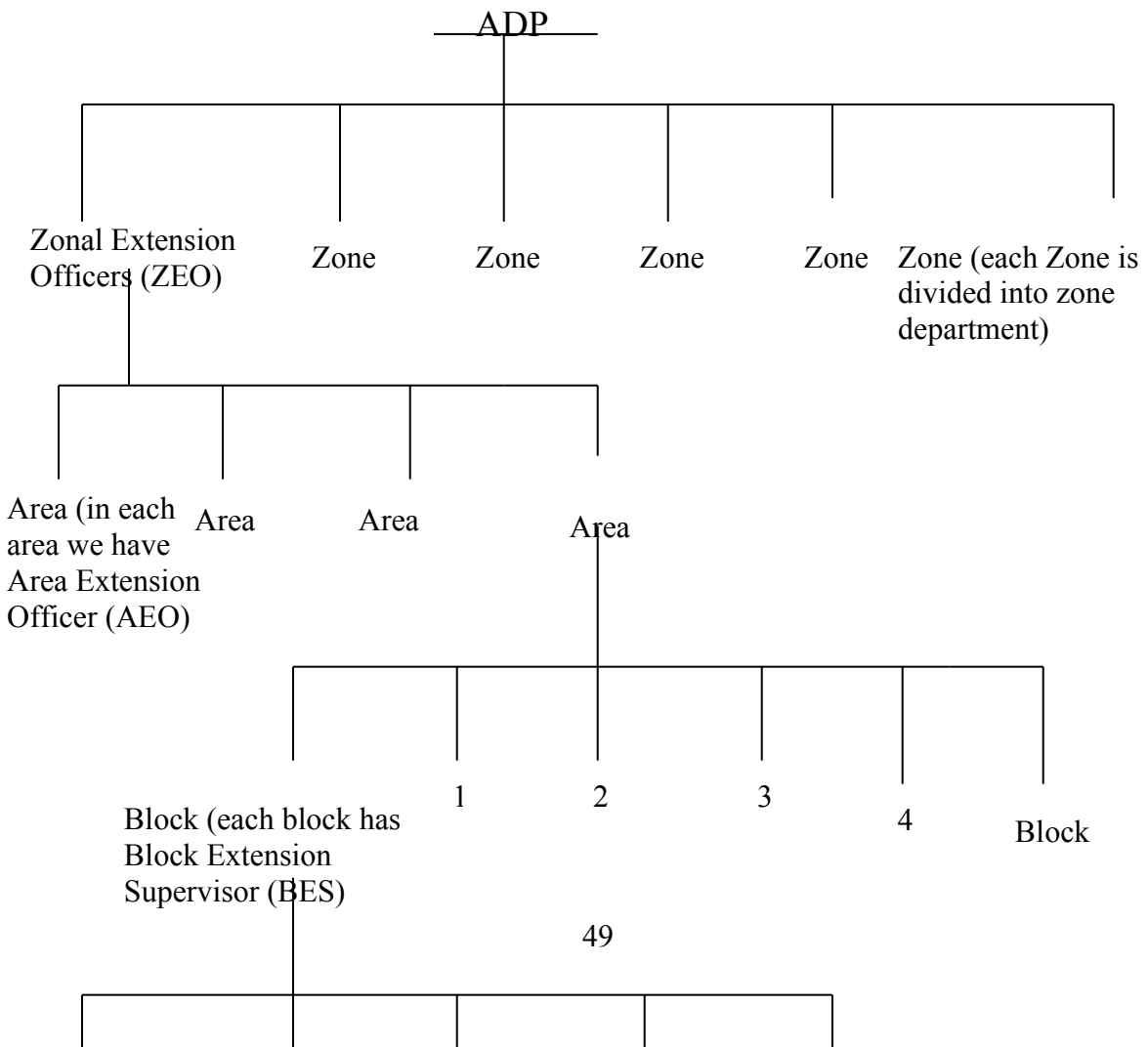
The extension functions are carried by these agencies as follows

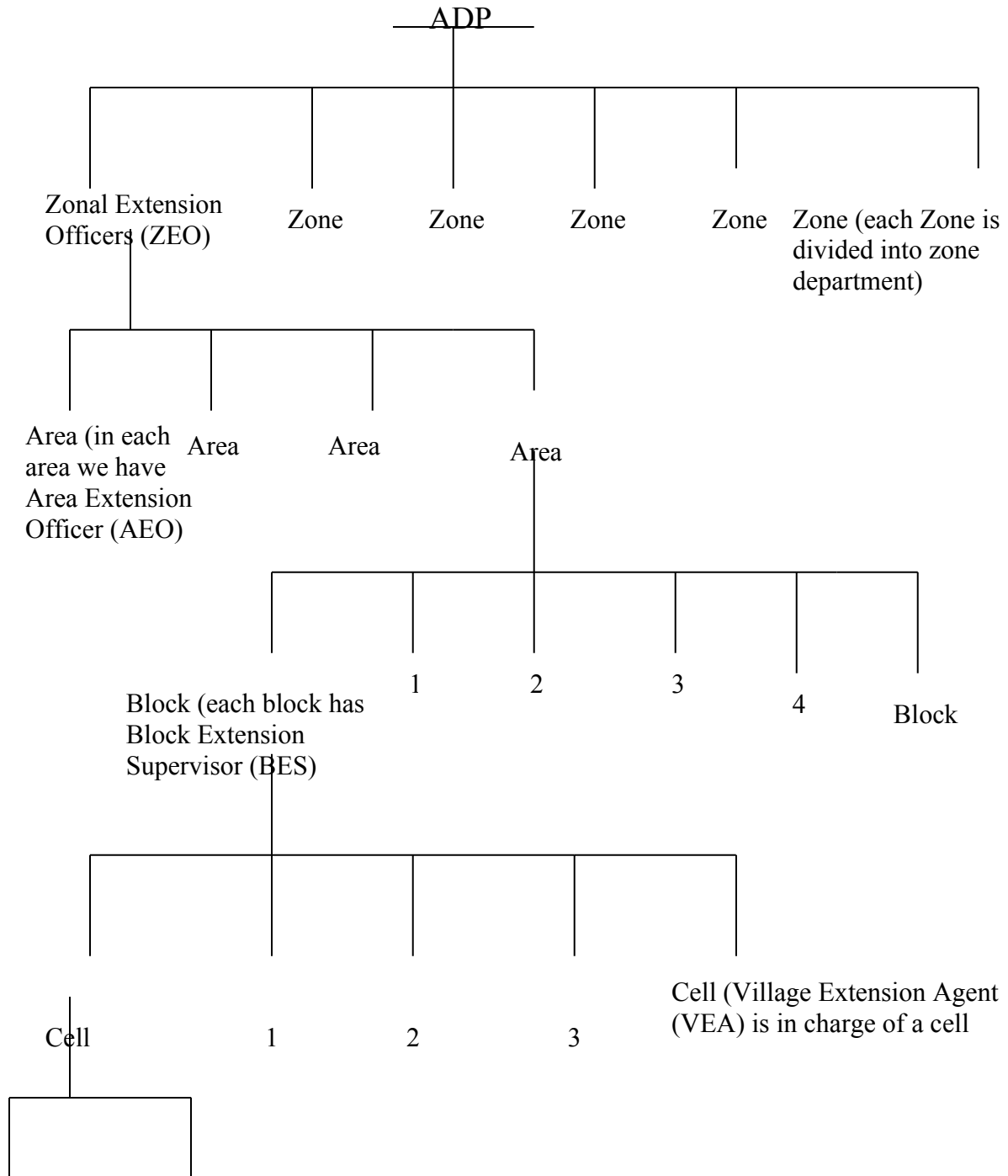
- (a) Ministry of Agriculture and Natural Resources (MANR)





(b) Agricultural Development Project (ADP)





### 3.5.1 Categories of Extension Workers

#### 1) Extension Administrators: -

They are managers involve in policy making. They control and decide what to do, what goals to set, evaluate and see that goal is achieved. They have many years of experience with B.Sc. or HND and have knowledge of agriculture.

**2) Subject matter specialist (SMS): -**

That person is an authority man in one field with qualification of B. Sc. and HND.

He is expected to visit a field, assist those that operate audio visual equipments.

**3) Extension Supervisor: -**

They help to supervise the extension worker at Village level.

**4) Village Level Extension Workers: -**

They are closer to farmers. It is their duty to educate farmers and provide them with inputs. They are expected to attend training meeting i.e. mostly their training involved practical agriculture.

We may ask at this juncture that, when you introduce something to the village, what are those things that will determine whether farmers would adopt the innovation or not. This leads us to the next sub-section of this course, that is, 3.5.2

**3.5.2 Factors that farmer would consider before using a practice**

**1) Compatibility: -**

Whether it can fit into the social or economic system or into his own farming system.

**2) Divisibility: -**

If it is something that can be divided into small unit, he would accept it. E.g. if a farmer cannot afford to buy one bag of fertilizer, he can buy in small quantities.

**3) Complexity: -**

Is the operation simple or complex? If it is complex, it would be very difficult for the farmer to adopt it but if it is simple it would be easy.

**4) Acceptability: -**

Is it acceptable culturally or is it accepted by the people.

**5) Observability: -**

Can it be demonstrated? Can people see it and demonstrate it? E.g. spacing of crop, application of fertilizer for people to see

**6) Farmers' perception of the Extension: -**

Do they have positive perception of a particular practice?

**7) Relative advantages and disadvantages: -**

- (a) profitability
- (b) capital requirement
- (c) risk involved
- (d) work load involved – the amount of effort to get the work done

**8) The outside (external) assistance needed to use it. E.g. input.**

### **Self – Assessment Exercise 5.2**

How does speed influence selection of communication channels for co-operative grassroots mobilization?

#### **4.0 Conclusion**

We have examined in this unit, the yardstick that can assist in an effective selection of communication channels for co-operative grassroots mobilization. We focused on such yardsticks as performance, content, appeal, speed, coverage, and aggression/violence.

We concluded that the type of channel of communication to be selected depend on these features.

#### **5.0 Summary**

Having examined the yardstick that can assist in an effective selection of communication channels in co-operative grassroots mobilization, we are now going to unit 6 to discuss the essential ingredients of co-operative extension services.

#### **6.0 Tutor – Marked Assignments**

**6.1** List 5 yardsticks that can assist in an effective communication channels for co-operative grassroots mobilization.

**6.2** Why is appeal the most important factor to consider in the selection of channels of communication for co-operative grassroots mobilization?

#### **7.0 References/Further Reading**

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**UNIT 6: THE ESSENTIAL INGREDIENTS OF CO-OPERATIVE EXTENSION SERVICES (DEFINITION, METHODS, AND ATTRIBUTES OF CO-OPERATIVE EXTENSION SERVICE, STAGES OF CO-OPERATIVE EXTENSION SERVICE, APPROACHES TO CO-OPERATIVE EXTENSION SERVICE)**

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  - 3.2 Methods of Co-operative Extension Service
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  - 3.4 Stages of Co-operative Extension Service
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**1.0 Introduction**

This unit concerns essential ingredients of co-operative extension service. In the preceding unit we had discussed about the yardstick that can assist in an

effective selection of communication channels for co-operative grassroots mobilization.

In Unit 6, that is our present unit, we are going to discuss about the essential ingredients of co-operative extension services. In the course of discussing this, we shall examine the definition, methods, attributes, stages and approaches to co-operative extension service.

## **2.0 Objectives**

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

- Explain the essential ingredients of co-operative extension services
- Define co-operative extension service
- Explain the methods of co-operative extension service
- Explain the attributes of co-operative extension service
- State the stages of co-operative extension service
- Explain approaches to co-operative service

## **3.0 The Essential Ingredients of Co-operative Extension Service**

Some scholars state the components of agricultural extension as:

- Extension teaching methods
- Communication
- Programme planning, valuation and extension survey
- Extension Administration and operation
- Categories of staff such as
  - i. Extension Administrations i. e. Director Chief Agric Officer
  - ii. Subject matter specialist e. g. Veterinary Doctor
  - iii. Extension Supervisors

- iv. The village level extension workers
- v. The cell level extension worker
- Co-operative extension system

However, we are going to study the essential ingredients of co-operative extension service by examining the:

### **3.1 Definition of Co-operative Extension Service**

It is informal out of school education for rural people. It is a non-formal educational programme designed to help people use research-based knowledge to improve their lives. The research and system services are provided in Nigeria by 17 commodity-based research institutes and a special national extension institute, over 45 faculties of agriculture in conventional federal, state, and private universities, three universities of agriculture, several colleges of agriculture/polytechnics. It also includes three international agricultural research centers viz: International Institute of Tropical Agriculture (IITA), a sub-station of International Crop Research Institute for semi-Arid Tropics (ICRISAT), and a sub-station of International Livestock Research Institute (ILRI) (*Okwu and Ejembi, 2001*).

All of these institutions collectively or individually serve as the foundation of agricultural innovations for both public and private agricultural extension providers. In Nigeria, agricultural extension services have been mainly public. Currently, the major provider of public sector agricultural extension services is Agricultural Development Programme (ADP) in each of the 36 states of Nigeria (*Saliu and Age, 2009*).

The pre-ADP extension services were presumed to be ineffective and could only provide limited services to majority of farmers in the basic farming enterprises. This formed the basic fact underlying the removal of the extension

service from the civil service system and the introduction of Agricultural Development Project (*Ekpere*, 1991).

We can, therefore, define Co-operative extension services as services employed in the diffusion of new innovations to people who live in the remote areas of a community (*Ugwu*, 2008). These people have limited access to their information needs in the areas of agriculture, building, trade, healthcare, domestic work and other areas of human activities.

### **3.1.1 Co-operative type of Extension Organization and Funding**

The distinguishing feature of this form of extension organization in the USA is the Co-operative or partnership between the national, states, provincial and local governments in funding, programming and managing the activities and resources of extension. In the United States, extension is a joint undertaking of the U. S. Department of Agriculture (Federal Extension Services), the state land – grant universities, and the country governments. In Japan, extension is a joint undertaking of the national government and the prefectural government. In China, agricultural extension is a co-operative undertaking of the central, provincial, prefecture, and country governments. Co-operative programming, management, and support are demonstrated at the Country Agro-Technical Extension centre (CATEC), where normally 20 percent of funding comes from the central government, 30 percent of funding comes from the provincial government, and 50 percent from the country government.

As pointed out in section 3.1 of this unit, provision of research and extension services in Nigeria are a collaborated efforts by the various research institutes,

faculties of agriculture in conventional universities, some specialized agricultural universities and colleges/polytechnics as well as ADPs and the Ministry of Agriculture and Natural Resources (MANR).

### **3.2 Methods of Co-operative Extension Service**

Co-operative extension service methods adhere to certain rules.

- (1)** State where the people are:
  - (a) Understand the perceived need of the rural people
  - (b) Identify the objective of the farmer, traders, or artisan in the co-operative by asking them.
  - (c) You must determine the real need of the rural people, for instance, a farmer. The real need of the farmer is best considered by the extension worker (Joint efforts of the Extension worker and the farmer).
- (2)** Involvement of every member of the family. You must create a project that involves every member of the family.
- (3)** Never give the farmer something for nothing. Always give something for something. This is to avoid dependency syndrome.
- (4)** Always utilize local leaders. This is because they are part and parcel of the society, the people understand them easily. So, utilize local leader so that you get the message across to the rural people easily.

- (5) Use the language that they understand and you have to come to their level.  
E. g fertilizer that look like soil not potassium permanganate

### **Self – Assessment Exercise**

What are the methods of Co-operative Extension Service?

### **3.3 Attributes of Co-operative Extension Service**

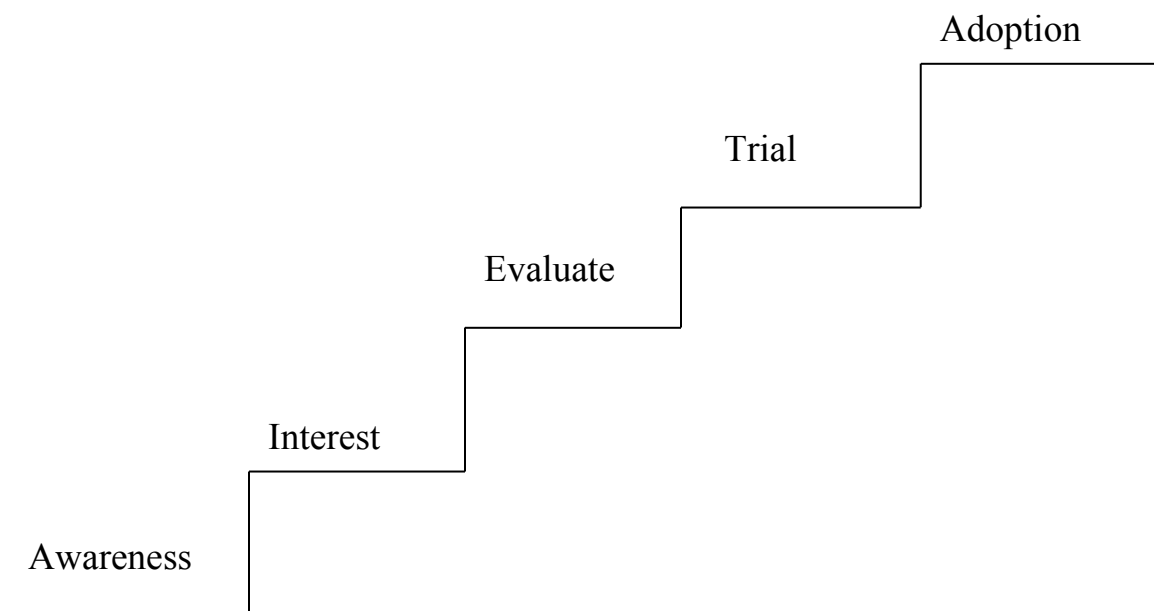
Modern Co-operative Extension Services have a few common attributes

1. Knowledge to disseminate
2. People to be served or the audience
3. There must be extension organization or agency
4. There must be the contact man or the extension worker
5. Informal education is geared towards solving a particular problem in a locality and not on a laid down curriculum.
6. Teaching and learning are conducted through discussions, practical demonstration and group participatory
7. Extension agents are professionally trained in such areas as practice, extension organization, rural sociology, farm manager, agricultural policy and marketing as well as co-operative education training.

### 3.4 Stages of Co-operative Extension Service

- Awareness – provide knowledge so that he notice something
- Interest – you motivate him to learn
- Evaluate – you should evaluate whether the innovation is conducive for him to use it
- Trial – the audience should practice the innovation
- Adoption – he finally adopt the innovation or the new practice.

These stages of co-operative extension service is also similar to steps in adult learning diagrammatically depicted below



Thus, we have in this set up,

- Awareness - notice something
- Interest - want something
- Evaluate - feel something
- Trial - do something
- Adoption - get something

### **3.5 Approaches to Co-operative Extension Service**

This will take us to the examination of:

#### **3.5.1 Provisional Extension Policies**

This is the most common form of extension policy in most developing countries like Nigeria. In the absence of more formalized extension policies, or at the time when the formally enacted policy has been suspended, a provisional or ad hoc policy comes into play. For example, Mozambique in the early 1980s did not have a national policy for agricultural extension. When the agricultural development policy shifted from a reliance on state farms to the involvement of small family farms, a provisional extension policy was formulated to provide farmers and the co-operative sector with improved training and technology. To develop and test this provisional policy, a UNDP/FAO – supported project assisted the government in defining a national agricultural extension policy and developing a programme of implementation.

#### **3.5.2 Decrees and Proclamations**

Decrees and proclamations are policies issues by the head of state or by the executive officer of government. Generally, this approach does not go through the process of consultation and debate involving various stakeholders and

beneficiaries. An example of this form of policy was the Brazilian government decree abolishing the national agricultural extension authority and transferring some of its functions and staff to the national agricultural research authority. Also, it empowered the state-level rural extension authorities to continue their respective programmes.

In Nigeria, for instance, the removal of the extension service from the civil service system and the introduction of the ADP was the policy decision of the executive arm of the government.

### **3.5.3 Legislated Extension Policies**

Extension policies embodied by the country's highest law – making authority (e.g. parliament) are commonly in many developing countries. Countries that have enacted extension policy through legislative action tend to have well-organized, financially stable extension systems that have sustained effectiveness and a cumulative impact.

Examples of legislated extension policies like the one that established the co-operative Extension Service in the USA has been treated in some sections of this course. We need not repeat them here. You can still go over these examples once more.

## **4.0 Conclusion**

This unit addresses the essential ingredients of co-operative extension service. There is need to map out sound management concepts, principles, techniques (methods) for effective co-operative extension service in Nigeria. Co-operative is not just a business organization but is an association of individuals of modest means. Their meager resources must be managed properly towards the attainment of the aims and objectives of the society.

We identified various ingredients of co-operative extension services including its definition, methods, attributes, stages and approaches.

## 5.0 Summary

The essential ingredients of co-operative extension service having been explained and the relevant definition, methods, attributes, stages and approaches of co-operative extension services having been described, we are moving to the next unit, which is about opinion leaders and their roles in co-operative extension service. We will also examine in the next unit, causes of attitude change.

## 6.0 Tutor – Marked Assignments

6.1 (a) Define Co-operative Extension Service

(b) Co-operative extension service adheres to certain rules. List 5 of them

6.2 (a) With the aid of a well illustrated diagram, state the steps in adult learning.

(b) Complete the followings, with the aid of the first example given to you as,

- Awareness - notice something
- Interest -
- Evaluate -
- Trial -
- Adoption -

## 7.0 References/Further Readings

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## **UNIT 7: IDENTIFICATION OF PROBLEMS OF CO-OPERATIVE EXTENSION SERVICE**

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  - 3.2 Organizational Issues
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    - 3.2.2 Lack of Good Relationship between Research and Extension
  - 3.3 Structural Problems
    - 3.3.1 Less emphasis on Evaluation
    - 3.3.2 Lack of Identity
  - 3.4 The Population Factor
  - 3.5 Lack of a Realistic Policy or an Unstable Policy Frame-work
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor – Marked Assignment
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## **1.0 Introduction**

Our present unit will seek to identify the problems of Co-operative extension service. Even though extension programme is desirable, there are many impediments to its successful implementation, especially in a developing country like Nigeria.

In looking at the process of identifying problems of co-operative extension service, we shall identify and discuss the economics of extension, organizational issues, structural problems, the population factor and lack of a realistic policy or an unstable policy/framework.

## **2.0 Objectives**

By the time you complete your study of this unit, you should be able to:

- Explain the economics problems of Co-operative Extension service
- Explain the organizational problems of co-operative extension service
- Explain the structural problems of co-operative extension service
- Discuss the population factor affecting the co-operative extension service
- Explain the lack of a realistic policy or an unstable policy/framework for co-operative extension service

## **3.0 Identification of problems of Co-operative Extension Service**

In many countries, the problems of establishing or maintaining an effective extension service can be traced back to the lack of a realistic policy or an unstable policy framework for charting the mission of the extension system. Lack of agreement on the functions of extension, the clientele to be served, how extension will be financed, frequent changes in organizational structure and programme priorities, rapid turnover of the extension staff, and the proliferation and lack of co-

ordination between different organizations that undertake extension work are some of the common problems that highlight the issue of extension policy. In addition, extension must be responsive to changes in the agricultural, industrial and rural development activities, the drive toward market reforms, and shrinking government budgets.

### **3.1 The Economics of Extension**

Since the 1980s, funding of research and extension has become an increasingly important policy issue, one that has given rise to a progressive decline in financial support for extension. There is also the problem of inadequate basic facilities for extension work. Third world countries like Nigeria have become dumping grounds for all sorts of imported goods, thus retarding incentive for local production of such goods, which in turn lead to lack of interest to implement innovations.

#### **3.1.1 Inadequate Extension Funding**

The decline in extension funding is occurring in a situation where funding of extension has been chronically inadequate (*Swanson*, 1990). Many economists and development planners believe that public funding of extension should be higher (*Wilson in Rivera and Gustafson*, 1991, p.13).

The erosion in public support for extension may be explained in part, by several factors, including the introduction of structural adjustment programmes, in many developing countries.

#### **3.1.2 Inadequate Basic Facilities**

There are inadequate basic facilities for the extension workers. These are inadequate transport facilities, essential equipment and tools needed to

communicate the new ideas to the rural people. For effective extension service, there is need to provide the extension workers with these items at the right time. The extension agents should be helped to reach their audience through the appropriate channels of communication.

### **3.1.3 Nigeria as a Dumping Ground**

The Nigerian economy is not competitive and thus not strong enough to withstand the aggressions from the developed countries and as such the influx of goods in Nigeria may be on the increase. (*Saliu, O. J. and Age, A.I. ,2009*). These eminent scholars further argue: if the influx of goods continues and the protection of the local industries are not guaranteed, Nigeria will remain a dumping ground for items that local industries can immediately provide.

The implication of this scenario is that farm produce, for instance, that are supposed to serve as raw materials for the affected local industries will not be economically viable to invest in. This means that farmers may not be sufficiently motivated to receive the message on agricultural innovations that concern the affected crops and livestock...

## **3.2 Organizational Issues**

The organizational problems affecting Co-operative extension service are:

### **3.2.1 Poor Quality of Staffing**

Studies show that the quantity and quality of staff for extension need improvement. The number of extension workers in relation to the rural people is very small. The quality of staff is also not adequate. Only few of them are specialists and the field officers do not have good basic education higher than the

school certificate to enable them to cope with the amount of work encountered in the field.

Also, there is poor remuneration of extension workers in Nigeria.

### **3.2.2 Lack of Good Relationship between Research and Extension**

Extension is a weak instrument when it stands alone, but that it becomes powerful when combined with research.

The lack of good relationship between research and extension is one of the major setbacks in meeting the required productivity and getting the expected progress in agriculture and rural development in the country. Research and extension stand to gain from each other. There has to be constant efforts to exchange knowledge and viewpoints. The lack of co-ordinated activities between the research centre, particularly in the universities and the extension agents is unfortunate. (*Anyanwu et al*, 2001).

#### **Self Assessment Exercise 7.1**

Look around you for an extension worker and find out the problems he encounters in the discharge of his duties.

### **3.3 Structural Problems**

These include:

#### **3.3.1 Less Emphasis on Evaluation**

A major constraint to an effective extension service delivery is the less emphasis placed on evaluation of extension programmes. Findings show that most extension systems lack the evaluation of the progress of extension. It is, therefore,

imperative that the programmes should be evaluated in different stages with a view to discovering mistakes early and work towards correcting them.

### **3.3.2 Lack of Identity**

*Anyanwu A. C. etal* (2001) pointed out the need for extension service to have its own identity based on its educational and other related functions. The authors argue that extension should not see itself or be seen by all as an instrument merely to hard research results to farmers.

### **3.4 The Population Factor**

An important concern in extension service is the rapid population growth in many developing countries. This factor obviously has a direct impact on the demand for goods and services. Population explosion also results in increased pressure on the land and other natural resources. In many countries, the population has more than doubled during the last three decades. In Nigeria, for instance, we are over 140 millions people.

During the last decade of the twentieth century, it is projected that more than 850 million people will be added to the world's population. Furthermore, world population growth is expected to increase by 57 percent from 5.3 billion in 1990 to 8.3 billion by the year 2025 (*UN – WORLD POPULATION PROSPECTS: The 1994 Revision*, p. 24, Table A4)

We should remember that, because the bulk of these major population increases are occurring in developing countries, particularly in Africa and Asia, this implies not only an increase in the demand for food, but also more pressure on fragile and marginal lands, increased land fragmentation, and larger numbers of landless people in rural areas. These problems point to the need for more education

and technical support to households, both to increase productivity and to preserve natural resources.

### **3.5 Lack of a Realistic Policy or an Unstable Policy Framework**

The first principle to recognize is that extension is one of the most strategically important policy instruments for achieving rural development. Unfortunately, we have not been lucky with a realistic policy in extension service delivery in Nigeria. What obtains in the country is, therefore, an unstable policy framework.

Each country should have a comprehensive extension policy which provides for co-ordination with research, education, input supply, and credit and marketing systems, as well as some flexibility to reflect the dynamic nature of the rural economy.

The extension policy should include the mission and goals for the extension, the responsible agencies and personnel, the clientele to be served, the broad programmatic areas to be addressed, and other relevant guidelines.

In developing national co-operative extension policies, representatives of all major groups of the rural people should be directly involved and other relevant co-operative organizations should be consulted. “By pursuing a comprehensive policy”, the Global Consultation noted, “countries can expect the extension system to contribute to increasing agricultural productivity and farm income, and to improving the quality of life of most rural farm households in pursuit of the general goal growth with equity. In addition, such a policy should help maintain and conserve the natural resource base security” (*Swanson*, 1990, p.11)

## **Self Assessment Exercise 7.2**

Look for forms of extension policy practice by Nigerian government.

### **4.0 Conclusion**

We have examined in this unit, the problems of co-operative extension service, particularly in developing countries like Nigeria. There is need for a well defined and co-ordinated extension policy in Nigeria in order to have an effective extension system.

### **5.0 Summary**

Having identified the many problems of co-operative extension service, we are proceeding to unit 8 where we will study the term opinion leaders and their roles in co-operative extension service as well as discuss the causes of attitude change.

### **6.0 Tutor – Marked Assignment**

**6.1** List the 5 major problems of co-operative extension service as well as 9 of their sub-components.

**6.2** Why is Nigeria being a dumping ground for imported goods is one of the economic problems of a co-operative extension service?

### **7.0 References/Further Reading**

- Saiu, O. J. and Age, A. I. (2009):*Privatization of agricultural extension service in Nigeria – proposed guidelines for implementation*. Journal of sustainable development in Africa (volume 11, No 2. 2009)
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## **UNIT 8: OPINION LEADERS AND THEIR ROLES IN CO-OPERATIVE EXTENSION SERVICE, AND CAUSES OF ATTITUDE CHANGE**

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- 5.0 Summary
- 6.0 Tutor – Marked Assignment
- 7.0 References/Further Reading

### **1.0 Introduction**

For a Co-operative extension service to be effective, the various stakeholders must be honest, painstaking in their deliberations and hardworking. The extension worker, for instance, must select contact people like opinion leaders to help in the diffusion of knowledge to the rural people. All these will be discussed in this unit, which incidentally is the last unit of our Module I

### **2.0 Objectives**

By the time you complete your study of this unit, you should be able to:

- Explain the meaning of opinion leaders
- Explain the meaning of co-operative extension
- Explain the roles of opinion leaders in co-operative extension
- State the route from direction to participatory extension service
- Explain causes of attitude change.

### **3.0 Opinion Leaders and their Roles in Co-operative Extension Service and causes of attitude Change**

Whenever important information is to be passed to the rural people, the communicator cannot just walk into the village and start calling people to come and listen to him or her. The communicator must first seek and locate influential people in the locality, who will in turn mobilize their peers to meet the communicator. These influential people are known as opinion leaders.

#### **3.1 Who are the Opinion Leaders?**

In answering this question, we should reflect on the explanation in section 3.0 of this unit, which introduced us to the need for a communicator to contact influential people before communicating his new ideas to the local people.

Opinion leaders are individuals whose ideas and behaviours serve as a model to others. The opinion leaders live among the people. Their words, practices and general dispositions have telling effects on the people they live among. Consequently, diffusion of new knowledge is better accomplished if opinion leaders are used as channel to communicate the new ideas to their people. A wise extension worker must, therefore, utilize the services of opinion leaders in the dissemination of innovations to the rural dwellers.

### 3.2 What is Co-operative Extension Service?

Co-operative extension service is a publicly supported, informal adult education and development organization. Its overall objective is to plan, execute, and evaluate learning experience that will help people acquire the understanding and skills essential for solving farm, home, and community problem. This objective is met through educational programmes that made use of research findings emanating from the Federal Department of Agriculture, higher institutes (Universities and Colleges of Agriculture research Institutes and Agricultural Development Programmes (ADPs)

We should note that Co-operative extension service is a type of education which is functional rather than formal. It is better provided by extension worker, whose main task is to convey information in a meaningful form to farmers. One of the ways they do this is by training a group of model farmers with the hope that such farmers come in contact with other farmers. These trained farmers are called contact farmers. As pointed out by *Ugwu, F. N.* (2008), extension services are services employed in the diffusion of new innovations to people who live in the remote areas of a community. They have limited access to their information needs in the areas of agriculture, building, trade, healthcare, domestic work and other areas of human activities.

We should remember that co-operative activities cover almost every aspect of rural economy and not restricted to agriculture alone.

It is pertinent at this juncture to clarify a term which may be confusing to learners, that is, “Co-operative type of extension organization and funding”. The distinguishing features of this form of extension organization is the co-operative or partnership between the national, State or provincial, and local governments in funding, programme, and managing the activities and resources of extension.

### **3.3 What are the Roles of Opinion Leaders in Co-operative Extension Service?**

As earlier pointed out, the duty of extension worker is to encourage the rural people to adopt innovations of proven value. These innovations may be regarded as new ideas, methods, practices or techniques, which give the means of achieving sustained increase in rural productive activities. The roles of opinion leaders in the diffusion of such knowledge to the rural people are immeasurable. The picture of these roles will be made clearer if we list them as follows:

- (1) They mobilize rural people, e.g. farmers to attend group meeting with extension agent.
- (2) They convince their peers to adopt new practice.
- (3) They are often chosen as contact farmers, whose farms are used as demonstration farms by extension agent.
- (4) They make personal sacrifices, and provide resources for extension services.
- (5) They shape businesses and industries
- (6) They influence study and debate
- (7) They spread new ideas, expand the conversation and give useful advice
- (8) They gain and sustain influence through words of mouth
- (9) They communicate messages to the rural people
- (10) They are often considered as target group for any company that conduct studies on consumer behaviour.

#### **Self Assessment Exercise 8.1**

Who are opinion leaders in your area?

### 3.4 From Directive to Participatory Extension

We should note that extension has long been grounded in the diffusion model of agricultural development, in which technologies are passed from research scientists via extensions to farmers (*Rogers*, 1962, 1983). This approach is exemplified by the training and visit (T&V) system. It was designed to be a management system for emerging extension staff, turning desk – bound, and poorly motivated field staff into effective extension agents. Extension agents receive regular training to enhance their technical skills, which they then hope will pass to all farmers through regular communication with smaller numbers of selected contact farmers.

But the contact farmers are usually selected on the bases of literacy, wealth, readiness to change, and “progressiveness”, and so this sets them apart from the rest of the community. The secondary transfer of the technical messages from contact farmers to community has been much less successful than predicted, and adoption rates are commonly very low among non-contact farmers.

Important lessons have been learned from the problems associated with T&V, and there is clearly a need to address the systematic issues facing extension. Extension will need to build on traditional communication systems and involve farmer themselves in the process of extension. Incentives system will have to be developed to reward staff for being in the field and working with farmers. Participation, if it is to become part of extension, must clearly be interactive and empowering. Any pretence to participation will result in little change. Allow farmers just to come to meetings or letting a few representatives sit on committees will be insufficient.

### 3.5 Causes of Attitude Change

What makes the rural people accept new ideas? What factors account for the acceptance of new practice? We shall find answers to these questions in the course of our discussion in this sub – section of our present unit.

- (1) The positive effects of an innovation will change the perception of the rural people on a particular practice. For instance, application of fertilizers or herbicides which results in increased farm productivity will change the attitude of farmers towards the use of fertilizers, which they might have avoided in the past.
- (2) Demonstration farms are usually sited where people pass. If a farmer sees a demonstration farm, his attitude towards such farming techniques will be changed for better.
- (3) A particular practice may be adopted if its proven value has been noted by the rural people. Take for instance, water purification using alum or filtration, or the irrigation system. These are proven methods that have changed the attitude of the rural populace toward these practices.
- (4) Communication media can be a cause of attitude change. Radio, television, newspapers, meetings, exhibits fairs, etc can convince people of certain practices or new ideas.
- (5) The bandwagon effort is also a factor that causes attitude change.
- (6) Peer pressures can influence people's attitude concerning adoption of innovation.
- (7) Opinion leaders can cause people's attitude to change because people pay regard to the words and actions of opinion leaders. If such influential people adopt an innovation, it is certain that others will follow the same footprints.
- (8) Politicians can influence people to change their attitudes toward new ideas.

(9) Government agencies, like Agricultural Development Programmes (ADPs) can significantly influence people's attitude towards certain practices through proven extension works.

(10) The clergy, the religious leaders can alter people's perception about new ideas, new practices which are not culturally and religiously repulsive, and consequently receptive.

### **Self Assessment Exercise 8.2**

Find out from the opinion leaders in your area their roles.

## **4.0 Conclusion**

Opinion leaders are local leaders whose actions and inactions influence the people because the people easily understand them. Any extension service must utilize the services of opinion leaders for effective dissemination of innovations to the rural people.

Opinion leaders can also influence formation of co-operative societies as promoters. Such co-operatives will take care of the needs of the rural economy.

## **5.0 Summary**

Having looked at opinion leaders and their roles in co-operative extension service, we now proceed to Unit 9 which is the first unit of our *Module II* to discuss the definition of planning and recognition of planning as an essential tool for well co-ordinated co-operative extension programme

## **6.0 Tutor – Marked Assignment**

**6.1** Who are the opinion leaders?

**6.2** What is co-operative Extension Service?

## 7.0 References/Further Reading

- Ugwu, Felicia Ngozika (2008). *Need for public libraries Extension to rural communities in Nigeria*. Special Collections Division, Nnamidi Azikiwe library, University of Nigeria, Nsukka (UNN).
- Madukwe, M. C. and Obibuaku, L. O. (1991). *Effects of personal factors on the effectiveness of extension supervisors*. *Nigerian Journal of Agricultural Extension*. Volume 6 (1 and 2), pp34 – 39.

**UNIT 9: DEFINITION OF PLANNING AND RECOGNITION OF  
PLANNING AS AN ESSENTIAL TOOL FOR A WELL CO-ORDINATED  
CO-OPERATIVE EXTENSION PROGRAMME**

**Table of Contents**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Definition of planning and Recognition of planning as an essential tool for a well co-ordinated co-operative extension programme
  - 3.1 Meaning of Planning
  - 3.2 The planning process
  - 3.3 Characteristics of a good plan
  - 3.4 Business Forecasts
  - 3.5 Recognition of planning as an essential tool for a well co-ordinated co-operative extension programme
    - 3.5.1 Reasons for Planning
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor – Marked Assignment
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**1.0 Introduction**

The last unit of our *module I*, that is, 8 considered the roles of opinion leaders in co-operative extension service and the causes of attitude change. In this unit, which is the first of our *module II*, we shall start examining the definition of planning and recognition of planning as an essential tool for a well co-ordinated co-operative extension programme.

## 2.0 Objectives

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

- Define planning
- Explain the planning process
- State the characteristics of a good plan
- Explain business forecasts
- Recognize planning as an essential tool for a well co-ordinated co-operative extension programme

## 3.0 Definition of Planning and reorganization of planning as an essential tool for well co-ordinated co-operative extension programme

In this unit, we are going to discuss planning in relation to the co-operative extension programme. This discussion will involve the followings.

### 3.1 Meaning of Planning

Virtually every establishment in existence-big or small, private or public, commercial or non-commercial has goals. Planning aims at accomplishing these goals by specifying what the organization is going to do, how it is going to be done and who is going to do what. According to *Glueck* (1980), planning is a sort of managerial activities designed to prepare the enterprise for the future and ensure that decisions regarding the use of people and resources (the means) help achieve enterprise's trends and determining the best strategies and tactics to achieve organizational objectives.

Decision-making activity is undertaken because of the gap between reality and the enterprise's goals. Planning help to close this gap. Planning kind of bridges

the gap between where we are (present) to where we want to be (future). It is said to be most basic of all other managerial functions and permeates every aspect of enterprise's activities with decision-making at all the stages.

### **3.2 The Planning Process**

We should note that, planning begins with the establishment of objectives which covers economics, service and social dimensions of the enterprise, and a set of parameters by which the manager could determine the viability of the business. The reason for the firm's existence should be made clear through the statement of major objectives and sub-objectives, which will be influenced by the quality of forecasts, particularly in the areas of external and internal premise. Beside the decision-making objective setting and forecasting, the development of supporting plans becomes paramount.

The plans include the formation of policies, procedures, methods, standards and rules which serve to direct the activities of all members involved in the performance of the goal-oriented tasks. No matter the level of management, planning activity is undertaken. Also there are certain basic specific steps to be followed.

#### **Self – Assessment Exercise 9.1**

List the steps to be followed in planning in any enterprise

### **3.3 Characteristics of a good plan**

According to *Nwachukwu* (1988), certain features distinguish a good plan from a bad one. He went further to list some of the distinguishing features, which makes a good plan. Good plans are:

- (a) Realistic and capable of implementation.

- (b) Have clearly defined objectives in terms of scope, accuracy, clarity and definitiveness
- (c) Must be comprehensive.
- (d) Flexible, to take care of contingencies
- (e) Have economic effectiveness.

A good plan must be economically feasible.

### 3.4 Business Forecasts

*Nwachukwu* (1988) argues that, the essence of planning is to decide what is to be done in the future. This requires information or assumption about the future, he further states: Thus, one of the priorities of business owners or managers is to determine what is most likely to happen in the future in order to plan around it. We should note that forecasting is involved in all business activities right from inception to winding up. For instance, a farmer's co-operative society, which decides to produce corn, is forecasting that there is a demand for corn. If the Society decides to produce a certain quantity, say 10, 000 tonnes of corn, the assumption is that demand will be equal or greater than the forecast demand.

*Nwachukwu* (1988), therefore, clarifies that, forecasting helps in future planning. And that forecasting makes it necessary to seek systematically, information on key business areas such as production information, human resources, accounting and sales information. *Nwachukwu* (1988) further explains that, a comprehensive budget requires fore-casting of sales, advertising, and manpower needs of the organization in order to be realistic and useful to management. He, therefore, listed the requirements for forecasting as:

- (a) A clear understanding of the industry and the company's operation over the years. This calls for trend analysis.

- (b) A thorough knowledge of company's history and a thorough analysis of company's records to determine the performance of each product line, noting seasonal and yearly fluctuations.
- (c) Estimating future business prospects based on the analysis on (a) and (b) above.
- (d) Adjustments for unforeseen circumstances in the economy as a whole.
- (e) The efforts are made to compare actual results with estimated results periodically in order to adjust for deviations.

### **3.5 Recognition of planning as an essential tool for a well co-ordinated Co-operative extension**

As defined by *Erchaman* and *Tinley* (1957), co-operative is a voluntary organization of persons with a common interest formed and operated along democratic lines for the purpose of supplying services at less cost to its members, who contribute both capital and business.

We recall the aim of planning as accomplishing the goals of an enterprise by specifying what the organization is going to do, how it is going to be done and who is going to do what. Planning will, thus, help a co-operative enterprise to accomplish its aims and objectives. Co-operative extension planning will enable the Society to attain its goals or purposes such as:

- Providing the best possible service to its members, and not to create surplus or profit.
- The co-operative society is created by its members on a voluntary basis, and is intended to achieve a common purpose or to address a common need.

- Unlike a private enterprise, whose basis is its capital investment, the co-operative is based on its membership.

We recall the definition of extension service in Unit 1 as services employed in the diffusion of new innovations to people who live in the remote areas of a community. They have limited access to their information needs in the areas of agriculture, building, trade, health care, domestic work and other areas of human activities. Co-operative extension programme is a non-formal educational programme designed to help people use research-based knowledge to improve their lives. In most cases, the educational offerings are in the areas of agriculture and food, housing, the environment, community economic development, youth, etc.

Planning is thus recognized as an essential tool for a well co-ordinated co-operative extension programme because of the benefits:

- ◆ Enables the co-operative extension agents to delegate authority and responsibility.
- ◆ Enables subordinates to do their jobs without the extension agent's direct personal supervision.
- ◆ Enables employees of limited or little experiences to fulfill useful organizational functions.
- ◆ Improves the quality of decision-making and permits more effective supervision and control.
- ◆ Helps extension agents to cope with changes.
- ◆ Acts as ingredient to the other managerial functions.

### **Self – Assessment Exercise 9.2**

Ask the manager of any co-operative society in your area; how it's budgetary process is undertaken.

### **3.5.1 Reasons for Planning**

There are many good reasons for planning.

- (1) To think ahead and prepare for the future
- (2) To clarify goals and develop objective. When you clarify goal, you now have a focus. You would consider the resources you have that are based on the amount of money you have. To develop objectives in what you want to achieve.
- (3) To consider if the project is feasible based on the resources you have. You must consider if the project is feasible.
- (4) To get fund and other resources. One is to consider the amount of money involved.
- (5) To guide implementation by:
  - Accept the situation
  - Set out the objectives
  - Calendar (date)
  - The execution
  - Evaluation.

## **4.0 Conclusion**

We have discussed the meaning of planning and recognized planning as an essential tool for a well co-ordinated co-operative extension programme. For any co-operative extension programme to succeed there is need for a good plan.

## **5.0 Summary**

We have so far defined planning as well as recognition of planning as an essential tool for a well co-ordinated co-operative extension programme.

In the next unit, which is 10, we shall be treating the various types of planning with relation to extension programme.

## **6.0 Tutor – Marked Assignments**

**6.1** Define and explain planning according to *Glueck* (1980)

**6.2** What are the features of a good plan?

## **7.0 References/Further Reading**

- Nwadukwu, C. C. (1988). *Management Theory and practice*. Onitsha: African-FEP publishers Limited.
- Enikanselu, S. A, Akanji, S. O. and Faseyiku, O. I. (2005), *Principles and Economics of co-operative*. Lagos: DARTRADE Limited.

## **UNIT 10: VARIOUS TYPES OF PLANNING WITH RELATION TO EXTENSION PROGRAMME**

### **Table of Contents**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Various Types of Planning with Relation to Extension Programme
  - 3.1 Strategic Planning
  - 3.2 Tactical Planning
  - 3.3 Contingency Planning
  - 3.4 Elements of Co-operative Extension Programme
    - 3.4.1 Progressive cycle of Extension Programme Planning
  - 3.5 The Need for Co-operative Extension Programme
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor – Marked Assignment
- 7.0 References/Further Reading

### **1.0 Introduction**

In Unit 9 of this course, which was our last unit, we did discuss the definition of planning and recognition of planning as an essential tool for a well co-ordinated co-operative extension programme. We examined briefly the meaning of planning, the planning process, characteristics of a good plan, business forecasts as well as the recognition of planning as an essential ingredient for a well co-ordinated extension programme. We concluded that for any co-operative extension programme to succeed there is need for a good plan.

Common sense indicates that all eggs should never be in one basket, particularly if the eggs are small. If the basket falls, all the eggs will break and nothing to eat. It is in this regard that we shall be considering the various types of planning with relation to extension programme. This will enable the planners of extension services and extension agents to determine the best plan for co-operative extension programme.

## **2.0 Objectives**

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

- Explain the meaning of strategic, tactical and contingency planning.
- Describe the elements of co-operative extension programme.
- State the importance of co-operative extension programme.

## **3.0 Various types of planning with relation to extension programme**

There are three main types of planning, namely:

- Strategic planning
- Tactical planning
- Contingency planning

We should remember that it has been mentioned that, planning bridges the gap between the present and the future. As every establishment requires a smooth transition from its present state to a future state, planning assumes a vital premise of managerial activity that requires a lot of time, thought, paper work, forecast and commitment.

Planning in co-operative extension programme helps bridge the gap between the time of innovation and diffusion of the knowledge acquired from research.

### **3.1 Strategic planning**

Commonly referred to long-range, strategic planning determines the major objectives of the enterprise and the policies and strategies for obtaining and employing resources to achieve the predetermined goals. The strategic planning is usually done at the top management level, and focuses on the corporate goals rather than the departmental or unit level and immediate needs. Long-range planning might for instance, emphasis on the firm's products and services, which markets to operate, expansion and diversification, etc

Situating strategic planning to the extension programme, we observe that it enable planners of co-operative extension service to determine the type of knowledge and innovation to be disseminated to the co-operators in the areas of products and service offerings, the nature of marketing, diversification, expansion and mergers in co-operative business enterprises.

### **3.2 Tactical planning**

This is the process of developing details, short-term decisions about what is to be done, who is to do it, and how it is to be done.

Tactical planning takes care of the intermediate and immediate plans of the firm and is usually done at the lower levels of management such as setting annual budgets, preparation to enter a new market, etc.

Relating this concept to the co-operative extension programme, it involves extension agents setting goals and how to accomplish such a goals within the shortest possible time. It involves how to conduct tours/field days to disseminate researched knowledge to for instance, farmers.

### **3.3 Contingency planning**

This is ordinarily referred to as “stand – by” and is the preparation of alternative courses of action that may be used if the primary plans do not achieve

the objectives of the enterprises. Such plans are made in anticipation of future changes.

Consider the case of Agricultural Development Programmes (ADPs) that was established in various states to take over the work of agricultural extension services. The activities of ADPs involve distribution of farm inputs such as improved seeds, fertilizers, insecticides and hiring of machinery to farmers at subsidized rates. Through this programme, farmers' productivity was intended to be improved. But the reality is that ADPs in various states of the federation face funding constraints. There must, therefore, devise contingency plans to solve this obvious problem.

Planning the research and access to and interpretation of research data as well as dissemination of the research findings to the audience is important.

### **Self – Assessment Exercise 10 1**

Why is planning essential for co-operative Extension programme?

### **3.4 Elements of co-operative Extension Programme**

Modern co-operative extension programmes have few common elements:

1. Knowledge to impact
2. People to be served or the audience
3. Extension organization
4. The contact man or the extension agent.

Some participants involved in this concept according to *Anyanwu et al* (2001) include:

- (a) Government
- (b) Co-operators, e.g. farmers
- (c) Universities or agricultural Institutions

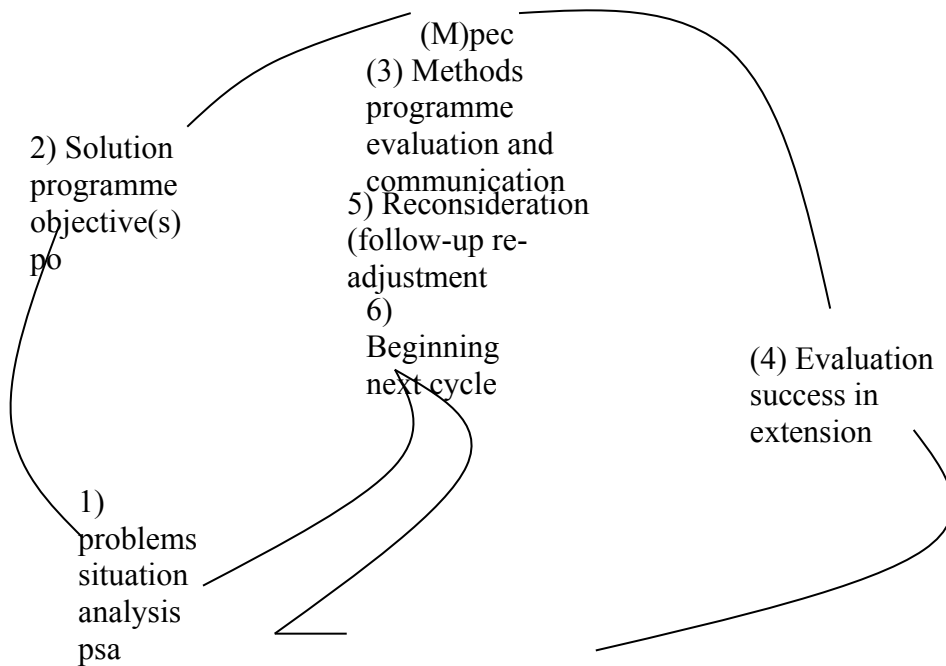
(d) Commercial firms.

These participants may be involved in some of the facets of the system:

1. Finance
2. Role of extension in implementing government programmes
3. Training of extension specialists and development of the profession of extension
4. Research-both in the area of planning the research and access to and interpretation of research
5. Needs of farmers-identification and satisfaction
6. Conducive environment (political, etc) for extension workers to fulfill their professional responsibilities.

### **3.4.1 Progressive Cycle of Extension Programme Planning**

The figure below illustrates the progressive cycle of extension programme planning



**Diagram 10.1** *progressive cycle of extension programme planning.*

This is a planning programme. It is a cycle and a continuous process when one understands there is a problem to solve.

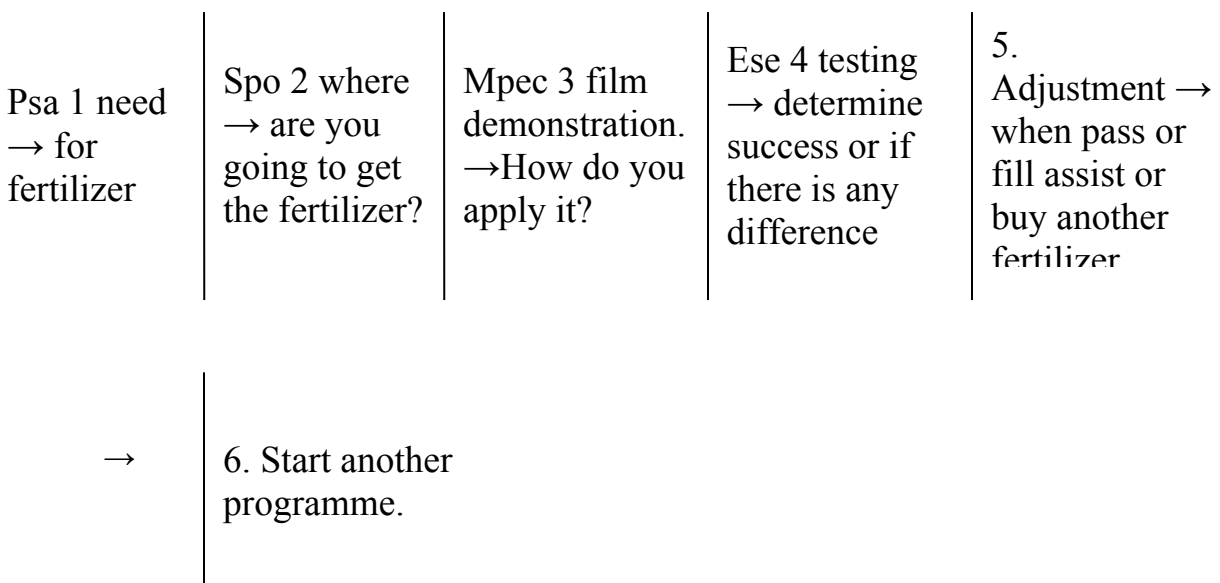
What ought to



What is

} Need

You are posted to a place of extension work and you are to plan, then you come up with what problem to solve, what need is to be addressed e.g. education or planting or fertilizer application. Once there is a problem the solution to the problem would be known.



**Diagram 10.2 Practical illustration of progressive cycle of extension programme planning.**

You are posted to a place, when problem arises the situation analysis you need to solve the problem is the programme objective. Then you may need transport to the place of your assignment.

### **Self – Assessment Exercise 10.2**

List 3 Government Extension programmes.

### **3.5 The Need for Co-operative Extension Programme**

Extension programme is used as an avenue which the government uses to provide guidelines for change.

The first importance of extension programme is felt in its contribution to economic growth. Since co-operative can be the ideal engine for rural development, extension programmes that will improve co-operative activities will go a long way to contributing to economic development of the country.

The importance of co-operative extension programme is also seen in the area of educational and training services it gives to the people. This contribution has a very far reaching effect in the well-being of the farmers. For many members of the co-operative this is the only hope of learning and bettering their lives. It obviously brings education to those who have lost the opportunity for formal education.

Co-operative extension programme can also improve health of the citizenry. Health services such as immunization of children can gain from the extension services.

Through extension education and training many co-operators like farmers acquire leadership training, which aid them in playing important roles in their communities.

In the same vein, some youth activities are started and encouraged through extension services.

Finally, the change brought about by extension, influences members of the co-operative and their family in no small way. Their attitude to life, their care for others, eating habits, environment, and goal in life are changed for better.

#### **4.0 Conclusion**

Throughout this unit, we have been discussing the various types of planning in relation to extension programme. We saw elements and importance of co-operative extension programme. Strategic, tactical and contingency planning were discussed with relation to extension programme.

#### **5.0 Summary**

We have examined the various types of planning with relation to extension programme.

In the next unit, which is 11, we shall describe simple and topical case studies in co-operative extension service-the, guide to case study.

#### **6.0 Tutor – Marked Assignments**

**6.1** List and explain the three types of planning with relation to extension programme.

**6.2** What are the elements of Co-operative extension programme?

#### **7.0 References/Further Reading**

- Anyanwu, A. C., Anyanwu, B. O. and Anyanwu, V. A. (2001): *Agricultural Science for Schools and Colleges*. Onitsha:Africana-FEB publishers Limited.
- Enikanselu, S. A., Akanji, S. O. and Faseyiku, O. I. (2005). *Principles and Economics of Co-operative*. Lagos: DARTRADE Limited.

## **UNIT 11: DESCRIPTION OF SIMPLE AND TOPICAL CASE STUDIES IN CO-OPERATIVE EXTENSION SERVICE – THE GUIDE TO CASE STUDY**

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- 1.0 Introduction
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  - 3.3 The Guide to Case Study
  - 3.4 Methods of collecting Data
  - 3.5 Reasons for Case Study
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor – Marked Assignment
- 7.0 References/Further Reading

### **1.0 Introduction**

In our last discussion in Unit 10, various types of planning with relation to extension programme were discussed.

In this unit, that is 11, we are going to describe simple and topical case studies in Co-operative extension service (the guide to case study).

### **2.0 Objectives**

By the time you complete your study of this unit, you should be able to:

- Define case study
- Describe simple and topical case studies in Co-operative extension service
- Explain the guide to case study
- Give reasons for case study

### **3.0 Description of Simple and Topical case studies in Co-operative Extension Service-The guide to case study-**

We should note that case study is all about specific examples or evidences of a subject or topic. Our discussion on case study will take us to the examination of the followings:

#### **3.1 Meaning of case study**

Case study is an intensive study geared towards a thorough understanding of a given social unit, e.g. “Problems and prospects of Agricultural Extension service in Nigeria: A case study of Kogi State Agricultural Development Programme (KSADP), Lokoja”.

The social unit may be an individual, a group of individuals, a community or an institution. (*Mba A. I.* 2003).

Case studies are particularly appropriate for use in co-operative extension service. They allow the deepening of understanding of ideas, issues and wants by having to examine and interpret them in a formal way.

Case study is a process of investigating, collecting, examining and interpreting ideas or issues. The collection, investigation, classification and analysis of the information gathered are the aspects which give this method the name. “Case study”. (*Omeiza, M. E.* 2004)

According to *Mba* (2003), case studies employ a variety of data gathering techniques such as questionnaire, observation, interview and test.

We should note that case studies are of limited generalization. Only a single unit or very few units are involved in case studies and as such, the findings cannot be generalized to the population. We should also note that they are time consuming since they often demand the direct participation of the researcher in collecting certain critical information from the unit (*Mba, A. I.* 2003).

### **3.2 Description of simple and Topical case studies in Co-operative Extension Service**

You should remember that the concept of extension as a system is designed to introduce innovation to the rural people. How the parts or the stakeholders acquire and use knowledge and interact provide a basis for understanding an extension system. We should remember that the concept of innovation and dissemination of innovation originated from the practice of agricultural extension. The success of extension and the emerging theories of diffusion of innovation attracted the attention of those in commerce and industry who have hoped to expand the concept and application for wider use, including the co-operative sector.

In carrying out case studies in co-operative extension service, we must identify factors for analyzing the extension innovation system such as:

- Identify the key actors in the co-operative extension innovation system
- Identify and map the linkages that exist between the actors in the extension system, and
- Identify and analyze the technological capability of actors in the co-operative extension innovation system. You should remember that

technological capability is the knowledge required to master new technologies, adapt, adopt, improve, and diffuse them.

Obviously, we can see from the foregoing analysis that co-operative extension service provides a fertile ground for case studies on simple and topical issues such as:

- ◆ The effect(s) of innovation on the rural people
- ◆ The reception or rejection of new idea, method and practice by the co-operators.
- ◆ The activities of stakeholders in co-operative extension service
- ◆ The viability of co-operative enterprise in a particular area or trade or occupation or economic activities
- ◆ The rate of diffusion of knowledge

You can see that simple and topical case studies can be applied to every area of co-operative activities.

### **Self Assessment Exercise 11.1**

What do you understand by the word, “Co-operators?”

### **3.3 The Guide to case study**

Before you start a case study, you must determine what you intend to do and how you intend to do this. This is very important because it helps you to know the way and manner in which to write the case study. You should consider the following as the guide to any case study you may undertake.

- Determine the nature of the problem to study
- Purpose of the study

- The methods you will employ such as questionnaire, observation interview and test
- The unit of interest, be an individual, a group, a community or an institution
- Determine whether the case study is on subject or topical issue
- You should know where to get the necessary information and how to collect the data about the case and also what to do with the gathered information so that it can help in solving the problem
- Remember that, the collection, investigation, classification and analysis of the information gathered are the aspect which gives this method the name, “case study”.
- There are different case studies for different objective. It is the objective that will determine the type of case study you will write. You will be guided by the followings in determining the objectives:
  - i. What is the objective, that is, the purpose of the case study?
  - ii. What are the sources of data (information)? Is it primary or secondary sources or both?
- You should observe communication rule when you are writing the case study. That is clarity
- Like observing your grammar, spelling and accuracy as well as cross – checking your figures and data
- Identify the reader
- Limit the topic
- Draw a tentative outline
- Establish the scope
- Formulate a research plan
- Write rough draft

- Edit your draft
- Plan your presentation technique.

### 3.4 Methods of Collecting Data

You should remember that in undertaking any case study, there is need to gather information and data for possible analysis. You should consider the following methods of collecting data such as:

#### (a) Questionnaire

As the name suggests, the questionnaire is a list of questions, sometimes statements, designed to obtain information from people about a specific event or aspect of behaviour (*Mba, A. I.* 2003). The questionnaire allows researchers to collect required information quickly and cheaply from a large number of people at the same time.

#### (b) Observation

You can use direct observation to gather information. You are to use instruments like check list and rating scales in order to systematize and qualify such information.

#### (c) Interview

*Kerlinger* (1973), according to *Mba* (2003) defines the interview as “psychological and sociological measuring instruments”. He added that information elicited through interview can be used in measuring human abilities and dispositions that are not directly observable. Often researchers using the interview do collect self reports from interviewee’s direct, face to face situation (*Mba A. I.* 2003). He further added that, “Many times however, interviews are studied, presenting definite questions to which every interviewee is expected to

respond. In such instances, interview schedule similar to the questionnaire are prepared”

#### **(d) Tests**

You should note that a researcher can use tests to gather information on the topic he is researching. For instance, the researcher may like to know the average performance of loans given out to members of a thrift and credit society in terms of repayment and default rates.

### **3.5 Reasons for case study**

Case study enables learners to examine a particular problem and to solve the problem.

It equips the learner with a vital means of acquiring knowledge on his own through active participation and he develops his mind by using it to solve problem. Writing case study challenges the writer to find out information for himself.

It facilitates assimilation and retention of knowledge discovered by student themselves in the course of conducting the case study.

Writing case studies enables students to develop manipulative skills as they have contact with materials and data sources.

We should note that the mental adventure, which undertaking case study encourages is very rewarding and enriching to the intellectual development of the learner.

Above all, writing case study encourages analytical thought.

### **Self Assessment Exercise 11.2**

Go to your local Government Headquarters and see the head of the Co-operative department. Find out how he performs his supervisory role. You can design a simple questionnaire and take it to him or her.

#### **4.0 Conclusion**

We have gone through the description of simple and topical case studies in Co-operative extension service.

This description also touched the guide to case study. We must adhere to this guide for a good case study.

#### **5.0 Summary**

This ends Unit 11 where we studied the description of simple and topical case studies in Co-operative extension service, that is, the guide to case study. Having known the guide to case study, the next thing to consider is the advantages of case studies in co-operative extension service as well as how to prepare simple case studies and their analysis. These will be discussed in our next unit, that is, 12.

#### **6.0 Tutor – Marked Assignment**

**6.1** (a) What is case study?

(b) Case studies employ a variety of data gathering techniques. List and explain 4 of these techniques.

**6.2** What are the reasons for case studies?

#### **7.0 References/Further Reading**

- Omeiza, M. E. (2004). *Social studies Methodology for Schools and Colleges*. Abuja:Creative Image publishers.

- Mba, A. I. (2003). *Research Method and Statistics in Education*. Lokoja: Onaivi printing and publishing Co. Ltd.

## **UNIT 12: THE ADVANTAGES OF CASE STUDIES IN CO-OPERATIVE EXTENSION SERVICE AND SIMPLE CASE STUDIES AND THEIR ANALYSIS**

### **Table of Contents**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 The advantages of case studies in Co-operative Extension Service and Simple case studies and their analysis
  - 3.1 The advantages of case studies in Co-operative Extension Service in Nigeria
  - 3.2 The challenges of conducting case studies in Nigeria
  - 3.3 Case study I
  - 3.4 Case study II
  - 3.5 Case study III
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor – Marked Assignment
- 7.0 References/Further Reading

### **1.0 Introduction**

In the last Unit 11, we described simple and topical case studies in co-operative extension service, that is, the guide to case study. The essence was to find out how to conduct case studies in co-operative extension service so that they will be at the back of our mind.

We are now going to look into the advantages of case studies in co-operative extension service as well as prepare and analyze three case studies.

## 2.0 Objectives

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

- ◆ State the advantages of case studies in Co-operative Extension Service
- ◆ Explain the challenges of conducting case studies in Co-operative Extension Service in Nigeria
- ◆ Be able to conduct and write a case study

## 3.0 The advantages of case studies in Co-operative Extension Service and Simple case studies and their analysis

Case studies are important in discovering a problem and solving such problems. You should remember that a Co-operative society is a group of individuals who have specific needs such as to consume, to save, to obtain credit, to produce, to market, to be housed, to transport and to be transported, to build, to be housed and have a pension. These people freely enter into partnership in order to attain these common needs by setting up an economic enterprise which is managed by the members themselves, in a democratic manner and to which they are bound in the following ways:

- Members' participation within the Co-operative
- The ways the capital of the Co-operative is mobilized
- Benefits and risks of members of the Co-operatives

We can now see clearly that Co-operative activities cover every areas of rural economy. The purpose of Co-operative extension service is to provide avenues for the diffusion and adoption of innovation to the rural Co-operatives.

## 3.1 The advantages of case studies in Co-operative Extension Service in Nigeria

Since case study is the process of investigating, collecting, examining and interpret ideas or issues, its role in the diffusion of innovation to the rural people can not be over emphasized. Some of the advantages of case studies in Co-operative extension service in Nigeria are:

- 1) Case studies provide skills of observation, information gathering and the analysis of information. This will enable any problem any Co-operative society is facing to be discovered and solved.
- 2) These methods encourage Co-operators to be objective and see varied dimensions and aspects of ideas and information. This will enable members of the Co-operative society to take a holistic view on any issue concerning their society
- 3) Case studies challenge the extension workers to find out information for themselves.
- 4) For intellectual discourse, conducting case studies facilitates assimilation and retention of knowledge discovered by learners themselves.
- 5) It encourages analytical thought in the students.
- 6) It helps learners to develop manipulative skills as they have contact with people, materials and places.
- 7) The mental adventure which undertaking case studies encourages is very rewarding and beneficial.
- 8) Simple and topical case studies will prepare the students for more complicated forms of case study in the future as well as lay a foundation of understanding
- 9) Through the working out of simple case and formulation of generalizations, students gain necessary experience in understanding the operations of events, people and society (*Omeiza, M. E. 2004*)

- 10) Case study will improve upon the method of existing Co-operative practices as new ideas, methods and practices will be adopted and diffused.

### **Self Assessment Exercise 12.1**

Go to any Co-operative society near you and find out if it has ever benefited from any case study on extension service.

### **3.2 The challenges of conducting case studies in Nigeria**

There are many obstacles to success conduct of any case study in the country. Some of these are:

**a) Dearth of data: -**

We are notorious for not keeping adequate data.

**b) Obsolete and irrelevant data: -**

Where we are lucky to obtain data, there are often obsolete and irrelevant. Current data are hard to come by.

**c) Unco-operative attitude of government officials: -**

Asking for vital information from government agencies will hit wall because more often than not, the officials hide under the guise of official secret Act to deny such requests.

**d) Conducting case study in Nigeria has very high financial implication as much fund is needed for such exercise.**

**e) Case study method is slow and time consuming.**

- f) Case study cannot be used for a large area or population
- g) At times the information gathered will not be true
- h) Moreover, case study out come may not be utilized by the target recipient.

### 3.3 Case study I:

#### **Problems and prospects of extension service in Kogi State: A case study of Kogi State Agricultural Development Project (KSADP)**

Kogi State Agricultural Development Project (KSADP) started in 1974 as Anyigba Agricultural Development Project (AADP), a World Bank funded project.

Enclave Agricultural Development Projects were first established on trial basis with World Bank funding in Funtua, Gusau, Gombe, Anyigba, Lafia, Bida, Ibadan, Ekiti – Akoko and Oyo – North between 1974 and 1982. The outcome of trials was good as the ADP was adopted in all the States of the Federation, including Abuja.

Studies show that the World Bank – ADP approach has been used in Nigeria to re – organize the management of the agricultural extension system for effective performance.

The main features of Kogi State Agricultural Development Project (KSADP) are the training and visit (T&V) extension system. The system includes a single line of command, a well defined geographical boundary of operation for each extension worker, a supervisor to supervise ratio of not more than 1:8. Other characteristics include a systematic programme of short training courses, removal of all non – agricultural extension monitoring and provision of adequate transport facilities. These features ensure flexibility and prompt decision – making devoid of regular civil service bureaucracy.

Studies show that the performance of the extension services since the inception of this professional system has been encouraging. For instance, extension contacts with farmers have increased; several technologies have been disseminated and adopted by farmers. Anyigba ADP, for instance, greatly transformed the lives of the Igala people through the revolution in extension services delivery.

However, studies show that some prevailing problems existed and limited the effectiveness of the extension system under the ADP. These problems include:

- Insufficient funding at State level.
- Inadequate availability of inputs.
- Poor logistics support and
- Inadequate staffing.

### **3.4 Case Study II:**

#### **Problems and prospects of Co-operative Policy formulation: A case study of the Co-operatives Development of the Federal Ministry of Agriculture and Rural Development, Garki, Abuja.**

The Department of Co-operatives of the Federal Ministry of Agriculture and Rural Development (FMA&RD) performs the following functions:

- i. Co-ordination of inter-governmental Co-operative activities
- ii. Formulation of broad national economic policy for Co-operative Development and financing and integration of Co-operative policies into national development plans.
- iii. Co-operative education and training at the national level and relations with appropriate Nigerian and foreign educational institutions
- iv. Inter – African and other international Co-operative matters including relations with international co-operative organizations and specialized agencies of the United Nations.

- v. Relations with the global central labour organization and similar bodies especially in matters relating to jointly sponsored welfare schemes.
- vi. Co-ordination of research into co-operative problems.
- vii. Co-ordination of interstate co-operative activities.
- viii. Regulate the activities of national co-operative apexes and societies.
- ix. Compilation of information on all matters relating to Co-operatives and preparation of reports on co-operative development in Nigeria.

In analyzing the above functions of the Department of Co-operatives of FMA&RD, we observe that there is no linkage between “Co-ordination of research into co-operative problems” and transmitting such research findings (diffusion and adoption) to the rural people (Co-operators). This missing link does not argue well for the development of co-operatives in Nigeria.

### **3.5 Case study III:**

#### **The role of Co-operative society in Rural Development: A case study of Farmers Development Union (FADU)**

##### **a) Identification**

Farmers Development Union (FADU),  
Adegoke Adelabu Road,  
GRA, Ibadan,  
Oyo State.

##### **b) O Type**

An NGO, and rural organization committed to poverty alleviation through the institutional and enterprise development of the low – income rural Nigerians with particular emphasis on farmers.

##### **c) Area of coverage**

It covers 29 States of Nigeria

**d) Client**

The clientele are rural micro – producers.

**e) History and Mission**

Founded in 1989 to provide development programmes aimed at reaching the poor and vulnerable groups with basic economic and social services for improved rural income, nutrition, employment and living condition. In addition to the above mission, FADU's activities and objectives are those that are community interest driven, emphasize community ownership, create plans for long term solutions, provide structure for integrated programmes , facilitate and empower grassroots institutions that are service oriented, support community initiatives that also emphasize quality of life and building partnership with government agencies, donor agencies, NGOs and Community Based Organization (CBO), and network.

**f) Management and Governance**

FADU has a 17 member board of appointees elected bi – annually by FADU Delegates Assembly (FDA).

The chairman of the Board is also elected by ADA. The Board has two committees – Finance/Budget Committee and Programme Monitory Committee. Board members meet every six months, while the committee meets every three months. FADU has four operating division Resource Management Division, and Finance Division. Administrative Division, and Field Operation Division. FADU has a total staff strength of 346 of which 65% are women

**g) Financial and technical assistance received**

FAD receives financial assisted from:

- a) Eze in Germany

- b) EEC
- c) Ford Foundation
- d) Technoserve (donate technical assistance only)

#### **h) Financial Service**

FADU provides several types of financial services to its members. Each service is tailor – made to suit different sectors.

There are 3 types of loan schemes:

- i. Agricultural locus to farmers
- ii. Working capital loan for members in commerce sector
- iii. Equipment loan.

FADU also operates several types of savings:

- i. Daily savings
  - ii. Weekly savings
  - iii. Monthly savings
- {these are either compulsory  
and/or voluntary.}

Amount saved varies from Society to Society. Some of the savings are compulsory. Each society must pay on monthly basis the sum of ₦50 to FADU as monthly dues.

FADU has over 50, 000 Societies (a Society is made up of at least 10 people) with over 500, 000 members. Members have to save regularly for six months before they can qualify for a loan. Loans can be approved to a maximum of 4 times saving depending on member's reimbursing capacity, the ceiling for an average first time borrow: "Trial Loan" is ₦60, 000.00. The interest on loan is currently 3.5% per month or 42% per annum. Duration of loans varies on the type of loan. However maximum loan duration is 12 months and minimum is 6 months. FADU operates a group lending approach

**i) Non – Financial Services**

FADU also provides non financial services such as provision of training and dissemination of new but appropriate technologies and markets to its members (extension services).

They work with communities to design, plan and execute social programmes (health, environment, youth literacy and low-cost housing) but emphasize quality of life.

**j) Results**

Currently FADU has over 500, 000 members, of which nearly 65% are woman. Similarly, they have staff strength of 346 out of which 65% are women. Membership spans 29 states. To date, FADU has 165, 000 borrowers out of which 70% are women. Total loan volume to date is ₦100million. Repayment rate is about 98%.

**k) Future Plans**

FADU would like to improve on its saving mobilization in order to generate larger internal resources and also to be able to meet the objectives of its 5 years self sufficiency project.

**l) Analysis**

In section i of this study, we saw how a private organization (Technoserve) donated technical assistance to FADU. We also saw in section j how FADU provides non – financial services such as provision of training and dissemination of new but appropriate technologies and markets to members. These are extension services.

#### **4.0 Conclusion**

We have examined the advantages of case studies in Co-operative extension service and prepared three case studies. Case studies are important to identify problems of Co-operative extension service and solve them.

#### **5.0 Summary**

Having learnt about the advantages of case studies in co-operative extension service as well as case studies preparation and analysis, we now proceed to the next limit that is 13, to discuss the identification of diffusion and adoption process.

#### **6.0 Tutor – Marked Assignment**

**6.1** What are the advantages of case studies in Co-operative extension service?

**6.2** What are the non – financial services provide by FADU (Farmers Development Union)?

#### **7.0 References/Further Reading**

- Omeiza, M. E. (2004). *Social studies methodology for schools and colleges*. Abuja: Creative Image publishers
- UNDP *support to Micro – credit promote Report* (1994 – 1997): Nigeria Assessment Report extracted by the UNDP Nigeria Country Office from the Microstart Project Document.
- Saliu, O. J. and Age, A. I. (2009). *Privatization of Agricultural Extension Services in Nigeria – Proposed guidelines for implementation*. Journal of sustainable Development in Africa (Volume 11, No 2, 2009).

## **UNIT 13: IDENTIFICATION OF DIFFUSION AND ADOPTION PROCESS – DEFINITION OF INNOVATION, OPINION LEADERSHIP, DIFFUSION AND ADOPTION, THE ATTRIBUTES OF AN INNOVATION, STAGES IN RATES AND ADOPTED CATEGORIES**

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- 3.0 Identification of Diffusion and Adoption Process
  - 3.1 Definition of Innovation
  - 3.2 Meaning of Opinion Leadership
  - 3.3 Diffusion and Adoption
  - 3.4 The Attributes of an Innovation
  - 3.5 Stages in Rates and Adopted Categories
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor – Marked Assignments
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### **1.0 Introduction**

In our last two units, we have been discussing the description of simple and topical case study in co-operative extension service as well as the advantages of case studies in co-operative extension service. We also discussed how to prepare simple case studies and their analysis. We concluded that, for a successful co-operative extension service there is need to conduct case studies, which results will serve as guide to promoters, managers of co-operative societies as well as extension staff.

The present unit brings to the consideration of diffusion and adoption process. We shall be looking at the definition of innovation, opinion leadership, diffusion and adoption as well as the attributes of innovation strategies in rates and adopted categories.

## **2.0 Objectives**

By the time you complete your study of this unit, you should be able to:

- Identify diffusion and adoption process
- Define innovation, opinion leadership, diffusion and adoption
- Explain the attributes of an innovation
- State stages in rates and adopted categories.

## **3.0 Identification of Diffusion and Adopted Process**

As earlier stated in this course, the duty of extension worker is to encourage the rural people, that is, farmers to adopt innovations of proven value. Innovations for the farmers may be regarded as new ideas, methods, practices or techniques which give the means of achieving sustained increases in farm productivity and income.

The discussion on diffusion and adopted process will be considered in this unit by identifying:

### **3.1 Definition of Innovation**

Innovation may be defined as new practices, methods, ideas, techniques which give the means of achieving sustained increases in farm productivity and income. Innovation is aimed at discovering how to plan, exercise, and evaluate learning experience that will help people acquire the understanding and skills

essential for solving farm, home, and community problems. Consequently, innovation is generally related to discovering new ideas. Agricultural innovation, for instance passes through many stages before you can introduce it to farmers, e. g. crop and livestock.

An innovator must consider the following factors before introducing new practices to a rural area.

- ◆ Attitude of rural people
- ◆ The major characteristics of rural area in Nigeria such as;
  - 1) They are very traditional
  - 2) High level of illiteracy
  - 3) Industry are very rear
  - 4) No adequate facilities
  - 5) Supplies of farm produce
  - 6) They are isolated
  - 7) Low income
  - 8) Subsistence system of farming
  - 9) Inadequate Communication system
  - 10) Houses are not properly planned
  - 11) They have rigid attitude
  - 12) Inadequate storage facilities
  - 13) No access to machinery
  - 14) Low level of advancement

### **Self Assessment Exercise 13.1**

Go to a rural area near you and find out the conditions of the village.

### 3.2 Meaning of Opinion Leadership

In every set-up, there are local leaders whose opinions are well respected within the locality. Because opinion leaders are part and parcel of the society, the people understand them easily. So, it is advisable for an extension worker to utilize local leaders in disseminating new ideas to the rural people. The people will get the message easily if it is conveyed to them by their local leaders.

Because of their social stand in the community, their opinions are highly regarded. If you come out in the night, you will see big stars and small stars. Opinion leaders are the big stars. They allow continuity when extension worker is transferred.

The disadvantage of using the opinion leadership in diffusion and adoption is that, if the local leader misunderstood the new ideas, he may teach wrong ideas.

### 3.3 Diffusion and Adoption

These generally concerns readiness to put what the farmer has learnt into practice.

The process of learning and adoption will be made clearer through a tabular presentation as follows.

**Table 13.1 The process of learning/Adoption**

<b>Awareness</b>	<b>Interest</b>	<b>Evaluation</b>	<b>Trial</b>	<b>Adoption/Rejection</b>
Learn about new ideas and practices	Get more information about it	Try it mentally i. e. advantages or more profit about a particular crop	Use it or try it a little	Accept and use continuously or reject because of trial state

**Table 13.2 Information Sources**

<b>Awareness</b>	<b>Interests</b>	<b>Evaluation</b>	<b>Trial</b>	<b>Adoption/Rejection</b>
1) Mass media e.g. radio, Tv, Newspapers 2) Friends and neighbours mostly other farmers 3) Agric Agent and extension workers	1) Mass media 2) Friends and Neighbours	1) Friends and Neighbours 2) Agric Agent and Extension workers 3) Mass media	1) Friends and Neighbours 2) Agric Agent and Extension workers 3) Mass media	1) personal experience is the most important factor in continue use of an idea 2) Friends and Neighbours 3) Agric Agent and Extension worker 4) Mass media.

We have seen that how people gain new ideas are in stages. Those things you need to do to gain new knowledge is what diffusion and adoption are all about.

### **3.4 Attributes of an Innovation**

Innovation has the following attributes.

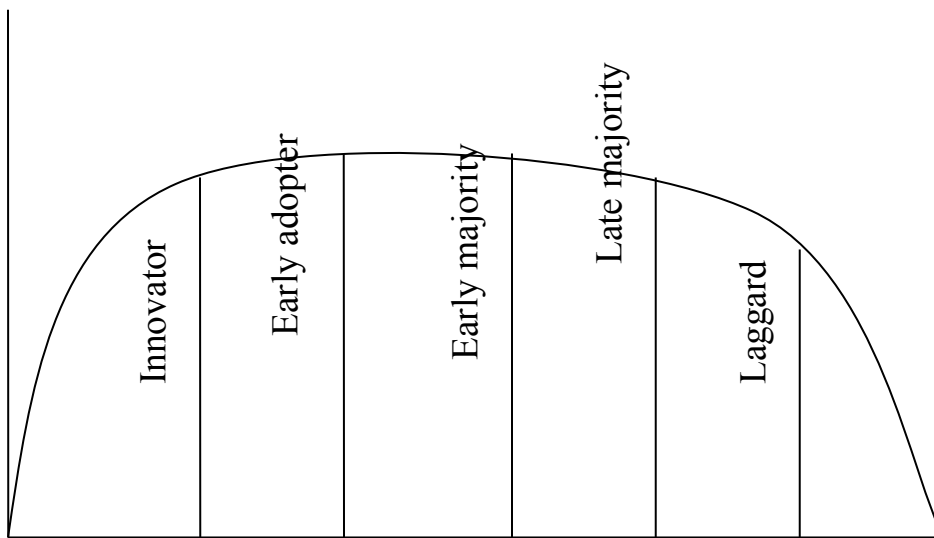
- 1) It must be new
- 2) It should be practicable
- 3) It must be receptive to the audience
- 4) It must add value to the existing practice

- 5) It must build on the foundations laid in the existing practice
- 6) Innovation is usually a product of extensive research
- 7) Innovation should not be culturally and socially repulsive to the target audience

### 3.5 Stages in Rate and Adoption Categories

The stages in Rate of Adult learning is depicted diagrammatically as follows.

**Figure 13.3 Rate of Adult learning**



- 1) **Innovator:** - They are categories of people that go ahead of you. They are willing to take any risks. They are eager to try new ideas. They have high rate of communication and friendship among other innovators despite geographical distance.

They have ability to understand and apply complex technical knowledge. They have high education and ability to accept new practice.

**2) Early adopter:** - They are not ready to put what they have learnt into practice but they would try. Early adopters are characterized by:

- ◆ Large farm
- ◆ Large income
- ◆ Take risk
- ◆ Middle age
- ◆ Actively seeking new ideas
- ◆ Participate in many non local group
- ◆ They are respectable. That is they are more integrated into the social system
- ◆ Potential adopter look to them for advice and information about innovation
- ◆ They are the men to check with before using a new idea
- ◆ Generally sought by local extension agent to spread new ideas (diffusion)
- ◆ They are models to the potential adopters

Their sources of information are

- ◆ College and research institute
- ◆ Agricultural Agent, e.g. extension worker
- ◆ Mass Media
- ◆ Other highly competent farmers far and near
- ◆ Commercial farmers
- ◆ They are the embodiment of success and use of new ideas. They also like to retain their position of esteem

**3) Early majority Adopters:** - They have the following characteristics

- ◆ Average farm

- ◆ Average income age between 50 and 60 years
- ◆ Receptive but not actively seeking information
- ◆ Participate in local group/interaction
- ◆ Interact with his peers (people of the same group)
- ◆ They deliberate before adoption [that they discuss extensively before starting a new idea]. Decision takes longer time than innovators and early adopters.

Their sources of information include the followings:

- a) Adoption leader and other farmers
- b) Farm papers
- c) Magazines
- d) Radio
- e) Commercial source
- f) Agric Agency.

**4) Late Majority Adopters: - These are characterized by:**

- ◆ Small farm
- ◆ Low income
- ◆ Security minded
- ◆ Usually over 60 years of age
- ◆ Seldom participate in formal meeting

- ◆ They adopt new practice only after the average majority have adopted.

Their sources of information include:

- a) Other farmers and adoption leader
- b) Farm papers, Magazine, radio and television i.e. in developed countries or advanced countries.
- c) Local leader and peer people
- d) Almanac/calendar

5) **Laggards:** - These are also characterized by:

- ◆ Late to adopt an innovation or they do not adopt at all
- ◆ No opinion leadership
- ◆ Very local in outlook
- ◆ Many are very isolated socially or physically or both
- ◆ Their point of reference is the past (they make reference to the past and not interested in new idea). They always talk about what were done in many years back. They are conservative, full of old age, low income and low education.
- ◆ Decisions are made in terms of what had been done in previous generations
- ◆ They interact with people with traditional value and idea

- ◆ When they adopt an innovation they are likely to have been superseded or taken over by another innovation or already in use by innovators
- ◆ They are suspicious of innovation, innovators and change agents
- ◆ Adoption lags far behind knowledge and ideas
- ◆ He is alienated from a true fast-moving world
- ◆ Why most individuals in social system are looking to the role of change ahead, the laggards have their attention tied on the rear view mirror

#### **4.0 Conclusion**

In this unit, we have been able to learn about diffusion and adoption process, in which we defined innovation, opinion leadership, diffusion and adoption process. We equally discussed the attributes of an innovation as well as stages in Rates and adopted categories.

We should note that diffusion and adoption process are the essence of extension service.

#### **5.0 Summary**

Now that we have known the diffusion and adoption process, innovation, opinion leadership as well as stages in Rates and adopted categories, we shall now go to Unit 14 to discuss the role of extension agents in the diffusion and adoption process as well as the training and visit (T&V) system

## **6.0 Tutor – Marked Assignment**

**6.1** List and explain 10 major characteristics of rural areas in Nigeria, which affect diffusion and adoption.

**6.2** With the aid of a diagram, list and explain 5 Rates of Adult learning.

## **7.0 References/Further Reading**

- Unpublished works. *Lecture Notes on Extension Method*: Ahmadu Bello University (ABU) Zaria
- Unpublished works. *Lecture Notes on Agricultural Extension*. Ahmadu Bello University ABU, Zaria.

## **UNIT 14: THE ROLE OF EXTENSION AGENTS IN THE DIFFUSIONS, ADOPTION PROCESS AND TRAINING AND VISIT (T&V) SYSTEM IN NIGERIA.**

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- 3.0 The Role of Extension Agents in the Diffusion, Adoption Process, and Training and Visit (T&V) System in Nigeria
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  - 3.2 Extension Teaching Method
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### **1.0 Introduction**

As we noted in the very first unit of this course, extension is a type of education which is functional rather than formal. It is better provided by extension workers whose main task is to convey information in a meaning form to the rural people, especially the farmers. One of the ways they do this is by training a group of model farmers with the hope that such farmers come in contact with other farmers.

In this our present unit, we shall be looking at the role of extension agents in the diffusion and adoption process as well as discuss the term Training and Visit (T&V) extension system.

## **2.0 Objectives**

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

- Explain the role of extension agents in the diffusion and adoption process
- Describe extension teaching methods
- Explain the creed of rural reconstruction development
- Describe the responsibilities of extension specialist
- Explain Training and Visit (T&V) extension system in Nigeria

## **3.0 The Role of Extension Agents in the Diffusion and Adoption Process, and Training and Visit (T&V) system**

As the bridge or middleman between the researcher and the farmers or the rural people, an extension agent plays a significant role in the diffusion and adoption process as well as training and visit (T&V) system.

You may recall the definition of diffusion and adoption process in the preceding unit, that is, unit 13. The role of extension agents in the diffusion and adoption process as well as Training and Visit (T&V) system are explained as follows:

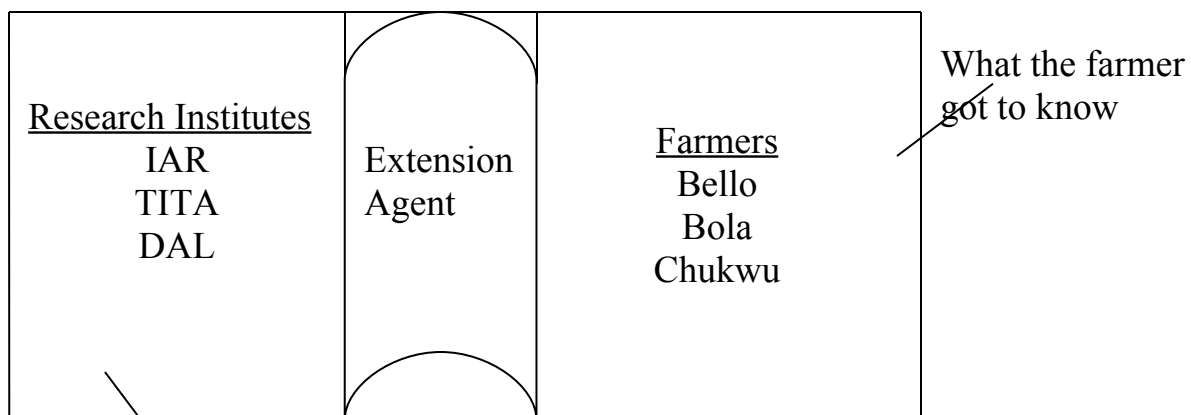
### **3.1 The ole of Extension Agents in the Diffusion and Adoption Process**

The role of extension agents is to provide a conducive atmosphere that is desirable to the acceptance of new ideas or new practices. For example, it could be how to introduce improved technology to the farmers.

As an extension agent, you are to provide a conducive environment that is acceptable to farmer, which will make them understand what you are saying about innovation. It is a function or duties of the extension agent to create that environment which will enable him prove his points and convince the farmers about the new practice.

In doing this, you have to bring yourself to the level of the farmers by dressing like them, talk like them and joke with them.

As earlier pointed out in section 3.0 of this unit, extension agent serves as a link or middleman or a conduit pipe between the rural people (farmer) and research Institute. This is better depicted diagrammatically as follows:



What the government want farmer to do. The extension agent, we repeat once more, serves as a middleman between the farmer and the researcher. They carry the information to the farmer or as an intermediary or link.

Extension agent helps the farmers in making wise management decision. You do not do things for them but you help them and show them how to do it.

In carrying this role in the diffusion and adoption process, an extension agent performs the following tasks:

1. **Crop farming: -**

Process of telling the farmers how to till the soil and do planting

2) **Home – making: -**

Which is food technology (food preparation) and how to take care of home?

3) **Co-operative activities: -**

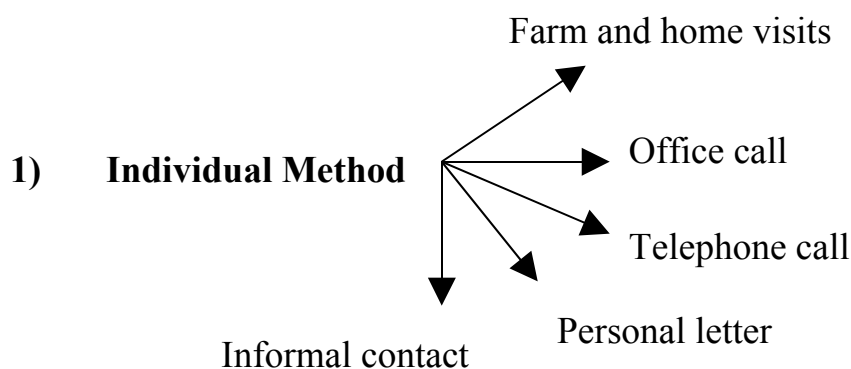
About 20 farmers coming together to enable them access credit facilities from government agencies

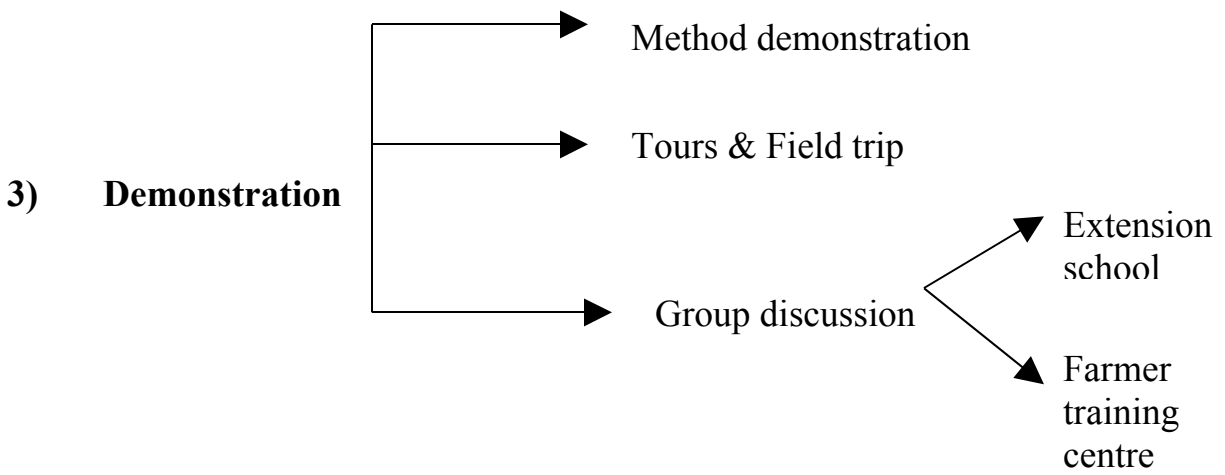
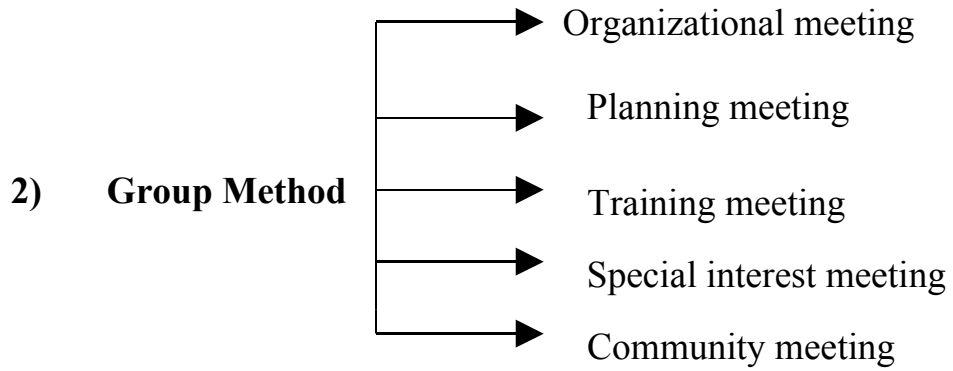
4) **Leadership and youth Development: -**

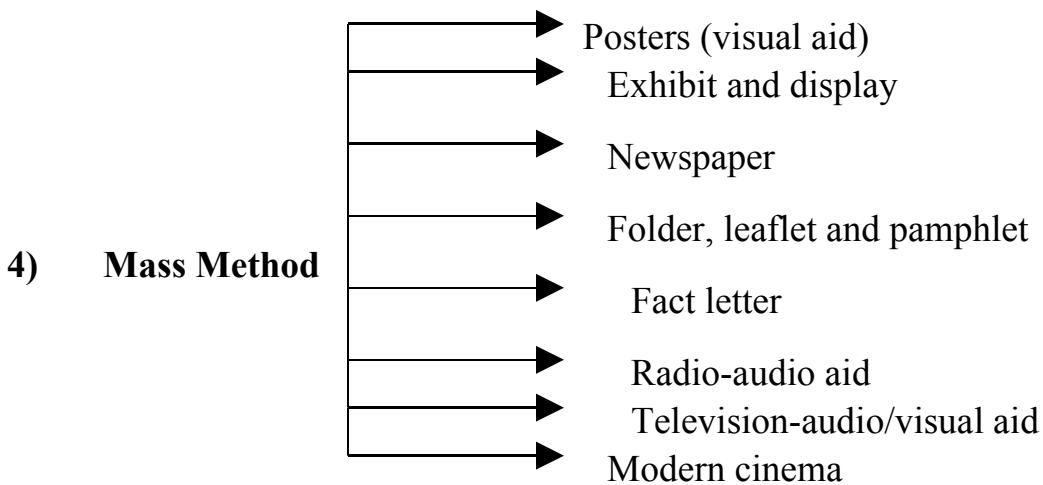
Youth Farmers Club is formed to help them mobilize youth to farm. The youths also help in disseminating message to the rural populace as well as serve as supplement to extension agents.

### 3.2 Extension Teaching Methods

This will be better understood if presented in a tree format such as:







### Self Assessment Exercise 14.1

Look for an extension agent near to you and find out the most effective method he or she employs in the diffusion and adoption process

### 3.3 Creed of Rural Reconstruction Development

These are: -

1. Contact the peasant people
2. Live among the peasant people
3. Learn from peasant people
4. Plan with the peasant people
5. Work with the peasant people
6. Start with what the peasant people know
7. Build on what the peasant people know
8. Teach by showing, learn by doing
9. Not showcase but a pattern
10. Not odds and ends but a system
11. Not piecemeal but integrated approach

12. Not to conform but to transform.

### **3.4 Responsibilities of Extension Specialist**

We should remember that the extension specialist is a link between the rural people and the researcher.

He is therefore: -

- (1) A manipulator
- (2) A change agent
- (3) Truthful as he must always speak the truth at all time and behave in an acceptable manner
- (4) The extension specialist must understand the principles of influence, such as: -
  - (a) He must understand the language of the audience
  - (b) He must be able interprets his own communication or read to his audience
- (5) He must know the facts and figures he wants to present to the farmer
- (6) The extension specialist must know when to speak and where to speak and when not to speak. That is, he must try to gauge the barometer or measure their comprehension. He must also understand that the farmer is an intelligent person.
- (7) He must be able to predict the result of his communication with his clientele.
- (8) He should use the common local language to the farmer, so that he can operate at their frequency
- (9) He must possess faith i.e. have confidence in them and in what he is trying to communicate to them. He must also have confidence in himself as well as role played before disseminating his message.

Confidence could be established if extension worker is sure of his package that he will use will use yield result.

- (10) Extension specialist must realize that communication essentially involved language and semantics (what you add to it or gesticulation involved language).

### **3.5 Training and Visiting (T&V) Extension System in Nigeria**

The purpose of Training and Visit (T&V) extension system is to build a professional extension service that will be capable of assisting farmer to raise production and increase their income. T&V is also to provide appropriate support for agricultural and rural development.

Its aim is to have competent, well informed village level extension worker, who will visit the farmer with relevant technology, message and bring farmers' problems to researchers. This system is in use in over 40 developing countries of Asia, Latin America, and Nigeria. It was introduced by World Bank since 1974 through Agricultural Development Programmes (ADPs).

#### **3.5.1 Key features of T&V**

The key features of training and visit (T&V) system are:

**1) Professionalism at all levels: -**

There are specialists in their various areas. Agent must keep in close touch with relevant scientific development and research.

**2) Single line of command: -**

There is single line of technical and administrative command. This may be within the ministry or department of Agric. They need support from teaching research institutes, inputs suppliers and other agricultural support

organizations such as Nigerian Agricultural and Rural Development Bank (NACRD) and Nigerian Agricultural Insurance Corporation (NAIC)

There should be no conflict of interest. No extension agent should be responsible to two extension officers.

**3) Concentration of Efforts: -**

This is based on the principle that the extension staff work only on agricultural and co-operative extension.

None extension duty should be removed from the system. For example, supply of inputs, data collation, processing of loan form for farmers.

Extension agent should perform specific duties, i.e. in their specific area.

**4) Time bound work: -**

Message and skill must be taught to farmer on a regular time factor.

In other words, extension agent must visit farmer regularly in a fixed day, once every fortnight.

**5) Field and farmer orientation: -**

A group of farmers should be visited once every two weeks by the village level extension worker (V. L. E. worker)

**6) Regular and continuous Training of Extension staff: -**

This could be in form of a monthly workshop for the extension agent.

**7) Linkage with Research: -**

Effective extension depends on close linkage with research in two ways:

- (a) Problems faced by farmers that cannot be solved by extension agent are passed on to research for solution or investigation
- (b) Doing meeting with research staff to formulate production recommendation that will be adopted by extension worker as necessary to make the best use of the specific local environment.

**3.5.2 Strategies or operation of T&V**

**1) Monthly Technology Review Meeting (MTRM): -**

It is the meeting between research Institute, Ministry and subject matter specialist and supposed to be held in research institute.

**2) Fortnightly Training Meeting (FTM): -**

This is held at a particular zone. The meeting is led by subject matter specialist because the subject matter specialist attends MTRM, so whatever was discussed at MTRM – will be delivered by him. Even people from headquarters attend that meeting and also subject matter specialist (SMS), Zonal Extension Officer (ZEO), Area Extension Officer (AEO) and Village Extension Officer (VEO).

We should note that SMS are employed by ADPs. Research institute provide logistics and other resources.

**3) Fortnightly Visit (FV): -**

This is to make contact with farmer. The people to use as contact leaders should be:

- Regarded as opinion leaders
- People that are respected in their community
- Have contacts outside their environment
- He or she want you to demonstrate on his or her farm
- Ready to sacrifice his time and labour.

**4) Small Plot Adoption Technique (SPAT): -**

This has to be close to contact farmer farm

**5) On the Farm Adaptive Research (OFAR): -**

This is where the researcher is involved. They practice the new technique as contact farmer farm before taking it to the rural farmer.

**6) Scheduled Visit (SV): -**

Extension Officer from ADP, Agric Ministry, research institutes (IAR), Zonal Officer visit the field at regular intervals

**7) Use of contact farmer.**

**Self Assessment Exercise 14.2**

On your own, read the following topic on T&V.

- (1) Modification of T&V system
- (2) Problems of T&V system.

**4.0 Conclusion**

Throughout this unit, we have been discussing the role of extension agents in the diffusion and adoption process as well as the T&V system in Nigeria. We saw the efforts of extension workers in the dissemination of innovations to the rural people.

Extension staff should be well motivated through appropriate remuneration and incentive as well as logistics support to enable them carry out their important role for rural development.

## **5.0 Summary**

Having examined the role of extension agents in the diffusion and adoption process as well as the T&V system, we are now proceeding to the next section to discuss the implications of the diffusion, adoption process for the development of co-operative in Nigeria.

## **6.0 Tutor – Marked Assignment**

- 6.1** In carrying out his extension duties, the extension agent perform some tasks. What are these tasks?
- 6.2** What are the strategies or operation of Training and Visit (T&V) extension system?

## **7.0 References/Further Reading**

- Unpublished works. *Lecture Notes on Extension Method*. Ahmadu Bello University, Zaria.

## **UNIT 15: IMPLICATIONS OF THE DIFFUSION, ADOPTION PROCESS FOR THE DEVELOPMENT OF CO-OPERATIVE IN NIGERIA**

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  - 3.3 The Role of Government in Promoting Co-operative in Nigeria
  - 3.4 Agricultural Co-operatives in Nigeria
  - 3.5 Importance of Co-operatives to Agricultural activities
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor – Marked Assignment
- 7.0 References/Further Reading

### **1.0 Introduction**

The role of extension agents in the diffusion and adoption process as well as the training and visit (T&V) extension system were examined in the last unit. We did see the important role being played by the extension workers in disseminating new ideas, methods and practices to the rural people.

In our present unit, which is the last of our **Module II** and the entire course (**COP 212**), we are going to discuss the implications of the diffusion and adoption process for the development of Co-operative in Nigerian.

## **2.0 Objectives**

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

- Explain the implications of the diffusion and adoption process for the development of co-operative in Nigeria.
- Explain the spread of co-operative in Nigeria
- Explain the role of government in promoting co-operatives in Nigeria
- Explain the agricultural co-operatives
- Explain the importance of co-operatives to agricultural activities

## **3.0 The implications of diffusion and adoption process for the development of co-operative in Nigeria**

You should recall the definitions of diffusion and adoption process in unit 13. You should also recall the definition of Co-operatives in your COP 211 course, that is, Co-operative Economics I.

### **3.1 Implications of diffusion and adoption process**

The implications of diffusion and adoption process for the development of co-operative in Nigeria are both positive and negative. But let us first start with the positive implications.

#### **(a) Positive Consequence of diffusion and adoption process**

- 1) It leads to the formation of more co-operatives, which in turn provide more employment opportunities.
- 2) It makes possible for the extension agents to pass new ideas, especially on agricultural practices to farmers.
- 3) Training and development of co-operative personnel is possible through co-operative colleges and extension training provided by government agencies.
- 4) Economic status of co-operative members can be enhanced through viable business arising from adoption and diffusion of innovations.
- 5) Technical assistance can be given to co-operative by the extension workers.

#### **(b) Negative Consequences of diffusion and adoption**

- 1) Over expansion as a result of diffusion and adoption of innovations can lead to a large increase in the number of co-operatives, which may not be viable.
- 2) Because of the large number of co-operative viz-a viz diffusion and adoption of innovations, it can lead to mismanagement of co-operatives, which in turn can result in their liquidation.

- 3) Secondment of government officials by way of technical assistance may create ill-feelings as they will see it as government talking over their co-operatives

### **Self Assessment Exercise 15.1**

Look for a co-operative society near you. Ask the Manager of the Society if he has ever benefited from the extension services. What are the implications of their adopting new ideas?

## **3.2 The Spread of Co-operatives in Nigeria**

The Colonial government contributed to the spread of co-operatives in Nigeria. Right from independence to the present, concerted efforts are being made to bring co-operatives to every community. New ideas, new methods and practices are being spread by extension workers in the rural areas of the country.

As more states are created so also co-operatives are brought nearer to the grassroots as each state will also create a department in an appropriate Ministry and saddle such department with co-operatives matters.

A situation report was carried out in 1988 (when Nigeria was only 21 states). This report makes the picture of the spread of co-operatives in Nigeria clearer, in terms of the number of registered co-operatives, number of registered agricultural co-operatives and others.

**Table 15.1 Number of Registered Co-operatives in Nigeria in 1988**

<b>S/No</b>	<b>State</b>	<b>Registered Co-</b>	<b>Agric Co-operatives</b>	<b>Others</b>
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		<b>operatives</b>		
1	FCT	50	20	30
2	Akwa - Ibom	70	10	50
3	Anambra	1337	156	1181
4	Bauchi	528	7	521
5	Bendel	2176	20	2156
6	Benue	3131	98	3033
7	Borno	873	15	858
8	Gongola	681	45	636
9	Imo	1858	33	1825
10	Kaduna	915	340	675
11	Kano	1612	-	1621
12	Katsina	811	113	698
13	Kwara	598	200	382
14	Lagos	525	69	457
15	Niger	344	360	484
16	Ogun	1014	275	739
17	Ondo	4126	41	4085
18	Oyo	5000	750	4250
19	Plateau	490	1	489
20	Rivers	1232	2	1230
21	Sokoto	1300	70	1230

Source : Mijindadi, No. 1988, pp. 11 – 20

We should note that while *Mijindadi's* report did not give a breakdown of the other forms of co-operatives, the figures shows that:

- a) Agricultural Co-operatives (group farming) is practiced as at 1988 in all states of the Federation except Kano.
- b) From experience, it can be deduced that the other forms of co-operatives would be mainly co-operatives in thrift and credit societies. This is because of its popularity among Nigerians.

### **Self Assessment Exercise 15.2**

Go to the relevant ministry in either the State capital or local Government that you are currently residing and find out:

1. The type of Co-operatives existing
2. The number of members for each type.

### **3.3 The role of Government in promoting co-operatives in Nigeria**

After independence, the state governments involvement in co-operative activities were increased, which gives government officials wider power to intervene in co-operative's activities. The common actions are the followings

- 1) **Creation of co-operative department: -**

Co-operative departments were created at both the States and Federal Government levels to supervise co-operative development. There was a case a Nigeria where a full Ministry of co-operative and supply was created.

## 2) **Co-operative roles in National Development plans: -**

We should note that Co-operative were assigned role in the national development plans and development projects, such as the various projects for agriculture and poverty alleviation.

## 3) **Legislative role: -**

We should remember that, the most important role government plays in co-operative affairs is to legislate to direct the societies and give legal personality to the co-operative. That is why in Nigeria, we have legislations passed to fit the Co-operative situation. You should note that the current co-operative law is the **Co-operative Decree of 1993**, which include the following provisions:

- a) A definition of co-operative, bringing out its essential characteristics
- b) A description of the objects of a co-operative, and procedure for establishment and registration, the amendments of statues, and its dissolution
- c) The condition of membership, such as the maximum amount of each share, the rights and duties of members, which will be laid in greater details in the bye-laws of co-operatives societies.
- d) The method of administration, management and internal audit, and the procedure for the establishment and functions of management.
- e) The protection of the name, “Co-operative”.

f) The machinery for the external audit and guidance of Co-operatives and for the enforcement of the laws and regulations.

Consequently, the Co-operative law as presently existing in Nigeria covers all Co-operatives.

We should note that at the state level, the contents of each state co-operative law are not substantially different from that of the federal one. The States Co-operative laws exist to take into consideration the peculiarities of each state.

**4) Giving out loans to Co-operative: -**

Government gives loans and grants to co-operatives to enable them execute viable projects. Government also pays for the annual subscription of some apex organization which existence is not purely economic but to provide services to the affiliate members. These payments are made to apex organizations outside Nigeria such as, the **International Co-operative Alliance (ICA)**

**5) Staff Secondment: -**

Since there is shortage of skilled manpower for co-operative management in Nigeria, the government often second competent staff to co-operative. This secondment is, however, done without violating the independence nature of co-operatives.

### **3.4 Agricultural Co-operatives in Nigeria**

We should note that these are forms of Co-operatives formed by farmers or agriculturists who have combined their resources together for the production and

marketing of their produce. They also intend to get some equipment and items to enhance the effectiveness of their production and marketing of the items with the hope of benefiting members financially and economically.

Agricultural co-operatives can be in any of these forms:

- i) Farmers multipurpose co-operatives
- ii) Agro – industrial co-operative
- iii) Piggery co-operatives
- iv) Produce marketing co-operative
- v) Food crop production and marketing co-operatives
- vi) Livestock co-operatives
- vii) Fishery co-operatives

### **3.5 Importance of Co-operatives to Agricultural Activities**

Co-operatives can be organized not only to serve economic benefits of its members but equally provide social services especially in such areas as education, transportation, provision of rural infrastructure and civic responsibility.

*(Enikanselu, S. A, (2005). Enikansola* and his co-authors argue that government should not only encourage the formation of co-operatives, but more importantly ensure that they are properly operated or managed so as to take its rightful place as one of the government's effective machinery for rural poverty alleviation and rural development.

Agricultural co-operatives encourage members to engage in joint cultivation of food and cash crops among others. Farmers can also take advantage of the new technologies (innovations) that will make them abandon old method of farming characterized by use of tools like cutlasses and hoes. They can then switch to modern equipments such as tractors, ploughs, harvesters, etc with new hybrid seeds for better yields (diffusion and adoption). We should note that buying these modern implements can be difficult for a single individual to bear, however, his membership of an agricultural co-operative aim afford the individual farmer the opportunity to use these tools at a reasonable and low cost.

Co-operatives can also help in the following areas:

- ◆ Irrigation
- ◆ Produce marketing
- ◆ Land and soil conservation
- ◆ Storage facilities, etc.

#### **4.0 Conclusion**

This unit, which is the last for this course has touched on the implication of the diffusion and adoption process for the development of co-operative in Nigeria. All these bring out the existing relationships between extension service and co-operative development in Nigeria.

## 5.0 Summary

The knowledge you have received in this course provides the foundation on which to build further knowledge in Co-operative Management. Obviously the course, Co-operative Extension is an interesting subject.

## 6.0 Tutor – Marked Assignment

6.1 List and explain 5 positive implications of the diffusion and adoption process for the development of co-operative in Nigeria

6.2 Justify the assertion that the major role of government in co-operative development is in the area of legislation.

## 7.0 References/Further Reading

- Mijinadi, N. B. (1988). *Group Farming Co-operatives in Nigeria*. A report Commissioned by UNDP/ILO/FDAC project NIR/83/041.
- Adesina, D. (1998). *Essential Information on Co-operative Credit Societies*. Ibadan: DAC – PRINTS.
- Enikanselu, S. A., Akanji, S.O. and Faseyiku, O. I. (2005). *Principles and Economics of Co-operatives*. Lagos: DATRADE limited.



