

DEVELOPING AN INSTRUMENT FOR EVALUATING THE JOB OF THE  
EXTENSION PERSONNEL IN THE STATE OF BIHAR, INDIA

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I must also express affectionate remembrance of my beloved late father, whose wise and loving counsel and assistance made possible my educational activities in the United States.

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## CHAPTER I

### INTRODUCTION

A man can know nothing of mankind without knowing something of his work and himself. Self-knowledge is the property of that man whose passions have their full play, but who ponders over their results.

Disraeli

In all societies there exists throughout all strata of the population great reserves of potential energy awaiting knowledge for its release. The new concept of community development, now rapidly being extended in many parts of the world, has as its major purpose the release of some of this energy for constructive and useful purposes. (27)

On October 2, 1952, the foundation was laid in India by the establishment of a new type of movement -- The Community Development Program. A new road to a happy future was to be built for the people. This road, so revolutionary, yet democratic in nature, had to be built by the people themselves and traversed by them. The program was very comprehensive in nature, pointing specifically to the development of Agriculture, Communications, Education, Health, Employment, and Social Welfare. The community projects were intended to be forerunners in the direction of this consummation so that man could be the sovereign he rightly is, and the state pulsate with the organized will of the community. This was a new type of program and certainly was a most



recognized departure from the old autocratic principle of governmental operation, where the heads formerly were privileged to make all decisions. The opportunity for decision making by those most directly concerned about such decisions was now to be a reality.

The program of community development in India has aroused considerable interest and acclaim from leaders all over the world. The program has gained the attention of sociologists, statesmen, and the people who now look to India for guidance. Since its short journey, the movement often referred to as the "movement by democratic persuasion" has gained a good foothold. Inspired by it a number of other countries including Pakistan, Iran, Afganistan, Nepal, Philippines, and Egypt have sought the movement "knowhow" and are in various stages of adopting it for their own benefit. (27)

Arther Raper, (25) Consultant to the Community Development Program in the Division of United States Federal Department of Extension Service, made a very significant appraisal of the movement by stating "The creation of the Gram Savak (village level worker) in the community development in India, will go down in history as one of the greatest social inventions of the present age."

The Indian government attaches a great importance to the ideas and functions of the community development and national extension services. Both of these have been in existence for ten years. The program emphasizes a state of society where an individual can have: "The right to live, the right to work for a living and the right to receive what he earns". (11)

## What Is Community Development In India

Community development is an integral part of the total national building program of the country. The Planning Commission in the first 5-year plan defined the purpose of the Community and Rural Extension movements in the following manner: "Community Development is the method and Rural Extension the agency, through which the 5-year plan seeks to initiate a process of transformation of the social and economic life of the people living in the villages." (12)

### How Extension Came To India

The idea, principles, and the objectives of the programs have developed slowly with the experience of many projects in rural reconstruction and various campaigns conducted by the government and some non-governmental agencies in the past such as "Grow More Food Campaign" and "Rural Reconstruction", inspired and lead by the late Mahatma Gandhi and the poet, Rabiendranath Tagore, Dr. Spencer Hatch, and Mr. Brayne. The nationwide movement was started in 1952 to cover the whole rural country under this program by 1963. Already two-thirds of the villages are under the program. (7)

### Major Objectives Of The Extension Program

1. To change the outlook of the people so as to encourage and develop rising expectations for a higher level of living.
2. To lead the rural population from chronic subsistence levels of production to full production by application of scientific knowledge.
3. To lead the rural population from chronic under-employment

to full employment.

4. To develop effective local institutions and leaders to take active part in the whole process.

5. To educate, guide, and assist the people for good citizenship by developing, amongst other things, their latent potentialities, encouraging their initiative and civic consciousness and invoking the desire for self-help and community activity to encourage the group participation toward solving problems and tasks.

6. To develop the principles of cooperation among all rural families.

7. To develop values and incentives based on community organization rather than permit an individual's interests to dominate the culture and society.

8. To strengthen the democratic functioning of governmental agencies at all levels and develop the spirit of teamwork among officials.

9. To make each individual more productive, healthy, and literate.

10. To develop a democratic minded citizenry.<sup>(13)</sup>

#### Guiding Principles Of Extension Work

1. The whole process of community development is educational. All changes in behavior, attitudes, and skills of individuals and groups are to be brought about by education and self-acceptance; not by force.

2. The official machinery for guiding and assisting and assumption of major responsibilities for improving their condition must rest with the people themselves. Self-imposed and self-developed changes

have meaning and permanence which imposed changes do not have.

3. The principle of self-help is always to be upheld.
4. All aspects of rural problems must be dealt with simultaneously under one integrated approach and yet, through various programs.
5. There should be sound results of research available to the extension worker and the procurement of needed supplies such as seed, fertilizer, implements, and credit are to be made according to the requirements of the situation.
6. There should be trained multi-purpose extension workers at the village level to serve as agents to educate the villagers in every respect and serve as a guide and helper to all village people.
7. Resources of people, non-official agencies, and governmental facilities are to be fully developed and utilized. (13)

#### Organizations At Different Levels (22)

The unit of administration established in India is the "block" which generally comprises 100 villagers with an approximate population of about 66,000. An officer selected from the General Administrative Cadre, called the Block Development Officer, is placed in charge of the entire work. He is administrator to the block level specialists consisting of a specialist in (a) Agriculture, (b) Animal Husbandry, (c) Cooperation, (d) Cottage Industries, (e) Health, and (f) Social Education. For each block there are 10-20 village level workers, placed in charge of 5 to 20 villages consisting of about 1,300 families. The group-level specialists provide technical "back stopping" for the village level worker.

After establishing the block unit for administering the community

development program, India was faced with the problem of linking up this community development administration with the general administration, which, in India, is centered in the Revenue Department. Also it was planned for the block units to link up with community development administration and with the technical departments which would be servicing Agriculture, Public Health, etc. This was accomplished by adding the development blocks onto the normal administration, with the collector, a general administrative officer, in charge of all aspects of government work, within his district; thus he became a chief development officer. The technical personnel became administratively responsible to the block development officer but continued to receive technical advice from their normal ministerial level of agencies.

To guide the development program throughout the state the main executive responsibility has been entrusted to a very senior officer who is called the Development Commissioner. Policy is determined by the State Development Committee which is made up of the Development Department. The Development Commissioner is responsible for the implementation of this policy.

At the central government level the Community Development Program is administered by the Ministry of Community Development but guided by a central committee consisting of the members of the Planning Commission headed by the Prime Minister. This body is charged with the coordination of all of the different national ministries and commissions concerned with community development activities. This being a federal system, the major authority lies with the individual state. The center, in this manner, is in somewhat a similar position as the United States Office of Education. It can develop programs but the

final authority lies in its ability to persuade, demonstrate, and hold out the lure of the grants-in-aid. Because of this, acceptance and general uniformity of the program about the country has been achieved to a surprising degree. In part, this is due to the tremendous need and lack in this area of rural development. When the program began, the energetic support of the Prime Minister in furthering the official organization, along with the official setup, as well as his encouragement of non-official participation has been a large contributing factor to the early success of the total program.

At the central level, the Central Parliament provides for major guidance and direction. At the state level, the same functions are discharged by the state legislature. From the project level downward non-official advisory committees have been associated with the block development officer. The crucial point for the organization is at the village level where dependancy is largely charged to the Panchayat or the Village Council which functions with the assistance of the village-level worker. The ultimate form of the community development program contemplates placing a greater responsibility of financial authority functions on these bodies. States like Orissa and Bihar have taken legislative action to place an increasing amount of development funds and land revenue at their disposal thus lessening the authority of the administrative Cadere. (23)

#### Contact With The Rural People

A social invention of some uniqueness is the Indian Village-Level Worker, often known as the "village companion". In India, which cannot afford at the moment a primary teacher in each village, the

village-level worker represents all the development departments of the government in up to twenty of the local villages or hamlet. He is the major source of contact and planning activity with the village.

A recent study by the committee on the Plan Project analyzes his job and duties of the village-level worker to be: (1) represents the technical department of government in his circle of villages and acts as a link between villages and governmental agencies, (2) helps the villagers and defines their needs and solution of problems and, (3) seeks governmental aid when and where necessary to solve these problems and brings the technical information or provides demonstrations which will help and solve problems and develop skills.

The specific duties assigned to the village-level worker are an indication of the wide activities of the progressive program in India. It is, therefore, easy to recognize that this man represents the whole developmental side of the governments in the activities at the village level. His responsibilities can be readily recognized as both wide and of great importance.

#### Responsibility For The Technical Department

Other than at the village level, the responsibility for various phases of the total program has been assigned to the respective technical departments. This means that the technical direction and supervision of the agricultural program in the block rests with the Department of Agriculture.

Primarily, technical departments have the responsibility of feeding to the block staff the best and the latest technical knowledge. Secondly, the technical departments are to arrange for the acquisition

of various kind of supplies such as seed, implements, medicine, live-stock, etc. An additional recognized factor is that these departments have full responsibility for training all types of personnel required for the program.

#### How The Work Is Done In The Village

To be successful the village worker must:

- (a) Know the village people and leaders,
- (b) Explain the nature of the program to the village people,
- (c) Make necessary surveys showing the physical condition of the village,
- (d) Initiate and encourage systematic discussion with the leaders and the community about problems and felt-needs and thus create discontent with existing situations,
- (e) Consult specialists regarding the solution of various problems of a more specialized nature,
- (f) Determine objectives both as related to the individual and groups within the community,
- (g) Initiate and foster an integrated approach to all village problems and assist villages to identify problems and plan solutions on the basis of both aided self-help projects and purely self-help projects,
- (h) Arrange for suitable proper and effective demonstrations,
- (i) Cooperate and exert leadership for and within the Project Education Committee,
- (j) Start with simple pilot projects where results can be quickly observed. The success of the first project contributed greatly to the



satisfaction and confidence in the village worker's ability and the people of the village thus learn to trust his judgment,

(k) Start action with due regard to mobilizing all physical, economical, and social potentialities of local community group,

(l) Create aspirations, enthusiasm, and confidence throughout the community in undertaking further projects,

(m) To help the village people in making follow-up arrangements and in evaluating the progress of programs concerning many villages. Such activities and programs are improving the high school, medical dispensaries, and other educational institutions. These are examples of such continuing evaluation which must be made with the leaders of the different villages and the residents of the community.

## CHAPTER II

### OUTLINE OF STUDY

One of the dreams of the founders of the Land Grant College System was that the new "People's College" should provide practical information to the people throughout the United States of America in addition to teaching the on-campus student body. This dream came true when the Extension Service came into being in the United States of America in 1914. Because it is dedicated to helping people recognize and solve their problems, it thus became the "roots" of learning activities. Its educational information depended to a great extent on the research of the Land Grant Colleges and the U. S. D. A. with the program of the Cooperative Extension Service being properly called "Education For Action". (16)

The saga of achievement in Agriculture Extension was only accomplished through a unique partnership of local people, their organization, the county, state and federal levels, the research stations, and agricultural colleges. As the plan symbolizes, this partnership finds roots in the needs of people and their work. It builds on a policy of their common problem and the creative application of their own talent and resources. (30)

Extension then is a unique service of three levels of the government permitting maximum flexibility and adaptation to local condition and need, while carrying a hard cone of purpose, objective, and focus. (30)

According to provisions of the Smith-Lever Act, the major functions of the Cooperative Extension Service are "to aid in diffusing among the people of the United States, useful and practical information on subjects relating to Agriculture and Home Economics and to encourage the application of the same."<sup>(30)</sup>

This is the main and real idea of any type of extension work at any place on the globe at any time. To perform this function, the extension service works and operates both on a short and long-time basis concerning matters of the local people. It joins with these same people in helping them in the adoption of new ideas and practices. In any practice people appear to go through a series of distinguishable steps:

(a) Awareness: In this stage they identify their needs, problems, opportunities, and resources.

(b) Interest: Become familiar with specific method and overcoming problems.

(c) Evaluation: Study their resources and analyze alternative solutions to their problems when an alternative exists.

(d) Trial: The tentative trying out of the practice or idea accompanied by the organization of information.

(e) Adoption: Arrive at the most promising course of action in light of their own desire, resources, and ability.<sup>(18)</sup>

All during its operation, the extension service through its workers have brought to the people the pertinent available information, has interpreted and demonstrated the various methods and applications involved, and has tried to have them use such information and research in solving problems of production, management, and family and

community living. Traditionally the program and activities have been based largely around the problems in the field of agriculture working with interested individuals, primarily through the use of demonstrations.

In any program of work and especially in the work of the Co-operative Extension Service, evaluation and performance appraisal is necessary. This point is brought out very sharply in "A Guide To The Scope Report," June, 1959. In the light of these challenges under the sub-topic, Training of Personnel, Item 6, it says:

One goal of every training program must be to get the individual extension worker to re-examine and re-define frequently his own job, the scope of his responsibility, and his relationship with other groups and agencies. Even the reports that extension workers regularly file could help performance when simply treated as a compilation of statistical facts.(29)

Again in the sub-topic, Effective Organization, Item 6, it states:

Regular review and evaluation of the program and its personnel is vital if programs are to respond quickly to changing situations and needs.(29)

Another sub-topic, Methods and Procedures, of the same section, the following statement is found:

All teaching procedures must be continuously evaluated and improvement made in light of the evaluation. Extension will need to take the initiative in testing the usefulness of new methods and the new mass media, and also in systematically experimenting with alternative ways of using the older methods and media.(29)

It is recognized by the writer that evaluation of performance of any task has always been accomplished to some degree and in some manner. The concept of evaluation in extension is not new. Every

year at annual report time, after each meeting, after each demonstration, the extension worker wonders how all events, situations, and ideas went over. If he is conscientious about his work, he will be constantly evaluating by some method which will involve a self-mental process, an interview, or more formal questionnaire.

The writer has used the statement from the Scope Report and other references in an attempt to show the importance of and to preface the study he desires to develop.

#### Statement Of The Problem

In leadership studies the terms positional role, functional role, and situational role are used. Any organizational officer would have the same terms or categories of leadership. One way of defining these terms would be to describe the duties of a head of the office of the organization. To say a person holds the Office of President tends to place him in a positional role. The Office of President is the title placed on him by the organization which he heads. In this positional role he has many duties or functions to perform which leads into the next type of role, the functional role. Functional roles are often broadly based duties including such active roles as speaker, organizer, stimulator, administrator, policy maker, advisor, conductor, and disciplinarian. What he does in performing each of these functional roles may differ depending on the situation. What he actually does in maintaining or changing a situation is called a situational role. In the situational role the actor motivates, conducts, delegates, maintains, and controls discipline. He interviews, recommends, and seeks to understand group attitudes seeking to accomplish group follow-through.

He aggressively solicits, supports, and performs many more such actions. It is from the situational role of the extension worker that this study outline and problem is designed. It is assumed that an extension worker desiring to make a self-survey to understand his needs, attitudes, and changes in problems should attempt it first of all from the standpoint of his situational role.

How am I doing it? Do I like doing it? How effectively is the job being done? These are questions that he might ask himself as he attempts and progresses in self-appraisal. In order to do this, methods and techniques must be found which are both adequate and feasible for the extension worker who is desirous of undertaking such an evaluation.

#### Purpose

"There can be no good purpose served by discussing whether or not performance and review are necessary or desirable. They are, and always have been, an integral part of organizational work and the employee cannot escape them in some form or other" is a statement found in an Oklahoma study by Alvin Harold Casey. ( 4)

The purpose of this study is: (a) To review previous research pertaining to extension in general, (b) to set forth a job description for the extension worker and his work and; (c) to develop and recommend a proposed self-evaluation instrument for them.

#### Procedure Of Investigation

The procedure for this study was to review data and literature pertinent to extension evaluation and its purpose, to give a job

description of the block extension worker and to state the methodology by which the instrument was set forth for a pre-test, and the revised instrument with proposals for its use and a concluding statement.

Data was collected for the study by (a) thorough review of literature in the field of industry, social science, education, and extension, (b) from suggestions made through the questionnaires sent to the Agricultural Extension workers in the state of Bihar, India, (c) a detailed study of an evaluation report of the program by the Evaluation and Organization Planning Commission, Government of India from 1954 to 1959 and the United Nations Evaluation report on the Community Development Program in India.

The questionnaire was designed to contain four vertical columns listing the following possible responses for each of several items:

1. Like to do it
2. Understand how to do it
3. Do I do it
4. Number of times I did this in the past 12 months.

The extension personnel respondents were also asked to give their reply on the basis of a scale of values.

Scale	Points
-----	-----
1. Very little or not at all	(1)
2. Not very much	(2)
3. Average or just about	(3)
4. Much	(4)
5. Very much	(5)

Cumulative scores were obtained through arbitrary assessing a point value for responses marked.

#### Definition Of Terms Used

For purpose of clearness and understanding, the following definitions of terms are included.

Block Staff, Block Extension Staff, and Block Extension Personnel will be considered as synonymous and interchangeable.

Evaluation, survey, appraisal, analysis, and rating as they relate to personnel are also considered interchangeable. When the word self prefixes any one of these words, evaluation, appraisal, analysis, and rating, it will refer to all these techniques and methods by which extension workers attempt to uncover facts, needs, problems, and resources pertaining to his own individual self and work.

Wants, goals, and objectives refer to these things which one desires and which require effort to obtain. A need is the difference between what one has and what he wants. A problem is a dissatisfaction. This can be in the field of needs, desires, or work.

Scale as used in this study is to be considered as an instrument with graduated space for measuring.



## CHAPTER II

### REVIEW OF LITERATURE

#### What Others Have To Say About Self-Survey

The data contained in this study were collected from the following sources.

First, through the use of the questionnaire prepared by the author and pre-tested and studied by the agricultural extension workers in the State of Bihar, India.

Second, through the review of literature in the fields of education, industry, social science, and extension service.

Third, from the evaluation report of the Program Evaluation Organization Planning Commission, Government of India.

Fourth, from the United Nations Evaluation Report on the working of the Community Development Program in India.

Results from the questionnaire used in evaluating responses will be reported later in this discussion. Many sources were explored including numerous reports, books, theses, periodicals, and bulletins.

Only limited information has been found to cover certain phases of the evaluation of the extension worker and his job.

Several articles relating to personnel rating in industry contained principles and samples of rating that may be applicable to extension workers.

## Self-Survey In Education

Leaders in the field of education are stressing the need for efficient communications, careful appraisal, and well carried out counseling. Evaluation is concerned with the total personality of the pupil (in person) and often includes evidence on all aspects of personality development.

If the purpose of education is to change behavior of individuals, then the kind of behavior desired becomes an educational objective and this includes the knowing, the feeling, the thinking, and the doing aspects of behavior. The chief function of measurement and diagnosis, then, is to find out how the individual is growing, developing, and maturing so that we may evaluate the adequacy of his educational or learning environment. Testing is limited to the qualitative aspect of evaluation. Evaluation must include in addition, the qualitative aspect. Good instruments of evaluation should help us to determine more what the individual is accomplishing through his learning activities and should likewise help us to discover what the program is doing to the individual.

There is no way an educator can evaluate learners unless they understand the individual differences of the learners. (14)

With the advance in professionalization comes the additional work and responsibility of the educator. Self-evaluation or self-appraisal is one responsibility which teachers of practical arts as well as teachers in other fields must face resolutely if they are to advance in their profession. Young teachers particularly can profit greatly from a frequent, thorough, candid self-appraisal.

An outline of the advantages of constant self-appraisal on the

part of the educator should include:

(a) It provides a check list of generally accepted personnel characteristics and professional attributes of the teachers.

(b) It encourages the isolation of areas in which guidance and counseling may be needed.

(c) It permits incentive for self-improvement.

(d) Because self-appraisal must be voluntary, it recognizes the need for readiness on the part of the teacher in approaching self-analysis.

(e) It emphasizes growth through a plan for continuing self-appraisal.

(f) Used cooperatively with the supervisor it eliminates teacher disaffection which often results from administratively improved rating. (5)

The extension worker can readily accept and apply all provisions of the six items given.

In an article "Self-Estimates Of College Freshmen" by Ross W. Mattason, (19) there is summarized a form of the research studies of self-evaluation and self-rating devises.

(a) That self-evaluation and rating by others had a very close correlation,

(b) That what a client says about himself in the interview corresponds highly with self-rating on "index of adjustment and values",

(c) That where college freshmen groups were used as experimental and control groups, the counsel group improved significantly more than the central group in ability to make self-estimation. They could also estimate more accurately their vocational interest and predict

more accurately their achievement by self-rating.

(d) The "self-evaluation scale" developed by Michigan State University was given to 419 college freshmen. It provided self-rated expression of the conceived self, the project self, and the reflected self with respect to academic aptitude, interest, and personality factors. Also special consideration was given to indexes of aspiration and discrepancy, to experience, interest relationship, and to predict point average.

From the report it would seem that the utilization in both high schools and colleges of some type of simple self-rating scale at the beginning of each school year would be of considerable value to teachers, counselors, and students.<sup>(19)</sup>

Self-surveys have been used by colleges, universities, and teacher-training schools with the thought that these institutions themselves can best evaluate the work done within their own organization.

Mattason sums up the situation most clearly in the following statement:

When the history of education in the Twentieth Century is written, the two ideas of self-examination and efficiency will receive respectful and continuous mention. Whatever may be found to be the determining factors in bringing about nationwide surveys and self-survey of education, three thinking facts will stand out.<sup>(19)</sup>

"Knowing thyself" is not only a proper guide for basic study by men; it is also an indispensable study in any learning group. The auto-survey or self-survey is a most fruitful activity for those at any level. Any survey that does not lead to more self-examination, has been a partial failure. The auto-survey or self-survey is in turn

most helpful when it is continuous and cumulative, rather than special or sporadic. Continuous self-study by insiders means scientific management, efficiency, and the joy of working. ( 2)

A self-survey by those who work, assist, and supervise other individuals can give the best information and data to guidance in any analysis.

Dr. E. Barr, in a monumental work titled The Measurement Of Teaching Efficiency points out a major difficulty in education by stating, "The lack of an adequate, concrete, objective, universal criterion for teaching ability, is the prime source of trouble for all who would measure teaching." ( 3)

While all of the above statements are primarily those of writers concerned with formal education occurring in the classroom, the ideas expressed should be equally of value to any extension worker or other adult educator.

#### Self-Survey By Industrial Organization

The survey and rating of personnel and their work started in industry shortly after World War I. Both management and labor (unions) were at first very reluctant about the use of ratings. Some of the employees objected to them particularly because they feared the human elements of bias, prejudice, leniency, severity, lack of interest, favoritism, and lack of knowledge of employee. It tended to take away freedom in paying what they thought labor was worth. Some leaders in labor were a bit skeptical of the reliability of job evaluation. ( 20)

After partially using the employee's appraisal during the World War II, industry has found that this evaluation has been very much

worthwhile. From it there can be found the weaknesses and strengths of the employees, giving opportunities to correct the deficiencies where they occur, placing men where they are best fitted, and also to learn where personality clashes, disinterest, and other traits might occur. Salary adjustment and employee recognition for promotion were more easily recognized and consequently acknowledged. Union leaders have learned to bargain better on structural rather than on individual job rates. Industrial managers and supervisors have also learned that they can get higher morale, more efficiency, and higher productivity if the employees are given opportunity to sit in council helping with management, planning procedure, offering suggestion for improvement, and being recognized as "belonging". Because of this there is fostered the approach which causes an employee to think about his job making careful assessment of its strengths and weaknesses and formulating some plans to accomplish his goals. Who knows best? The assumption is that the individual knows best about his own capabilities, needs, thoughts, strength, weaknesses, and goals. (20)

This approach brings a self-survey motive to the employee with the understanding that he and the supervisor will discuss the appraisal and from it make future recommendation. This falls again in line with the theme of this paper, that of presenting the procedures and values in extension evaluation.

It seems that in industry, many companies consider in the rating scale the following: (a) Physical and Mental Qualifications such as physical condition, coordination, checking, learning and remembering procedure, judgment and comprehensive, improving equipment, and showing inventiveness; (b) Work Habits and Attitudes such as productivity,

dependability, accepting supervision, accuracy of reporting, responses to departmental needs, getting along with others, initiative, and responsibility. ( 8)

Other reports add potential behavior, citizenship, length of service, dependence, and appearance. As time goes on there is an attempt to improve the rating scale and methods of evaluation to make them meet the objective of both the employer and employee. The general trend of objective would be summed up in these nine items: (15)

(a) To improve relation and meet human basic need

(1) Basic understanding,

(2) Keeping employee informed concerning his performance

(3) Choosing the right time to do evaluation.

(b) To distinguish for purpose of assignment in-service placement and retention by

(1) Evaluating potential

(2) Making distinctions

(3) Qualification in terms of job requirement.

(c) To develop opportunities for analyzing strong and weak points, giving chances to learn new work, and assisting in career planning.

(d) To improve incentive.

(e) To improve and maintain morale.

(f) To tap will to work, giving recognition.

(g) To create social climate.

(h) To have fair and impartial supervision.

(i) To give employee a sense of importance.

Self-Survey In Social Science<sup>(21)</sup>

This is one area where self-survey has been used extensively. In his thesis "A Study Of Some Community Self-Survey",<sup>(31)</sup> Robert George Gilpin, Jr. made an analytical approach to ten manuals on self-surveys. In Chapter II of his work, these ten manuals are analyzed as to background and general content. In Chapter III, he sets forth criteria by which the questionnaire and methods of self-evaluating are done according to the ten manuals giving samples of parts of the questionnaire to show, structure, method, questions, and phrasing and then followed with a critique and summary at the end of each questionnaire discussed. Mr. Gilpin then goes into a survey interpretive analysis of a self-survey conducted in and by Groton Community, New York, under the direction of Dr. W. W. Reeder of Cornell University. From this material analyzed, he was able to develop a recommended self-survey questionnaire presented in addition to the method by which it might be conducted. It is beyond the purpose of this thesis to draw conclusions as to make critique of the work done by Mr. Gilpin but it is appropriate to again note the importance placed in social science on self-survey.

In the areas of community development Richard Waverly Postern has written a book Democracy Is You. This is to serve as a "guide to citizen action". Mr. Postern places great emphasis on the fact that the individual citizen must "look honestly and realistically for what his community actually is" and states that "only through intelligent understanding of conditions as they are, can citizens of any community begin to solve their own problems and create for themselves the kind of a community in which they would most like to live".<sup>(24)</sup>



Mr. Postern also stresses the use of the self-study and self-analysis to gain a better understanding of what makes a community what it is. This same emphasis can be placed on the individual and his work to gain an understanding of what makes him what he is. This work categorizes all phases of community life and activity and suggests who should take part, what organizations to have, what discussions to encourage. . . . Such a survey can be made of religious economics, service, education, recreation, and health as well as resources such as libraries, etc. Mr. Postern is very emphatic that the community itself study itself and focus proper attention on what is being done by self-survey and self-analysis.

The extension service can similarly adopt such a suggestion for its own activities.

For research, design, selecting topic measurement and scaling, questionnaires and interviews, observation, analysis, and interpretation a good source is a book Research Design In Social Relation by Sellitz, Jahoda, Deutsch and Cook, 1959. At the beginning of the Chapter VII they quoted G. W. Allport.

If we want to know how people feel, what they experience and what they remember, what their emotions and motives are like, and the reasons for acting as they do -- why not ask them.

In every day living we are continuously asking people to express their feelings, beliefs and anticipation about something or someone -- even ourselves. When the answer is given we are reporting of ourself -- that is a self-report. A self-report frequently requires self-analysis. (26)

## Self-Evaluation Extension

From its very inception, extension has used some type of evaluation by which results are measured, if only an annual report or a casual mental observation by the supervisor, specialist, or a farm visit. (26) From a review of the literature that deals with the history of extension, this would appear to be a fact. From the days of the Pilgrims who landed on the shores of Cape Cod in 1620, to the days of the pioneers in the 1800's who trudged across the plains to settle and farm, to the present days of large commercial farms -- from subsistence to commercial -- one sees the steady rise of progress of agriculture. In the early days of agriculture of the United States, one farmer fed himself and one more. Today, one farmer feeds himself and twenty more. Thus extension work is largely the result of the working together of two great forces.

First, American Agriculture characterized by cheap land, scarce labor, new products, and the use of credit;

Second, American Education as characterized by the ideal that education was for any man or woman in any field. Americans only recognized the responsibility of the government to provide practical education as distinguished by the classical types. (17)

At the Extension Regional Workshop in September, 1946, at Cornell University, the main subject was Evaluation. Four problems were selected for workshop assignment. (6)

(a) A "work sheet" for determining strength and weakness of a county's Extension Program and a procedure for improving weakness.

(b) A procedure for Extension Supervisors to use in helping counties get programs started in "less familiar fields".

(c) Rating chart for extension worker.

(d) A training program for County Extension Agents.

The subject and purpose of evaluation scaling methods were discussed. The ideas given were good.

One of the more recent and more inclusive sources of information on Extension Evaluation is the one written by a committee of staff members of the Federal Extension Service, U. S. D. A.<sup>(9)</sup> The material is divided into four parts.

(a) The nature and place of evaluation in extension work. This deals with the definition of evaluation, evaluation in extension work, and the scientific approach.

(b) The evaluation process -- dealing with goals and objectives -- the place of teaching, evidence of progress towards objectives, identifying problems, source of data, sampling, method of collecting data, interviewing, devices for collecting data, construction of an evaluation device, tabulation, analysis and interpretation, and preparing a study report.

(c) The use of evaluation result -- contains how to apply the result in extension, understand and use the report, and why we need evaluation.

(d) Appendix -- contains examples of an evaluation, references. This work can help in the formation and construction of the questionnaires on self-survey.

Studies were conducted in Wisconsin by Professor Eugene A. Wilkening on The Community Extension Agent And Perception Of Role Definitions As Viewed By The Agent<sup>(32)</sup> and A Concensus In Role Definition Of County Extension Agents Between The Agents And Local Sponsoring Committee

Members.<sup>(31)</sup> Thirty counties in Wisconsin were used for the study with a total of ninety County Extension Agents including thirty each of Agriculture, Home Economics, and 4-H Club Agents who were interviewed personally by Professor Wilkening in the Fall of 1954 and Spring of 1955. From the interviews he arrived at the agents' perception of their job, the prestige of the agents' position, the likes and dislikes for extension work, and the agents' perception of "what farm people want" -- all of which brought out (a) Major function of extension work, (b) Major subject matter areas, (c) Types of activity, (d) Relationship of other people.

These four are further defined:

(a) Major Function of Extension - Providing information on specific farm practices, teaching the underlying principles of farming and consulting in the analysis and management of total farm enterprise; providing information and leadership for community service and activity.

(b) Major Subject Matter Area - It arises out of tradition, current demands of farm people, and state and national programs and problems.

(c) The Major Activity - It includes providing information directly; training local leaders; organizing and coordinating clubs; advising and consulting groups in county; acting as secretary and other services for associations, fairs, etc.; public relation, coordinating University and U. S. D. A. Program planning and administration.

(d) Ways of influencing people and the relationship the agents had with other persons and groups.

A questionnaire and interview were used for gathering and describing the data on role perception. This data were summarized on the basis of the three agent groups and the consensus of opinions and expectation

they had of the county agent role and its function. In summary, these agents considered themselves as "generalists". Prestige of their position compares favorably with others of a similar nature. They are influenced in what they do by local interest and by training. They look to influencing people as a major function. They look to different organizations and agencies for assistance in their program. (32)

In the study of the County Agricultural Committee Members, Professor Wilkening found that they tend to hold more to traditional views of the extension worker -- an action person -- organizing, coordinating, and servicing groups as well as providing technical information. The committee tends to define extension work in terms of the needs and interests of the people of the county rather than in terms of the problem of a sectional, state, or national level. They are in agreement with them on program planning but not in the administration of the extension department within the county. This suggests that some educational work needs to be done with the local sponsoring unit if they are to support the role of the agent as the agent sees it. (31)

In both of these studies, Professor Wilkening has had the County Agent define or describe his own professional role by the interview and the questionnaire. The description gives a concept of how the agent feels about his work and also what others expect of him.

The Scope Report has been quoted in a previous chapter of this thesis and it can be re-emphasized here in this Review of Literature that the evaluation process is one frequently mentioned. In fact, the entire scope report is one of evaluation and analysis of the totality of the extension worker.

This scope report represents the best thinking of leading extension workers on How, Where, What, and With Whom the Cooperative Extension Service will be working in years to come. (28)

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF DATA

One hundred five questionnaires were sent to the Agricultural Extension worker in the state of Bihar, India. They were requested to express their feelings and understanding about the questions and express their ideas in the column by putting different numbers as indicated by the questionnaire. The majority of the respondents did not answer the fourth or vertical column, number of times I did this in past 12 months. Because of this, this column has been omitted from the table. The data for the column, do I do it, have been calculated on the percentage basis. The data of the other column have been calculated on the "point" given to each of them as follows:

Very Little Or Not At All	- 1
Not Very Much	- 2
Average Or Just About	- 3
Much	- 4
Very Much	- 5

The points of each column were added and then divided by the total number of respondents, thus taking the average of the whole. This data have been put in the tables.

The following are the tables and their analysis.

TABLE I

EFFECTIVENESS OF EXTENSION WORKER  
IN RELATION TO STAFF MEETINGS

	Like To Do It	Understand How To Do It	How Effective Am I In Doing This
1. Staff meetings at the Block, Sub-division and District level	3.08	2.40	2.20
2. B. D. C. Meeting (Block Development Meeting)	2.44	2.44	2.64
3. Agricultural and other sub-committee meetings	2.72	2.48	2.72
4. Village Panchayat meeting	2.44	2.64	2.16
5. Leadership training meeting	2.64	2.84	2.04
6. General public educational meeting	2.52	2.56	2.04

The data of this table revealed that the extension personnel does not have much liking and understanding of the different kinds of meetings, which is one of the vital parts of the extension program. All the data ranges between 2 and 3 which is not very much or just average.



TABLE II

UNDERSTANDING IN REGARD TO  
EDUCATIONAL ACTIVITIES

	Like To Do It	Understand How To Do It	How Effective Am I In Doing This
<u>1. Tours and Field Days</u>			
a. Selecting cooperators	2.80	3.36	2.68
b. Preparing schedule	3.52	3.16	2.80
c. Organizing meeting and seminar during tours	3.52	3.48	2.48
d. Getting the farmers to act as chairmen at the village meetings	3.36	3.00	2.44
e. Handling discussion to keep interest	3.60	3.04	2.64
f. Block Fair and Live- stock Show			
A. Selecting sites and arranging materials	3.36	3.00	2.76
B. Assisting in the program	3.36	3.12	2.92
C. Supervising ex- hibits and demon- strations	3.44	3.00	2.64
D. Assisting in publicity	3.20	2.08	2.72
<u>2. Village and Home Visits</u>			
a. Making visit a purpose- ful and worthwhile edu- cational activity	3.08	3.12	3.36

TABLE II (continued)

	Like To Do It	Understand How To Do It	How Effective Am I In Doing This
b. Maintaining and cooperating in relationships	3.44	3.40	3.36
c. Getting acquainted with the villagers	3.24	2.76	2.80
d. Observing the farmer and his farm as a basis for future plan and recommendation	3.16	2.08	2.05
e. Evaluating the visit	3.00	3.16	3.68
f. Recording the essential information	3.64	2.88	2.68
<b>3. <u>Demonstration</u></b>			
a. Method demonstration			
A. Planning the demonstration	2.92	2.96	2.68
B. Looking and arranging for the material	2.68	2.64	2.80
C. Presenting the method demonstration	2.80	2.36	2.72
D. Summarizing	2.72	2.40	1.96
b. Result demonstration			
A. Planning the demonstration (type and cooperators with specialist if needed)	2.60	2.88	2.48
B. Deciding on evidence (why needed what to prove)	2.80	2.40	2.28

TABLE II (continued)

	Like To Do It	Understand How To Do It	How Effective Am I In Doing This
C. Presenting a result demon- stration	3.12	2.60	2.44
D. Visiting to check results	3.60	2.76	2.40
E. Publicizing result demonstration with pictures at meet- ing showing prog- ress	3.56	2.56	2.72
F. Summarizing and reporting result	2.64	2.76	2.64
<u>4. Office Visits</u>			
a. Granting and showing interest for the visitor	2.96	2.48	2.28
b. Being business like	2.76	2.72	2.16
c. Recording the informa- tion wanted	2.84	2.56	2.60
d. Processing request	2.80	2.80	2.44

Information in the table reveals that the extension personnel lacks the knowledge of sound educational activities. The general liking of the tours and field days are up to standard point between 3 and 4. They also understand the importance and necessity of these extension techniques, but they are quite ineffective for its practical application in the field. Their effectiveness is below average which is harmful for extension program. In Section "2" of the table the extension personnel indicated lack of understanding and effectiveness

for getting acquainted himself with the villagers and planning and recommending future plans for the program. This may be due to lack of training need, educational qualifications, or experience of extension program. In Section "3" they are below average in the demonstration work of the extension program. In summarizing the whole demonstration at end, the data revealed that they are at the critical point in the effectiveness of the method. The fourth part of the table "Office Visits" which is the focal point from which all extension work radiates, the extension personnel has average liking, effectiveness, and understanding of the situation.

TABLE III

LEADER AND LEADERSHIP DEVELOPMENT  
PERFORMANCE

	Like To Do It	Understand How To Do It	How Effective Am I In Doing This
<u>1. Selecting of Leaders</u>			
a. Handling people who volunteer	3.44	3.20	2.68
b. Using key informants to locate person best suited for job	3.64	3.16	2.88
c. Locating person who is a natural opinion leader, decider and someone who can get things done	3.48	3.00	2.84
<u>2. Leadership Training</u>			
a. Conducting training programs for leaders and adult leaders	3.48	3.00	2.56

TABLE III (continued)

	Like To Do It	Understand How To Do It	How Effective Am I In Doing This
b. Instructing leaders how to use techniques in teaching	3.52	3.12	2.76
c. Visiting leaders to see how they are doing and feeling in their work	2.80	2.92	2.52
d. Giving praise when due	2.96	2.88	2.48

The response shown in Table III indicates the responsibility which the extension personnel has shown in the personal evaluation of the leaders and leadership development program. The majority show their liking and understanding of the different techniques, procedure, and methods of the program. The data for effectiveness is below average. This indicates the requirement for practical training of the extension worker is not what it should be. An extension program fails when it is not in practice.

TABLE IV

## UNDERSTANDING PROGRAM PLANNING

	Like To Do It	Understand How To Do It	Do I Do It	
			Yes	No
1. <u>Obtaining Current Information And Trend About</u>				
a. Land	3.56	3.24	48	52

TABLE IV (continued)

	Like To Do It	Understand How To Do It	Do I Do It	
			Yes	No
b. Proportion of farming land	3.28	3.38	52	48
c. Climate, temperature, rainfall	3.24	3.36	60	40
d. Soil type (description, acreage, and location)	3.56	3.16	48	52
e. Crops (kind, acreage, yield)	3.56	3.56	64	36
f. Livestock (kind, number, and production)	3.40	3.56	48	52
g. Farm (size, type, and number)	3.44	3.36	44	56
h. Farm laborers	3.36	3.40	54	46
i. Rural organization	3.16	2.88	48	52
j. Educational level	3.24	2.92	32	68
k. Income level	2.56	2.92	28	72
<u>2. Planning And Problem Solving</u>				
a. Determining the needs, interest and problems of the people of the area	3.36	3.04	56	44
b. Evaluating where you are in relation to the needs and problems	3.24	3.24	56	44
c. Specifying the needs (what you want in terms of what you have)	3.36	2.92	60	40
d. Listing the alternative as how to solve the problem	3.92	2.92	60	40

TABLE IV (continued)

	Like To Do It	Understand How To Do It	Do I Do It	
			Yes	No
e. Evaluating the methods based on past knowledge	3.60	2.92	64	36
f. Selecting the method best suited to achieve objective	3.76	3.00	64	36
g. Laying out and writing plans of work or action (who, when, how, what)	3.40	2.80	68	32
h. Use report and data for problem planning	3.28	2.72	60	40

Information in Table IV reveals that the extension personnel has a pretty good idea for current information and trend. They have shown a much better liking and understanding for this, but the data about the rural organizations and educational and income levels of the people show that they have lack of understanding for this. The per cent of extension personnel who do this is very low; whereas this is key information for program planning. Only an average of fifty per cent of extension personnel keep the data for other items which is a matter of consideration for supervisory staff. The planning and problem solving section of the table indicates that the extension personnel understand the importance of this section. Their liking and understanding are above average. It is inspiring to learn that an average of about sixty per cent of them do it practically. The understanding about the items listed as "d", "e", "f", "g" and "h" are low. They need some refreshing courses in these items.

TABLE V

CONCEPTS NEEDED TO CARRY OUT  
THE PROGRAMS

	Like To Do It	Understand How To Do It	Do I Do It	
			Yes	No
1. Use goals and objectives to guide work	3.00	2.52	56	44
2. Follow the plans and carry them out, revising when necessary	3.64	3.60	64	36
3. Effectively uses a variety of appropriately selected teaching procedures such as				
a. Individual contact	3.52	3.16	68	32
b. Group method	3.24	3.12	44	56
c. Mass communication	4.44	4.60	80	20
4. Delegate and share responsibility with village Panchayat and local leaders in carrying out the plan	4.68	3.15	52	48
5. Involve other agencies and organizations and individuals in implementing the extension program when appreciated	4.88	2.92	28	72
6. Observing and analyzing the result	2.80	2.40	52	48
7. Evaluating progress toward solution	4.20	3.40	56	44
8. Reporting result	4.32	3.24	68	32

In Table V, the need for knowledge for understanding how to carry out the program is required by all the extension personnel. Their likings are above average but the practical application for Item 5 is



only twenty-eight per cent. For Item 6 they responded their disliking and lack of understanding even though this is one of the most important steps for successful carrying out the program. None of the extension program will be successful unless it will be scientifically carried out and the results observed and analyzed.

TABLE VI

EXTENSION PERSONNEL UNDERSTANDING IN  
REGARD TO PUBLIC RELATION

	Like To Do It	Understand How To Do It	Do I Do It	
			Yes	No
1. Inform thoroughly the area people about the program and activities of extension work	3.80	2.72	56	44
2. Working closely and cooperatively with Advisory Council members on				
a. Activities	4.32	3.80	52	48
b. Finance	4.16	3.20	100	--
3. Maintain sound educational program to develop understanding and support of the general public activities				
a. Farm organization	4.52	2.20	32	68
b. Civic and community group	3.08	2.28	16	84
c. Schools	3.64	2.36	52	48
d. Governmental agencies	4.32	2.88	76	24
e. Youth organizations	2.24	2.12	4	96
f. Other public agencies	3.96	3.00	84	16

TABLE VI (continued)

	Like To Do It	Understand How To Do It	Do I Do It	
			Yes	No
4. Maintain area of public interest for and on behalf of the agricultural research stations and colleges	4.24	2.50	24	76
5. Develop specialized knowledge	4.00	2.28	8	92

Table VI indicates that the extension workers' liking for their public relations is between 4 and 5; that is, much and very much. They also have a good understanding about working closely with the Advisory Council but their understanding about the general public's activities is low and is between 2 and 2.5. Their working relations with farm organizations and civic and community groups is only 32 and 16 per cent. This is very disappointing. Actually the base of the extension work is in grass-root thinking. The practical application of their public relationship should be very high. The data for the youth organization shows that only 4 per cent of the extension personnel have working relations with this group. This is very disheartening and disappointing.

TABLE VII

## KNOWLEDGE OF COMMUNICATION

	Like To Do It	Understand How To Do It	Do I Do It	
			Yes	No
1. Write personal letter	3.16	2.08	12	88
2. Write circular letter	3.28	1.90	8	92
3. Developing ideas that capture attention and maintain interest	3.28	1.48	12	88
4. Speak effectively	4.08	2.08	24	76
5. Be a good listener	3.48	2.32	16	84
6. Be considerate for others opinion	3.68	2.92	56	44
7. Prepare and make use of educational exhibits and posters	3.20	2.68	20	80
8. Arrange and design an attractive bulletin board	3.44	2.48	20	80
9. Know how to handle magic lantern, projector, and others	3.16	2.44	8	92

The data of Table VII clearly shows that the extension personnel has very poor knowledge of communication. The gradepoints for liking and desirability is very high but the understanding and practical application is very low. For the column of understanding in Item 2 the gradepoint is at the critical point. It indicates that they cannot write letters, which is one of the very important communication methods in the extension field. If we carefully look over the data in the column "Do I Do It", it reveals that the practical application of all

the items for communication is far below average. This situation of the extension personnel should be removed immediately.

TABLE VIII

## IMPORTANCE OF STAFF RELATIONS

	Like To Do It	Understand How To Do It	Do I Do It	
			Yes	No
1. Keep morale high among staff	4.28	2.72	88	12
2. Coordinate work of all departments	3.12	2.60	56	44
3. Share responsibility for a project of a joint nature	3.40	2.36	24	76
4. Support decision and policies	4.64	4.72	100	--
5. Keep confidential matters confidential	4.72	2.76	100	--
6. Gain trust and confidence of superior staff	4.24	2.92	96	4
7. Respect and have confidence of subordinate staff	4.88	4.80	100	--
8. Discuss problems and difficulties with the superior staff	3.92	2.88	68	32

Table VIII indicates that the average understanding about the staff relations is below average. The responsibility for working cooperatively among the staff is not practiced among them. Only twenty-four per cent of them do this and the rest then does not. No project in extension program can be successful unless the staff works cooperatively. This is the backbone of the whole program. In regard to the items from 4 through 7, the average gradepoint is pretty high.

Approximately one hundred per cent of them do it practically.

TABLE IX

## OFFICE MANAGEMENT ABILITY

	Like To Do It	Understand How To Do It	Do I Do It	
			Yes	No
<u>1. Staff Meeting</u>				
a. Holding meeting regularly	3.84	3.16	48	52
b. Get cooperation of staff	4.80	3.64	100	--
c. Keep discussion in line with program of work	3.72	2.60	44	56
d. Evaluate and review past work	3.72	3.64	76	24
e. Record business of the meeting	3.36	3.24	52	48
f. Schedule priorities of work to be done by staff	3.00	3.40	56	44
<u>2. Supervision Of Work And Other Staff</u>				
a. Divide work according to the interest and abilities	2.64	1.92	32	68
b. Meet each other to keep informed	4.16	3.64	68	32
c. Carry out the program jointly	4.28	4.60	88	12
d. Orient and give fresh training to other staff for plan ahead	3.32	3.28	28	72
<u>3. Correspondence</u>				
a. Set aside a period for correspondence	3.12	4.00	36	64

TABLE IX (continued)

	Like To Do It	Understand How To Do It	Do I Do It	
			Yes	No
b. Answer and/or acknowledge letter immediately	4.56	4.84	100	--
c. Write immediately for information requested when not available in office	4.64	4.12	52	48
4. <u>Scheduling</u>				
a. Arrive in time	4.60	4.53	100	--
b. Maintain regular hours for office work	4.64	2.76	60	40
c. Leave schedule in office when engaged in field work	4.72	4.68	88	12
d. Avoid other activities which may interfere when				
A. Block Fair is on	4.52	4.40	96	4
B. District Fair is on	3.68	3.08	56	44
C. Annual report and plan of work time is on	4.44	3.56	72	28
5. <u>Reports</u>				
a. Get report in when due	3.88	4.00	88	12
b. Check reports for completeness and accuracy	2.80	3.56	44	56
c. Prepare reports with				
A. Himself	3.56	2.52	20	80
B. Staff	3.68	3.16	72	28

TABLE IX (continued)

	Like To Do It	Understand How To Do It	Do I Do It	
			Yes	No
<u>6. Budget And Finance</u>				
a. Confer with superior staff about budget needs	4.04	4.00	100	--
b. Keep a good set of finance records	2.56	2.64	56	44
c. Assume responsibility for financial policy relationship with superior staff	3.28	3.08	76	24
d. Send regularly the financial reports to superior staff	3.76	3.60	80	20

Smooth running of the extension program depends upon the office management. The data in Table IX reveals the different section of the management ability. After reviewing the figures in the section of Staff Meeting, it indicated that the extension personnel has good liking and understanding of meeting ability. Fifty-two per cent of the extension workers admit that they do not hold meetings regularly. The data for the Item C, Keep Discussion In Line With Program Of Work, reveals that they do not understand how to do it. This is one of the great defects of good meetings. This weakness coincides with the data that only forty-four per cent of them do it.

In Section 2, Supervision Of Work And Other Staff, their understanding for dividing the work according to the interest and abilities is below the critical point and only thirty-two per cent are able to do this. The data for Items B and C are good.

In Section 5, Reports, it shows that only twenty per cent of them prepare the reports by themselves and approximately eighty per cent of them depend upon their staff. Only forty-four per cent of them check the reports. From Section 3, Correspondence, they have a fairly average liking and understanding of the correspondence techniques. Only thirty-six per cent of them set aside a period for correspondence. This is a serious lacking on their part.

In Section 4, Scheduling, all activities are above average. They know the importance of scheduling and how it should be done. A large percentage of them do it practically. They also have indicated that they even do not like to do it. This is one of the great lackings of ability for doing office work.

In Section 6, Budget and Finance, the average understanding and liking are very good. A good percentage of them do it practically.

TABLE X

## SELF-IMPROVEMENT CONSCIENTIOUSNESS

	<u>Do I Do This</u>	
	Yes	No
1. Reading current magazines and books pertaining to profession	36	64
2. Attending training courses as provided by the state	72	28
3. Attending meetings, seminars and other events for extension work	20	80
4. Gain a conception of extension as an educational function	8	92



TABLE X (continued)

	<u>Do I Do This</u>	
	<u>Yes</u>	<u>No</u>
5. Keep well informed with the central and state agricultural departments, their plans and programs	32	68
6. Keep well informed with the publication of the agricultural matter	32	68
7. Develop specialized knowledge and skills in technical subject matter	24	76
8. Take a vacation regularly	16	84
9. Leave problem at the office	80	20
10. Gain acceptance in the community	80	20
11. Participate in the community organization and projects	80	20

The data in Table X clearly reveals that extension personnel do not clearly understand or accept the importance of self improvement. Ninety-two per cent do not have a complete comprehensive of extension work in that it is educationally functional. Eighty per cent of them do not attend meetings, seminars, and other events for extension workers. A large majority of them do recognize the importance of reading professional books and magazines. A very low percentage indicate knowledge of the central and state governmental plans and programs in relation to agriculture.

TABLE XI

SUMMARY OF STATEMENTS AND SUGGESTIONS  
RECEIVED FROM RESPONDENT  
IN THE QUESTIONNAIRE

Item Or Statement	Number Ranking As Important
1. An educational instrument can be very useful for an extension worker in summarizing his work. A good evaluation of self. The extension worker can surely see his deficiencies. Much can be learned from this.	22
2. Too long and tiring. Takes too much time to answer though thought provoking.	22
3. Too much detail. Many duplications. Points can be combined.	18
4. Very thorough. Excellent coverage of extension worker's work. Points clear but some hard to answer	15
5. Questions are vague. Some questions are embarrassing to answer. Some terms not clear.	15
6. Last column needs to be changed. Too hard to remember for 12 months. Many statements do not fit this column. Some said to eliminate it.	13
7. Should not try to complete in one sitting. Revise so that each section or more can be done at one time.	13
8. Make a chart for summary of the entire self-survey instrument. This would help to show up strong and weak points.	6
9. In the program planning section, the Item 1, Obtaining Current Information And Trend About, should be kept in questionnaires but not rated - very useful	4
10. Can't answer some questions because of lack of experience	3

The comment that received first rank order was that the questionnaire was "a good educational instrument; that it provides a good guide and check for the extension worker; and enables them to discover weaknesses and strong points". The suggestions and criticism given were very helpful in revising the instrument.

It is the hope of the author that the revised self-survey evaluation instrument will overcome the problem presented and will serve as a valuable guide to a better understanding of the extension worker's role and his task.

## CHAPTER V

### SUMMARY, IMPLICATION, CONCLUSION

"How am I doing", is a question that most personnel ask after their work proceeds through one period of time to another. The process of evaluation then looms even more important. The individual, the group, the community, the organization, or institution may profitably take a view of their own accomplishments or doings by a questionnaire or survey so structured that a bench mark can be referred to over a period of time.

After a study in the area of evaluation from literature in research, industry, social science, education, and extension some evidences were found about the importance of the self survey, which provides that an individual carefully examine his own work. The various forms of evaluation often occur at the supervisory level where evaluation is to be done for purposes of promotion, salary, tenure, and performance measurement. The area of approach at the block level caused the writer to become interested in working out an instrument whereby the individual extension worker could evaluate himself.

What areas are to be included in the questionnaire? This was answered by a review of evaluation from which the Program Evaluation Organization, Government of India; and State Extension Service, State of Bihar, India, sent to the writer at his request. The ten areas used were drawn from the form used by them and different state

cooperative extension services of the United States of America. It was recognized that these sections comprise a large area of the extension worker's task and seemed important enough to be included. From people in what roles should the question come? Are many different roles all important? The positional role, the functional role, or the specific situational role? The situational role was chosen so that the extension worker might see his work from that point of view -- right where the work is done.

Major questions of concern were: Like to do it? Understand how to do it? How effective am I in doing this? Number of times I did it effectively in the past twelve month.

A scale was set up for measurement of each situation that was written into the questionnaire. After the first draft the questionnaires were sent to extension workers for pre-test. A summary of the comments were to the effect that: (a) it was a good educational instrument, (b) that it would serve as a guide in extension work, (c) that it was too long, (d) that it should not be attempted to be done completely at one sitting, and (e) that the question "How many times" needed reorganization.

This instrument was revised. The areas were organized to be done separately, phrases and statements were reworded for clarification and understanding so that it might be more useful as an educational instrument.

The basic objective was to provide the extension worker with a self-evaluation instrument which will enable him to study and appraise his role, to recognize his strong points, become aware of his weak points, and appraise the work in its various aspects.

Dissatisfaction regarding What Is and What Ought To Be, external pressure, and the desire to help others are motivating factors that will assist the extension worker to try to improve himself.

The questionnaire is, first of all, an educational instrument for the self evaluation of the extension worker. Secondly, the District and State staff might desire to use it as a follow-up of the work with the various extension worker. This can best be worked out by the tactful application of it by the officials. The instrument can serve as a help in the selection of in-service training, for counseling, for staffing, for promotion and salary increasement, and for further training needs. It can be applied to serve as an outline for programs; it can point the way to better relations of staff and public; it can help in planning and setting up various sources forblock and state information; and it can serve as a guide in structuring other forms for the survey or questionnaire.

From the study of evaluation and the writing of this thesis, the following conclusion can be offered:

(a) That a self-survey instrument was necessary. This statement is made because of the many evidences that are now available to prove its value (Reference is made to the text of the thesis).

(b) That for a self survey of the extension worker the writer decided on the situational role approach as best. The survey is done by the extension worker himself and no one need see it. In the confines of his own office, he can survey his ownself and program and study the situation as he finds it.

(c) That the questions used in the self survey can measure the objective of the analysis and the evidences for which one needs to

look to learn what progress has been made in reading the objective.

Like to do it involves attitude, values and interest. Understand how to do it is used to determine the knowledge and understanding he may have of the situation. How effective are you in doing this is used to determine skill being performed or product resulting and to what degree skills have been acquired. How many times gives evidence of the situation being used and how frequently. It also indicates the changes in behavior and acquiring of knowledge, skill and understanding by the use of the methods or situational role.

(d) That each section may be used alone or the entire survey to the extent the respondent may decide. If the extension worker wants a self test on only testing in a particular area, the choice can be his.

(e) That a pre-test is necessary and important for checking the instrument before the final form is structured. This generally improves the question and effectiveness of the questionnaire.

(f) That the instrument may be used for many other purposes besides the self survey. It can provide an outline for holding and conducting meetings.

(g) It can provide suggested methods for doing the work. It can suggest ways to select and train leaders for this work.

(h) It may serve as an aid to finding resource material.

(i) It emphasizes the problem-solving process for program planning.

(j) It recommends methods of communication and public relation.

(k) It gives suggestions for good office management and the administration needed there.

(l) It can serve as an example to set up various surveys.

(m) That the writing of the thesis and self-survey instrument gave valuable learning process. It helped to acquaint the writer more fully with his job and to know the situational role better. It has provided an appreciation for the evaluation process and the rating of personnel. The desire for self-improvement is given added emphasis.

(n) That the qualities and position of leadership can improve by its use.

(o) That as a by-product the instrument gives a good job description of the extension worker and his work. This can be especially valuable to the new worker so that he might be better orientated to the task that lies ahead and of value to the experienced extension worker in the teaching and following through of tasks to be evaluated.

This, as this self survey is used by the extension worker, is the hope of the writer of this thesis:

(a) That it may add deeper meaning to his philosophy of life.

(b) That it might give an integrated personal view that will serve to guide him in his thinking.

(c) That it might be the means of giving expression of the concept of the value of rural life and living.

(d) That it might give expression of his attitude toward his job, associates, and the people whom he serves.



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APPENDIX "A"

## Looking At The Job

Why not look at the position of the extension worker. The reason for this is further to describe the role of the extension worker and to clarify and bring understanding to the items that are included in the proposed instrument.

## Job Description

Before a person is hired for a particular position there are qualifications for that position that should be met. A person seeking employment with the extension service must:

(a) have completed a prescribed standard course in agriculture and related field from an agricultural college or school where such standards are met and taught,

(b) possess a degree or diploma in agriculture,

(c) have knowledge of and/or farm experience or background,

(d) have a comprehensive knowledge of the principles of adult and youth education and of teaching technique that should be applied in conducting a successful development program,

(e) have a thorough knowledge of history, objective, problems, and methods of extension work,

(f) have proven ability to work effectively with other members of the extension staff, rural people, governmental and rural agencies, and other groups in the interest of improved physical, economical, and social conditions of the farm, farm people, and all people of the community,

(g) have an interest in extension work as a profession and be willing to keep self current on scientific findings, teaching

techniques, and extension policies,

(h) possess a good character and personality as well as ability to teach and inspire.

After the qualifications are met and he goes on the job, there are major responsibilities that he is expected to discharge in various categories of his work. The studies made of the various evaluation in extension and how the areas were selected caused the writer to choose ten criteria for the self-appraisal instrument. These are used to make the job description and are not placed in any order of priority of importance. Each of the sections seemed to blend into the next or vice versa. Other topics or headings could have been used but the study reveals that the majority of them seem to favor those chosen here.

#### (1) Meeting

How could any extension worker conduct his program if meetings of various types were not held? They form one of the major educational activities of extension work, hence it is essential to have an understanding of their purpose. Know how to conduct them and make them productive. The extension worker must plan, make arrangements, conduct, build an agenda, give talks, discuss topics, delegate responsibilities, and give out publicity. He must invite speakers and guests, know parliamentary procedure and how to use it. He also needs to know how to create and maintain interest and evaluate progress. He must help, develop and assist in all things; in all meetings held; where he is asked or of which he has charge. In the meeting he analyzes, interprets, presents, and discusses economical, physical, and social information for commodity and community groups. He acts as a resource person. The extension worker should understand and use

the best methods and techniques for communicating the lesson or message to his audience.

(2) Other educational activity and methods

An extension worker uses many and varied methods in the performance of the educational activity to teach the people with whom he works to arouse their interest and desire, to make their goal clear, and to make their effort fruitful and to their complete satisfaction. An understanding of the capabilities and limitations of the available teaching tools is essential to their wise selection and efficient use. The extension worker holds tours and field days, makes farm and home visits, has office calls, has demonstrations (result and method). These all must be planned and the purpose explained. All letters and news items written must be kept productive and proper information given. In fairs he might help secure judges, arrange materials, assist in training workers, publicity, and in arranging exhibits.

(3) Leader and leadership development

The involvement of people in activities is one of the big jobs of extension personnel. To do this requires many people who can assume leadership, to advise, carry out, and assist with a well planned program. How, who, what, and why are the criteria by which the operating job of leadership development can be assumed. The extension worker selects and helps to select leaders for the various positions that are required to carry on an effective extension program. He uses key leaders. He conducts training school for adults, youth, and community leaders. The leaders are instructed in the method and techniques of the leadership process. He gives merited public recognition of leaders. The extension worker visits and counsels with his leaders.

(4) Program planning

Community development programs, thoughtfully developed, helps to

clarify thinking in relation to determining basic problems and objectives. Carefully prepared plans of work provide method of achieving these objectives by carrying on an educational program through the most efficient use of leadership, available information, extension personnel and through cooperation with the other individuals and groups. The extension worker collects and files general background information of all different resources, organizations, communities, businesses, professions, services, and industries within the community. He collects and uses the census data when necessary particularly for planning. With the Extension Advisory Council and District and State officials, he determines and helps others to determine the needs, interest and problems. Methods are outlined to reach the objectives. Priorities are given to projects needing more attention. Lay leadership is involved to assist in planning. These are written in the plan of work. The program is evaluated continuously. Areas of the programs are delegated to staff members by training and experience.

#### (5) Communication

Communication has to do with the way people get ideas. It is essential to all human associations. One cannot teach if he cannot communicate. It is one thing to get information to people and quite another thing to be certain that the information is accepted, understood and acted upon, not just received. The extension worker writes personal letters, circular letters, news items to give information as requested. He tells a good extension story and writes compliments to all who help. He uses pamphlets, bulletins, charts, and other audio-visual aids, if available to help with extension communications and gives the people the most recent improved practices.



He writes and speaks effectively. He understands the use of the franking privilege. All lists and addresses are kept current. He also uses other visual aids. He is a good listener and a good conversationalist.

(6) Public relation

Extension public relation consists of doing good work in a way which develops in the public mind an appreciation for and recognition of the public program. Public relation is portrayed in every letter written; in each office contact including news releases; in meetings; in demonstrations; in tours; in lesson presentation; in how the extension worker lives and acts; in his consideration of people and situations; in his day-to-day contact with farm and urban people, the Block Development Committee, Community Government officials, Head of Panchayat (village council), and all others. The extension worker informs state and central legislators of extension work. He works closely and cooperatively with supervisory and advisory boards and other agencies to maintain and build working relationships with people. He maintains sound educational programs to develop understanding and support with all the public schools, organizations, industry, civic and governmental groups. He accepts, where feasible, assignments to help in community projects and attends fairs and shows. He conducts himself in such a way as to reflect a good impression of extension work.

(7) Staff relation

With the increasing size of staff and increasing complexity of programs, good working relationship within the staff, the Community Development staff, the District and State staff, and other agencies becomes more important. This summarizes some of the things known through experience and research about how to build and

maintain good working relationship. The extension worker discusses various extension problems with state leaders and specialists and uses them as a resource people. He coordinates work of all the departments in the extension program and checks on work done. He gains trust and confidence of workers. The extension worker keeps the Development Committee informed of activities. He supports decisions and policies of staff. He keeps morale of the staff high by defining work and by cooperative effort.

(8) Office management

Office is the focal point from which all extension work radiates. From here goes the impression of the organization. It should be an efficient and smooth running operation. The extension worker may serve as chairman of the staff committee when appointed. He calls weekly meetings to develop general plans, to divide and delegate responsibilities, to check progress of various office programs, and to adjust plans for emergencies. He gives supervision and training to other extension staff, maintains a neat and pleasant office, has time and schedules for letters and for his other extension work. He handles cooperation office calls as they occur. He keeps filing up to date, he does reports on time, keeps efficient materials, and a good supply of bulletins, etc. He confers with other staff members on budgets. The extension worker leaves his schedule with the office when engaged in field work.

(9) Self improvement

Extension work is becoming more and more professionalized. It becomes more important that the individual grow in his profession. Self improvement is primarily the responsibility of the individuals. Keeping up to date on the subject matter by taking refresher courses, study leaves, and in-service training

must be given thoughtful consideration. The extension worker keeps himself posted on research information relative to extension and technical problems through study of experiment station and extension releases, visiting experiment stations and conferences with extension specialists, studying various reports, and reading good books and magazines pertinent to his work. The extension worker attends training workshops and summer seminar. He should take his vacation, watch his health, agree to promotions, and willingly, accept assignments if in conformity to his work. He takes advantages of study leaves.

APPENDIX "B"

### The Way It Was Done

As the extension worker ends a meeting, completes a project or demonstration, works through a complete farm plan, does many other activities which are necessary and then finally sits down to write an annual report, does the report give evidence of bench marked progress? Have the needs, objectives, or goals been reached? Is there any method or methods by which he might evaluate this past year's work or note the progress of the demonstration?

Assumptions like the foregoing are the ones that led the author into a study of evaluation, especially self evaluation with the hope of finding at least a partial solution.

Letters were sent to the Bihar State Department of Agriculture in the Wing of the Extension Service and the Program Evaluation Committee, Government of India, asking for information that they might have on evaluation and some of the forms used particularly self-survey type. They responded to the request and sent the form and method of program evaluation. They were good but rather general. After a study of these and of various bulletins, magazines, books, and research material, a self-survey instrument was structured using a job description from the situational role in ten areas of extension work. The ten areas were: (1) Meetings held/or attended, (2) Other educational activities, (3) Leaders and leadership development, (4) Program planning, (5) Carry out the program, (6) Communication, (7) Public relation, (8) Staff relation, (9) Office management, and (10) Self improvement.

This instrument was pre-tested by the extension personnel in the District of Santhal Pargana and Bhagalpur Ranchi of Bihar State. They were all requested to analyze the questionnaire, make suggestions, and

comments about its contents. They were asked not to sign their names unless they desired to. From the suggestions made the self-survey instrument was then revised as it appears in this thesis.

Taking each one of the criteria individually the task of building the self-survey instrument focused on the situation under these various sections. Let us examine for example, the first area "Meeting". What kind of meeting does the extension worker hold? What are the things to be done? Is there any difference between committee meetings and a large general meeting? Are the situations the same? Does the same kind of conducting or chairing take place? Are the agendas similar? If they are not, what are the details of methods that are needed for each to promote a good carefully planned program and to have a meeting of fruitful and productive experiences. By taking and using the detailed job description of the situation, the self-survey instrument was formed.

Each area was carefully thought through and the work done or to be done in each was listed. In some statements there seemed to be many duplications, but considering the job from the situational position it was left that way for the questionnaire.

## The Instrument

Name \_\_\_\_\_ Position \_\_\_\_\_

Length of service in extension work \_\_\_\_\_ Date \_\_\_\_\_

Instructions for the use of the instrument: The basic objective of the instrument is to provide the extension personnel with a self-evaluation instrument which will enable him to (a) study and appraise his role as extension worker, (b) recognize his strong points, (c) become aware of his weak points, and (d) appraise the various aspects of his extension program.

Four columns have been used after each statement of a situation. The importance of each of them has been discussed in the Conclusion of Chapter V. The four columns were named as follows: (1) Like to do it, (2) Understand how to do it, (3) How effective are you in doing this, and (4) Number of times you did this in the past six months.

In the questionnaire the period was one year but the majority of respondents commented that one year is too long. I therefore used a period of six months in the instrument.

In some places the column "How effective are you in doing this" has been replaced by the column "Do I do it" with two sub-columns of "yes" and "no".

The following scale should be used in using the instrument:

- |                               |   |
|-------------------------------|---|
| (a) Very little or not at all | 1 |
| (b) Not very much             | 2 |
| (c) Average or just about     | 3 |
| (d) Much                      | 4 |
| (e) Very much                 | 5 |

Each of the questions should be answered by writing that number which nearest expressed their best estimate for each situation. For example:

A. Activity:	Like To	Understand	How	Number of
	Do It	How To	Effective	Times You
		Do it	Are You	Did This In
			In Doing	The Past 6
			This	Months
Leading a Discus- sion	3	4	4	12
				<u>Do I Do This</u>
				Yes No

B. Activity:				
Hold meetings regularly				X
Evaluate and review past work				X

Meetings held/or attended: It is one of the major educational activities of extension work to hold or attend meetings, hence it is essential to have an understanding of their purposes. Know how to conduct it and make it productive.

Activities	Like To	Understand	How	Number of
	Do It	How To	Effective	Times You
		Do It	Are You	Did This In
			In Doing	The Past 6
			This	Months
A. Do you hold/or attend the dif- ferent kinds of meetings				



Activities	Like To Do It	Understand How To Do It	How Effective Are You In Doing This	Number of Times You Did This In The Past 6 Months
(a) Staff meeting at the block, sub-division, and district level.				
(b) B.D.C. Meeting (Block Develop- ment Committee)				
(c) Agriculture and other sub- committee meet- ings.				
(d) Village Panchayat meetings				
(e) Leadership training meeting				
(f) Conferences at divisional and state level				
(g) General public educational meeting				

Educational activities: An extension worker uses many and varied methods in the performance of the educational process to teach the people with whom he works. His purpose in doing so is to arouse interest, desire, to make the goal clear, to make efforts fruitful, and to receive satisfaction. These together make effective learning situations.

Activities	Like To Do It	Understand How To Do It	How Effective Are you In Doing This	Number of Times You Did This In The Past 6 Months
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A. Educational process

- (a) How to create people's interest and initiative in the program
- (b) How farmers adopt new practices
- (c) How farmers recognize their problem
- (d) Understand principles of learning and teaching
- (e) Practicing extension teaching method

Leaders and leadership development: The involvement of people into activity is one of the big jobs of extension. To do this requires a large number of people who can assume leadership to carry out and assist with a well planned program.

Activities	Like To Do It	Understand How To Do It	How Effective Are You In Doing	Number of Times You Did This In The Past 6 Months
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A. Selection of leaders

Activities	Like To Do It	Understand How To Do It	How Effective Are You In Doing This	Number of Times You Did This In The Past 6 Months
(a) Creating and improving local leadership				
(b) Handling people who volunteer				
(c) Locating persons who are naturally opinion leaders, deciders, and able to get things done				
B. Training of leaders				
(a) Conducting training programs for group leaders and adult leaders				
(b) Instructing leaders how to use techniques in teaching				
(c) Visiting leaders to see how they are doing and feeling with their work				
C. Tours and field days				
(a) Selecting co-operators				
(b) Preparing schedule of tour or field day				
(c) Organizing meeting or seminar during the tour				

Activities	Like To Do It	Understand How To Do It	How Effective Are You In Doing This	Number of Times You Did This In The Past 6 Months
(d) Holding dis- cussion to keep farmer's interest				
(e) Block fair and livestock show				
(f) (1) Selecting sites and arranging materials				
(2) Supervising exhibits and demonstra- tions				
(3) Assisting in the publicity				
D. Village and home visits				
(a) Getting acqu- inted with villages				
(b) Maintaining a friendly and cooperatively relation				
(c) Making visits a purposeful doing				
(d) Evaluating the visits				
(e) Recording the essential in- formation				

Program Planning: Extension programs thoroughly developed help to clarify thinking in relation to determining basic problems and

objectives. Carefully prepared plans of work provide methods of achieving these objectives by carrying on an educational program through the most efficient use of the local leadership, available information, extension personnel, and through cooperation with other individuals.

Activities	Like To Do It	Understand How To Do It	How Effective Are You In Doing This	Number of Times You Did This In The Past 6 Months
A. Obtaining current information about				
(a) Population				
(b) Climate (temperature, rainfall)				
(c) Soil (Type, description, acreage)				
(d) Crops (kinds, acreage, yield)				
(e) Rural organizations				
B. Planning				
(a) Planning schedule of events of work				
(b) Planning programs and projects				
(c) Planning the method of process				
(d) Determining the objective				

Activities	Like To Do It	Understand How To Do It	How Effective Are You In Doing This	Number of Times You Did This In The Past 6 Months
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C. Problem solving

- (a) Determining the need, interest, and problems of the people of the area
- (b) Evaluating where you are in relation to the needs and problems
- (c) Specifying the needs (what you want in terms of what you have)
- (d) Listing the alternatives as how to solve the problem
- (e) Evaluating the methods based on past knowledge and experience
- (f) Selecting the method best suited to achieve objective
- (g) Laying out and writing plans of work or action (who, what, when, and how)

Carry out the Programs: A variety of appropriately selected teaching procedures are most effective in carrying out a program to obtain the established objective. This includes personnel, group, and mass method.

The farm development approach involves a consideration of whole farms and farm family problems and needs. The involvement of well trained people in carrying out the programs is particularly important.

Activities	Like To Do it	Understand How To Do It	Do You Do It		Number of Times You Did This In The Past 6 Months
			Yes	No	
A. Uses goals and objectives to guide work					
B. Follow the plans and carry them out revising them when necessary					
C. Effectively uses a variety of appropriately selected teaching procedures such as					
(a) Individual contact					
(b) Group contact					
(c) Mass communication					
D. Delegate and share responsibility with Village Panchayat and local leaders in carrying out the plans					
E. Involve other agencies and organizations in implementing the extension program when appropriate					
F. Observing and analyzing the result					

Activities	Like To Do it	Understand How To Do It	Did You		Number Of Times You Did This In The Past 6 Months
			Do It	Yes No	

G. Evaluating progress  
towards solution

H. Reporting result

Communication: It is a valuable aid for extension workers to have an understanding of the process and channel of communication and to be able to use them effectively.

Activities	Like To Do It	Understand How To Do It	Did You		Number of Times You Did This In The Past 6 Months
			Do It	Yes No	

A. General method

(a) Speak effec-  
tively

(b) Be a good  
listener

(c) Be considerate  
for other's  
opinion

(d) Prepare and  
use educational  
exhibits and  
posters

B. Individual contact  
method

(a) Office call

(b) Correspondence



Activities	Like To Do It	Understand How To Do It	Did You Do It		Number of Times You Did This In The Past 6 Months
			Yes	No	
(c) Result demon- stration					
1. Planning the demon- stration type and cooperation (with specialist if needed)					
2. Deciding on evidence (why needed what to prove)					
3. Presenting a result demonstration					
(d) Visiting to check result					
(e) Publicizing result demonstration with pictures, meetings showing progress					
(f) Summarizing and reporting result					
C. Group method					
(a) The method demon- stration					
1. Planning the demonstration					
2. Locating and arranging					
3. Presenting the method demon- stration					

Activities	Like To Do It	Understand How To Do It	Did You Do It		Number of Times You Did This In The Past 6 Months
			Yes	No	
4. Summarizing					
(b) Group discussion					
(c) Lecture meetings					
(d) Field meetings					
D. Mass media					
(a) Writing of publication (bulletin, pamphlet, circular, and leaflet)					
(b) Know how to handle magic lanterns, projectors and others					

Public relation: Public relation is important and is portrayed in every letter and circular, in office and in personal contact, in meetings, in demonstrations, in tours, and in speech presentation as to how we live and act in our consideration of people and situations in our daily contact with farmers and non-farm people, the Advisory Council, with members of Parliament, members of Legislative Assembly, and others.

Activities	Like To Do It	Understand How To Do It	Did You Do It		Number of Times You Did This In The Past 6 Months
			Yes	No	
A. Inform thoroughly the areas about the program and activities					

Activities	Like To Do It	Understand How To Do It	Did You Do It		Number of Times You Did This In The Past 6 Months
			Yes	No	
B. Work closely and cooperatively with Advisory Council members on					
(a) Activities					
(b) Finance					
C. Maintain sound education program to develop understanding and support of the general public agencies					
(a) Farm organizations					
(b) Civic and community groups					
(c) Schools					
(d) Government agencies					
(e) Youth organizations					
(f) Other public agencies					
D. Maintain area of public interest for and in behalf of the agricultural research and colleges					
E. Develop specialized knowledge					

Staff relation: With increasing size of staff and the increasing complexity of programs a good relationship with the staff and with

other project agencies becomes important.

Activities	Like To Do It	Understand How To Do It	Did You Do It		Number of Times You Did This In Past 6 Months
			Yes	No	
A. Keep morale high among the staff					
B. Coordinate work of all departments					
C. Share responsibility for a project of a joint nature					
D. Gain trust and confidence of superior staff					
E. Respect and have confidence of the subordinate staff					
F. Discuss problems and difficulties with superior staff					
G. Understand your working relationship with					
(a) Ministry of Food and Agricultural Central Government					
(b) State Agriculture Department					
(c) Agricultural colleges and schools					
(d) Subject matter specialist					
(e) District and state Agricultural officer					

Activities	Like To Do It	Understand How To Do It	Did You Do It		Number of Times You Did This In Past 6 Months
			Yes	No	
(f) District and state Admini- stration officer					
(g) Other extension workers					

Office management: Office is the focal point from which all extension work radiates. From here go the impressions of the organization you represent.

Activities	Like To Do It	Understand How To Do It	Did You Do It		Number of Times You Did This In Past 6 Months
			Yes	No	
A. Staff meetings					
(a) Holding meetings regularly					
(b) Getting coopera- tion of staff					
(c) Keep discussion in line with program of work					
(d) Evaluate and re- view past work					
(d) Record business of the meeting					
B. Supervision of work and staff					
(a) Divide work accor- ding to interest and abilities					

Activities	Like To Do It	Understand How To Do It	Did You Do It		Number of Times You Did This In Past 6 Months
			Yes	No	
(b) Carry out pro- gram jointly					
(c) Meet each other to keep in- formed					
(d) Orientate and give fresh training to other staff for plans ahead					
<b>C. Correspondence</b>					
(a) Set aside a period for correspondence					
(b) Answer and/or acknowledge letters immedi- ately					
(c) Write immediately for information requested when not available in office					
<b>D. Scheduling</b>					
(a) Arrive in time					
(b) Maintain regular hours for office work					
(c) Leave schedule in office when engaged in field work					
(d) Avoid other activi- ties which may interfere when					

Activities	Like To Do It	Understand How To Do It	Did You Do It		Number of Times You Did This In Past 6 Months
			Yes	No	
1. Block fair is on					
2. District fair is on					
3. Annual re- port and plan of work time is on					

#### E. Report

- (a) Get reports in  
when due
- (b) Check report for  
completeness and  
accuracy
- (c) Prepare reports  
with
  - 1. Himself
  - 2. Staff

#### F. Budget and finance

- (a) Confer with sup-  
erior staff about  
budget needs
- (b) Keep a good set  
of finance records
- (c) Assume responsi-  
bility for finan-  
cial policy re-  
lationship with  
superior staff
- (d) Send regularly  
financial reports  
to superior staff

Self improvement: Extension work is becoming more and more professional-ized work. It becomes more important when the individual grows in his profession. Self-improvement is primarily the responsibility of individuals. Keeping up to date on things by taking refresher course training, consulting technical journals and bulletins, and primarily by the thoughtful consideration of the conception of the job, will make this possible.

Activities	<u>Do I Do This</u>	
	Yes	No
1. Reading current magazines and books pertaining to profession		
2. Attending training courses as provided by the state		
3. Attending meetings, seminars, and other events for extension work		
4. Gain a conception of extension as an educational function		
5. Keep well informed with the central and state agriculture department, their plans and programs		
6. Keep well informed with the publications of the agricultural matters		
7. Develop specialized knowledge and skills in technical subject matter		
8. Take vacations regularly		
9. Do not leave problem at the office		
10. Participate in community organizations and projects		
11. Do you dress for the job		
(a) For field work		
(b) For office		
(c) For meetings		



### After This -- What?

Here are some suggestions that may help in the future use of this instrument.

#### If weaknesses are found:

1. Training conferences and workshops might be held to help overcome the weaknesses.
2. Extension worker could observe extension program where there is a superior program.
3. Individual conferences could be held with the Block, Sub-division, District, and State staff.
4. Block staff conferences with state leaders could add strength.
5. The extension worker could be provided with and assisted in studying pertinent materials bearing on weak points.
6. The extension worker could be encouraged to attend summer seminar and short courses.

#### If procedures are desired:

1. An outline is provided for holding and conducting various meetings, preparation for, agenda, methods to use, etc. This is suggested.
2. The various jobs attached to methods used are in part of or totally mentioned.
3. Methods for selection and training of leaders are given.
4. For collecting general background information, a listing of special items and subjects is provided. This can be a valuable aid as resource material.
5. The process for planning and problem solving and the various techniques to accomplish this are suggested.

6. Methods for good communication, good public relation are mentioned.

7. Some ideas for office management are listed that could be most helpful.

8. The instrument itself might be used as a guide to set up surveys.

All in all, this evaluation instrument can be used for many purposes that are important other than just as a self-appraisal. A careful study and analysis of its contents will bring out the suggestion method. Thus it is intended that its use reach far beyond the survey and guide the extension worker into an orientation of his program and an understanding of the great work that lies ahead for him in the field of extension.

VITA

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Report: DEVELOPING AN INSTRUMENT FOR EVALUATING THE JOB OF THE  
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