

M

24510

SUPERVISION IN THE EXTENSION SERVICE IN

HELMAND ARGHANDAB VALLEY AUTHORITY,

AFGANISTAN

---

A Special Problem #400

Presented to

The Department of Extension Education

University of Missouri, Columbia

U. S. DEPT. OF AGRICULTURE  
NATIONAL AGRICULTURAL LIBRARY

SEP 29 1981

CATALOGING = PREP.

---

In Partial Fulfillment

of the Requirements for the Degree

Master of Science in Extension Education

?

---

a/a + c by )

Baz M. Faizi . . .

July 1969

760233

ACKNOWLEDGMENTS

The writer wishes to express his special gratitude to Dr. John G. Gross, who not only gave him valuable instruction and guidance, but also read the manuscript several times with patience and offered wise suggestions which enabled him to avoid many errors and pitfalls.



Supervision is a process by which subordinates are assisted to perform their activities with increasing satisfaction to themselves, to people with whom they work and to the organization.

## PREFACE

The principal aim of Extension supervision is maximum growth and development of people. Yet, our recent supervisory practices are incongruent with this philosophy.

Supervision is considered synonymous to administration and the supervisor major purpose is to make sure that subordinates do not deviate from the administrative rules and regulations. The chief duty of supervisor is inspection of the execution of plans, policies and procedures that are formulated at the higher level of administrative hierarchy.

Extension activities are carried out through the H.A.V.A. Agricultural Extension Division. The top administrative authorities who formulate the Extension programs are highly qualified experts; however, they should pay little attention to the significance of human relations. Supervision by most of them

therefore, is conceived as a process of commanding subordinates to follow orders and to act according to direction given to them.

The writer has a strong belief in the philosophy of democratic supervision. Democracy anywhere is participatory group life enjoyed by free individuals having the greatest opportunities for participation. Plans, policies, methods, techniques, and procedures of implementation are determined by the group. In here, central determination and direction techniques are replaced by a cooperative and coordinated group efforts. People are invited to take part in the development of plans and decisions which are likely to affect their lives.

In the light of this philosophy, supervision must be based upon sound principles of human relations. Supervisor must possess a sound knowledge of the principles of supervision and continuous training in their application to his situation. With concept as such, this paper is condensed from reading of

volumes of books and literature which are related to the subject. I hope this will be a valuable guide, not only to myself but to all of those who serve as supervisor in the Extension Service of Afghanistan.

TABLE OF CONTENTS

CHAPTER I	PAGE
INTRODUCTION . . . . .	1
A LOOK INTO THE PAST HISTORY OF EXTENSION SERVICE IN HELMAND-ARGHANDAB VALLEY, AFGHANISTAN . . . . .	3
CHAPTER II	
THE SIGNIFICANCE OF EXTENSION SUPERVISION .	10
THE SUPERVISOR AS A LEADER . . . . .	13
Directing the effort . . . . .	16
Motivating people . . . . .	18
Communication . . . . .	23
PRINCIPLES OF SUPERVISION . . . . .	26
CHAPTER III	
CHARACTERISTICS OF EFFECTIVE SUPERVISION . .	34
QUALITIES NECESSARY TO THE SUCCESS OF SUPERVISORS . . . . .	36
CHARACTERISTICS AND TRAITS OF EXTENSION SUPERVISORS . . . . .	39
CHAPTER IV	
FUNCTIONS OF THE EXTENSION SUPERVISOR . . .	47
Personnel . . . . .	48
Training . . . . .	48

PAGE

Counseling . . . . . 49

Guidance . . . . . 50

Appraisal . . . . . 51

Program . . . . . 51

    Program planning . . . . . 51

    Coordination . . . . . 52

    Evaluation . . . . . 52

Finance . . . . . 52

Public relations . . . . . 52

EVALUATING THE SUPERVISOR'S PERFORMANCE . . . 56

CHAPTER V

CONCLUSION AND RECOMMENDATION FOR THE

EXTENSION SERVICE IN HELMAND-ARGHANDAB

VALLEY, AFGHANISTAN . . . . . 66

BIBLIOGRAPHY . . . . . 78

## CHAPTER 1

### I. INTRODUCTION

The Extension Service of the Helmand-Arghandab Valley is very young. It is still in its early stage of development. It has many and diverse problems. Some of these problems are highly undesirable to its growth and expansion. They have to be amended before penetrating too deep.

Supervision is thought to be a means of extracting the maximum output of work from the village level Extension agents. The supervisor's major concern is to see how well a given job is carried out within the shortest possible time, with little interest for the individual agent and his development. Supervision of this nature can be as a coercive type of activity which will create a wide gap between the agents and their supervisor. This, then will generate fear and distrust abridging individual initiative and creativity. It will demolish personality of agent, repress his initiative, inhibits him emotionally and otherwise will interfere with his self-reliance and self-expression.

There is nothing wrong with supervision or its principles. The problem is the local leaderships. They are required to be oriented and indoctrinated with sound principles of supervision. Because no one is likely to prosper unless having a thorough knowledge of these principles.

Therefore, the writer has tried to collect and compile the significant aspects of the U. S. Extension Service supervisory activities. With the emphasis that it can be implemented effectively by our Extension supervisors toward the improvement, or growth, of self and the village level Extension workers.

The role which an Extension supervisor plays is very important. It is more than mere physical supervision of daily routine. The tangible goal of achieving top efficiency while maintaining a pleasant working atmosphere is very challenging. It is evident that every organization demands efficient management of its activity, intelligent administration of its financial affairs and competence in the management of its personnel. This requires a skilled individual. Extension supervisor must have competence in supervising not only things and people but situations. He is demanded to practice certain fundamental principles of supervision. If an Extension supervisor amalgamates sound judgment, positive action, reason and a sensitive knowledge of people in dealing with his village level Extension workers, he can develop a competent worker who will do his best with enthusiasm for the Extension organization.

## II. A LOOK INTO THE PAST HISTORY OF EXTENSION SERVICE IN HELMAND-ARGHANDAB VALLEY, AFGHANISTAN

The Extension Service, known as Village Development, was found in the Helmand-Arghandab Valley in 1953. In July of the same year a group of twenty students from twelve grade vocational agriculture school of Kabul were sent to the valley. These students had finished the first semester of their academic work. They were brought here to receive the remaining of their training requirement in rural development. The major idea was, first to introduce these young men with the existing situation, and second, provide them with proper knowledge and practical experience so that they would be well prepared to meet their future assignments as village level workers.

This group was trained primarily in agricultural Extension and rural development for the remaining of their academic year. After successful achievement, they were assigned in four villages in the district of Nad-i-Ali. The problem that was awaiting these men, was the new settlement program. They were given the task of teaching, guiding, and assisting the new settlers who were settled in the area. They had the obligation of demonstrating and adopting the new methods and techniques of the agricultural practices by these people.



The second group of these students arrived in 1954. They were given the same educational experience as the first group and were assigned to separate villages.

In August of 1955 a group of four participants were sent to the United States of America for advanced training. In the meantime, the six months agent training program was extended to one year program, where older boys with sixth grade education could be enrolled for village level workers. This program was designed, because the vocational agriculture high school was not able to meet the demand. However, it was also thought that these village level workers with low education will be replaced by more educated vocational agriculture graduates in the future. This program became effective in the early part of 1956, where the first class was started in the Nad-i-ali Training Center. At the same time village development program was expanded to cover Marja and Shamalan areas. In 1957 the district of Darweshan was incorporated into the program.

By the end of 1959 a total of 100 village level workers were trained in this center. The four participants who were sent to the United States of America had completed their four-years academic program and returned home. One was appointed as the director and the remaining three as subject matter specialists. About this time the village development concept was changed to Agricultural Extension Service and the village level worker to village level Extension agent.

However, it was still operating under the jurisdiction of the Department of Agriculture.

By 1962 the Extension Service with a staff of 111 agents was operating in seven districts: Nad-i-Ali, Marja, Shamalan, Darweshan, Girishk, Moosa Quala, and Kandahar.

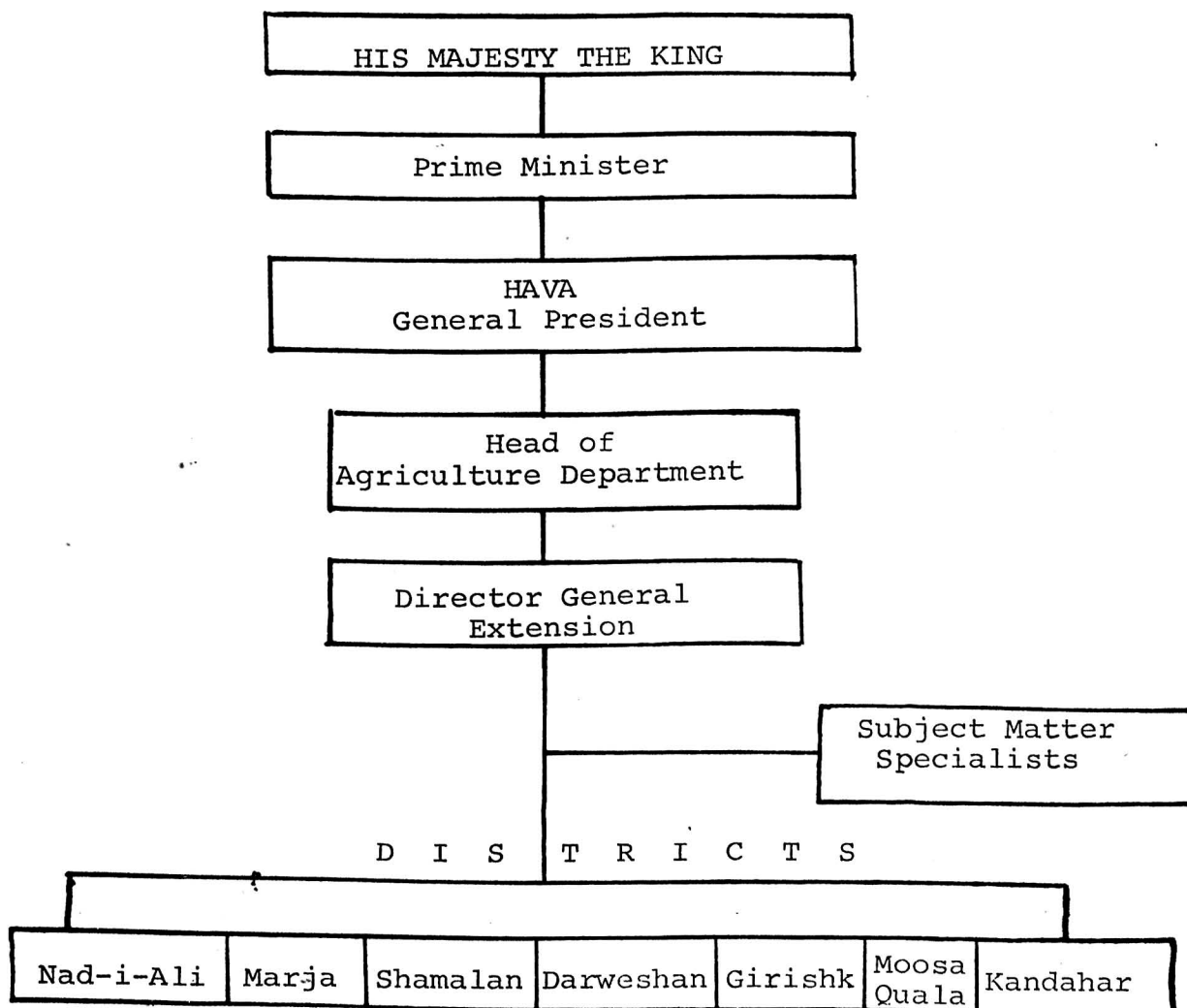
The writer joined the Extension Organization as Deputy Director General in 1962. The Extension program with the philosophy of helping people to help themselves was in full progress. The Extension activities of each district was supervised by a District Agricultural Extension Officer. Each district had a staff ranging from 10 to 40 village level Extension agents. All these district agricultural Extension officers were responsible to the Director General for the accomplishment of their Extension programs.

About 60 per cent of the village level Extension agents with low education were replaced by more educated vocational agriculture and college graduates by 1964. The misfortune came about in June of 1965, when the General President of the H.A.V.A. had to leave the office due to a personal health problem. This was the period while the writer as acting director general of Extension was on a month's tour of visiting Extension practices in the Philippines.

The new general president, shortly after establishing himself, introduced a few changes in the overall organizational structure. These changes have resulted in a number

of problems. To be able to clarify the entire concept the new and the old organizational charts will be presented and compared below:

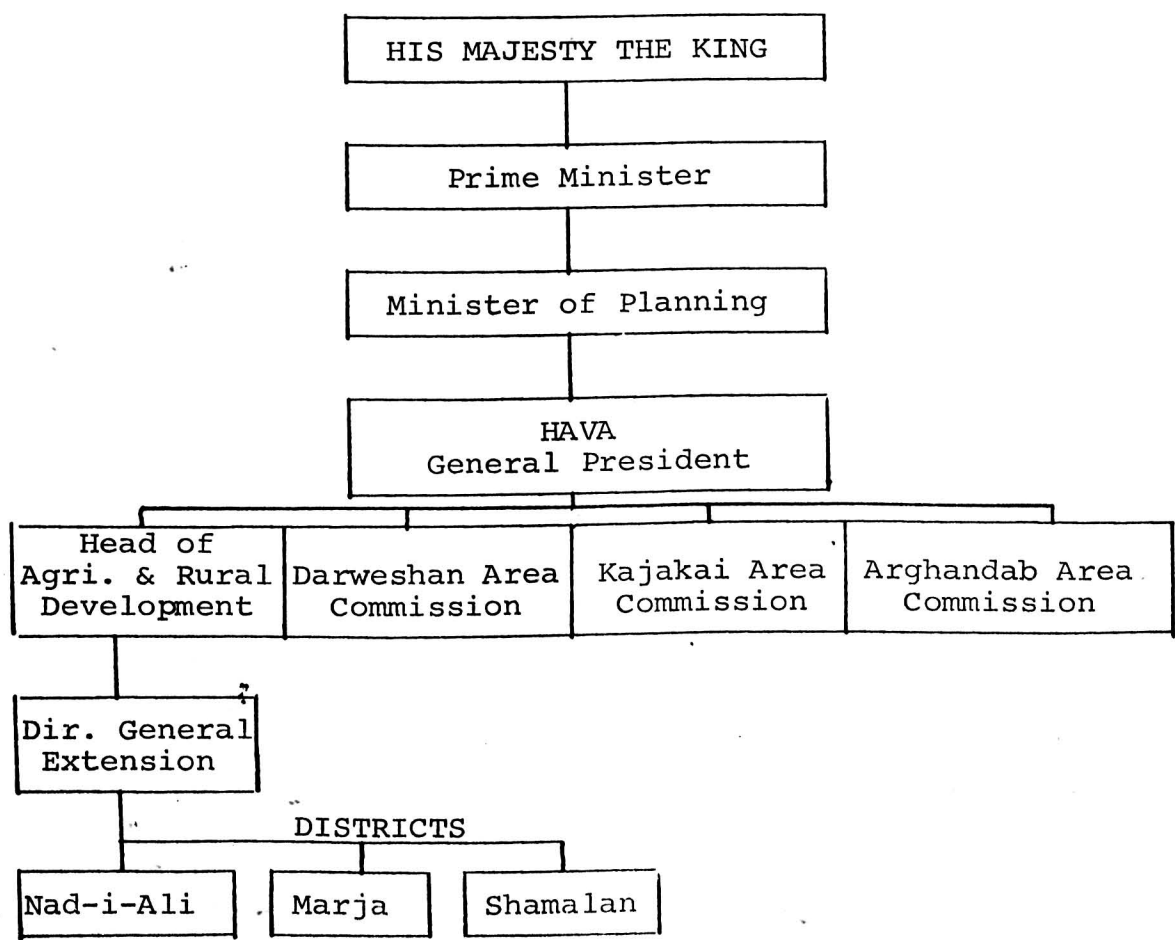
H.A.V.A. ORGANIZATIONAL CHART PRIOR TO 1965



With this type of organizational structure the authority and responsibility was delegated from the top down the hierarchical channel, and the information and appeals of official

decisions upward to the head executive. There was a co-operative and coordinated program efforts; there was a clear and distinct line of authority and responsibility with effective job description. Each and every staff member knew his job and to whom he was accountable. All personnel were working effectively and harmoniously together toward the achievement of the common goal.

THE NEW H.A.V.A. ORGANIZATIONAL CHART OF 1965



In viewing this new organizational chart, the first biggest and most important change was the addition of another

authority level in the chain of command. The second change which solely affected the Extension Service, was divorcing four of its districts and organizing into three independent area commissions. The Area Commissioner, or Officer, was in charge of Agricultural Extension, Operation and Maintenance, Construction and directly accountable to the General President. The Central Extension was only in charge of the Extension programs in Nad-i-Ali, Marja, and Shamalan Districts. In turn it was accountable to the Head of Agriculture and Rural Development, where he was accountable to the General President. There was no direct line of communication between the Central Extension and the area commissions. Due to this organizational shift, the total Extension personnel was reduced to one-third for the entire Helmand-Arghand Valley region. The village level Extension agents who were operating within the area did not have the proper transportation facilities to perform their jobs. Those agents and district officers who were operating government cars and motorcycles were given a small ration of gasoline that could not do an effective job.

In June of 1966 this atmosphere changed, where he was replaced by another General President, which he was formerly the Head of Public Health and Education of the Helmand-Arghandab Valley from 1956 to 1963, and the Governor of Baghlan Province up till June 1966. The new General President placed a great emphasis on reorganization of the

Extension Service. Under his excellency's administration, the Extension Service was reorganized to its original structure. The entire Extension program is directed through the Central Extension Division. The problem of transportation and other roadblocks are gradually resolved. The Extension staff is increased to sixty-five. Though most of the problems of the Extension Service are resolved; however, there is one major problem and that is continuous education of the Extension personnel. Since Extension Service is operating under the Department of Agriculture, it has no connection with any on-going type of educational system. Periodical training and refreshing of the village level Extension Agents is the most critical problem of the valley. Although most of the district agricultural Extension officers and some of the village level Extension agents are trained for a period of six months to one year in Iran or Lebanon, however this training is not sufficient to solve the daily problems. Moreover, life is changing rapidly, it demands new knowledge, values, beliefs, skills, and attitudes to make this change more effectively.

## CHAPTER 2

### I. THE SIGNIFICANCE OF EXTENSION SUPERVISION

Supervision has been defined as an art as well as a science. It is called an art because it implies ability to administer plans and great proficiency in developing agents for better and successful achievement. It is called a science because it needs understanding of scientific knowledge derived from the science of human relations. Supervision is leadership and a supervisor is a status leader, where he is appointed by the authority other than the group which he supervises. As a status leader he may not avoid the fact that he is held responsible for the outcome by those who assigned him the job. As a supervisor, he must earn the respect and cooperation of those under his supervision. The key to his success then rests on how he achieves the top efficiency and maintaining a satisfying atmosphere. Successful supervision requires current information, thought and personal attention to the agents and activities being directed.

Eye and Netzer<sup>1</sup> have expressed supervision as below:

"Supervision involves the processes of directing and controlling, stimulating, and initiating, analyzing and appraising, and designing and implementing those behaviors directly and primarily related to the improvement of teaching and learning."

According to Burton and Brueckner:

"Supervision is an expert technical service primarily aimed at studying and improving cooperatively all factors which affect the growth and development of all

individuals who are involved in a formal organization for the best possible achievement of desired objectives."<sup>2</sup>

Bartky has stated, "Supervision is the process which facilitates teacher and worker participation in the solution of educational problems, which encourages initiative, which emphasizes cooperation, and which stresses group activity."<sup>3</sup>

According to Halsey:

"Supervision...is selecting the right person for each job; arousing in each person an interest in his work and teaching him how to do it; measuring and rating performance to be sure that teaching has been fully effective; administering correction where this is found necessary and transferring to more suitable work or dismissing those for whom this proves ineffective; commending whenever praise is merited and rewarding for good work; and, finally fitting each person harmoniously into the working group--all alone fairly, patiently, and tactfully so that each person is caused to do his work skillfully, accurately, intelligently, enthusiastically, and completely."<sup>4</sup>

Supervision has been defined by Lucio and McNeil, a synthesis of thought and action. A visual concept of supervision--"A synthesizing process, assimilating predicted consequences suggested by various theories with judgments about the desirability of consequences in unique situations."<sup>5</sup> Furthermore, he explains supervision through reason and practical intelligence.

Reason: The specific of desired outcomes and appropriate behavior necessary to their attainment.

Practical Intelligence: Action through wide participation of all concerned in the processes of inquiry and the judgment of outcomes.<sup>6</sup>



According to Collings, "Supervision is a process by which workers are helped to do their jobs with increasing satisfaction to themselves, to people with whom they work, and to the agency."<sup>7</sup>

Newman's view of supervision:

"Supervision refers to the day-to-day relationship between an executive and his immediate assistant; and it is commonly used to cover the training, direction, motivation, coordination, maintenance of discipline, and minor adjustment of plans to meet immediate situations that take place in the executive-subordinate relationship."<sup>8</sup>

Many organizations consider supervision to be synonymous with administration. Any attempt to separate the two on the basis of their function is virtually impossible. Some overlapping of supervisory and administrative activities is always inevitable and not altogether undesirable. The same activity may be classified either supervisory or administrative depending upon the objective for which it is being performed. However, Extension requires that a clear and well-defined line should be drawn between the two.

—Vande Berg is seeking to express his distinction by saying:

"Administration is concerned with the maintenance of Extension organizational structure, finance, personnel policies, salary scale, administrative relations with counties, work facilities and reporting Extension accomplishment.

"Supervision is concerned with the improvement of Extension teaching. It deals with the problem analysis, program determination, work planning, leadership use, teaching methods, personnel training, and evaluation of methods and procedures. Supervision is a creative enterprise by means of

which standards of performance are gradually pushed higher and higher...The aim of the supervisor is greater program accomplishment."<sup>9</sup>

Extension Supervision is concerned with the dynamic improvement, or growth, of Extension Staff as individuals and as educational leaders. Its primary aim is the maximum development of the potential capabilities of the agents as an individual and provision of the best Extension program for the people of geographic area.

## II. THE SUPERVISOR AS A LEADER

The most significant characteristic of a good supervisor is good leadership. It is a product of many other qualities which is acquired by experience.

Lucio and McNeil have described leadership "is the ability to perceive desirable objectives and to help others contribute to this vision and to act in accordance with it."<sup>10</sup>

McGregor says leadership is a relationship. It means that leadership is not a property of the individual but a complex relationship between the leader, his followers, the organization, and the social milieu.<sup>11</sup>

According to Tead, "Leadership is the activity of influencing people to cooperate toward some goal which they come to find desirable."<sup>12</sup>

Who is supervisor? Durfee and Vande Berg definition of supervisor, "A supervisor is any person directly involved

or charged with responsibilities related to studying and improving the activities of others."<sup>13</sup>

Stogdill, described, "A leader is that person who most effectively influences group activities toward goal setting and goal achievement."<sup>14</sup>

"Supervision is basically a leadership role, in a formal organization, which has as its objectives the effective influencing of other employees."<sup>15</sup>

Though it expresses some differences between supervision and leadership, however these differences are not so significant.

A supervisor is a status leader. He receives his leadership by the virtue of the position which he occupies. In contrast to a true or "functional" leader, he is appointed by the authority outside the group which he supervises. Research finding has shown that the true leader, by virtue of his natural selection is bestowed certain powers by the group which the supervisor seldom receives and, if he does, then he must have gained this power through performing the role of a true leader. This is a very difficult task for the supervisor being in the middle position between the administrative and the village level Extension agent, with loyalties to both of them. The Extension Supervisor as a status leader must gain the respect and cooperation of his village level Extension workers. He is expected to achieve the quality of a true leader, and as a leader he should possess the tools of successful leadership.

Rogers and Olmsted<sup>16</sup> have described some of the tools of a true leader which are applicable to Extension Supervisor. They are:

1) Follow a fact finding approach to problems and to achieve an objective attitude toward the people under his supervision.

2) Be constantly on guard against permitting his personal prejudices to influence his treatment of individuals under his supervision.

3) Have emotional control so that those feelings which are undesirable to the welfare of the group may be channeled to constructive ends.

4) Know that people are basically more alike than they are different...understand the behavior of the people whom he supervises.

5) Recognize that each agent is different and has different ways of doing things. The supervisor should encourage all agents to be themselves.

6) Minimize authority. A true leader maximizes responsibility and minimizes authority. Supervision consists much less of giving orders than of seeking to secure agreement.

7) Give clear but general instructions. The closeness of supervision has an important effect on productivity and morale. Research has shown that supervisors of low producing units frequently are given only general supervision...The supervisor should seek to tell agents in clear and concise fashion what is expected of them and then let the agents work out the details.

8) Be sensitive to the opinions of others. The supervisor should think "with" rather than "for" the agents. Decisions should originate at the level and pass up through the line of communication.... In turn, when he gives suggestions to agents they should be so given that the agent may accept them as his own...this might be called "democracy" in supervision or "group participation" in management.

9) Learn what agents expect of him. The supervisor can then determine if it is possible for him to meet those expectations. A supervisor should never promise what he cannot deliver.

10) Provide leadership of a continuously helpful kind. The supervisor should deal with the human parts of the organization so that they all work at their individual and collective best.

11) Develop the abilities and skills of those under his supervision. The supervisor should help the agent to set his own goals for his own development and performance and to help him, periodically evaluate his progress toward those goals. Sound leadership builds people.

12) Consider communicating as one of the most important aspects of his job. The supervisor should recognize that communication is a two-way process. He should inform agents about changes in work affecting them. He should discuss the "why" of organizational policies with agents and he should make certain that each agent knows how well he is doing.... The supervisor must also be aware that an important aid to more effective communication is listening.

13) Have the capacity to grow himself and to develop leadership among those whom he supervises. The supervisor must learn and practice good human relations.

Through careful following of these tools a supervisor can achieve the status and qualities of the true or natural leader. Therefore, in Extension or any other agencies, supervisors are the key to effectiveness, efficiency, and high morale to improved methods and to more accurate focusing of the program.

#### Directing the effort

Directing is the act of propelling and focusing operations on-target. It is initiating and supervising action to achieve execution of plans.

Directing consists of issuing instructions to subordinates and lower echelons what is to be done. Directing is the function of supervision which gives life to the

operations of the organization and initiates action. It develops the stimulus that keeps the organization producing. It keeps the organization balance with the demand and controls the rate of utilization of resources to satisfy these demands. With proper direction the organization became active and capable of achieving its goals. In absence of effective direction the organization may well flounder, or proceed along unimproved bypaths.

Direction is a function of supervision. It was defined by Newman, as the day-to-day relationship between supervisor and his agents. It involves training, direction, motivation, coordination, maintenance of discipline and necessary adjustment of plans to meet unexpected situations in the supervisor-subordinate relationship. Direction is a vital step in Extension supervision. This is the process whereby the Extension Supervisor issues instruction and guides his village workers on what is to be accomplished. A good instruction should be reasonable, and should be complete, clear and concise.

Extension Supervisor has the major responsibility for getting the job done. He has to initiate action and supply sound information to his agents. This is a very difficult task for one individual. Therefore, the Supervisor cannot accomplish all the work for which he is responsible through his own personal efforts. He has to delegate an appropriate

part of the work to his agents. Even though the supervisor delegates the authority and responsibility to his village workers but he retains the ultimate responsibility to see that the work is properly performed.

### Motivating people

Motivation is the artery which runs through all supervisory activities. The most successful Extension supervisor is the one who gets his village level Extension Agents to work with him. To him these agents are not just resources, they are vital creative beings with hopes, aspirations, and needs. The Extension supervisor has a right to expect a high degree of loyalty, teamwork, and job accomplishment from his agents. His success is measured to a considerable degree by the extent to which he can draw upon the unused potential of his agents.

Motivating agents is developing within agents as individuals and groups, the willing desire to accomplish the Extension Objectives.

Clark<sup>17</sup> quotes from Thorndike by saying, motivation may be classed as primary or secondary. The primary motivation has its wellsprings within the individual worker and they are:

- 1) Security in an economic, as well as a personal sense.
- 2) New experience that makes for variety and interest in our work.

3) Recognition from others for our skills and accomplishments.

4) Mutual response from our friends and associates.

The secondary motivation comes from outside. They are:

1) Ownership, power, and influence over people.

2) Social and professional position, prestige.

3) More income

4) Personal convictions which one is free to follow.

5) Service to others.

The Extension supervisor must develop and learn to use both types.

McDermid,<sup>18</sup> stated the following as the salient elements of motivation:

1) Appreciating and integrating organizational and personal needs.

2) Providing opportunity, where practicable, for individuals to participate in establishing goals and standards of performance.

3) Setting a personal example of optimum performance.

4) Recognizing both good and poor performance of subordinates.

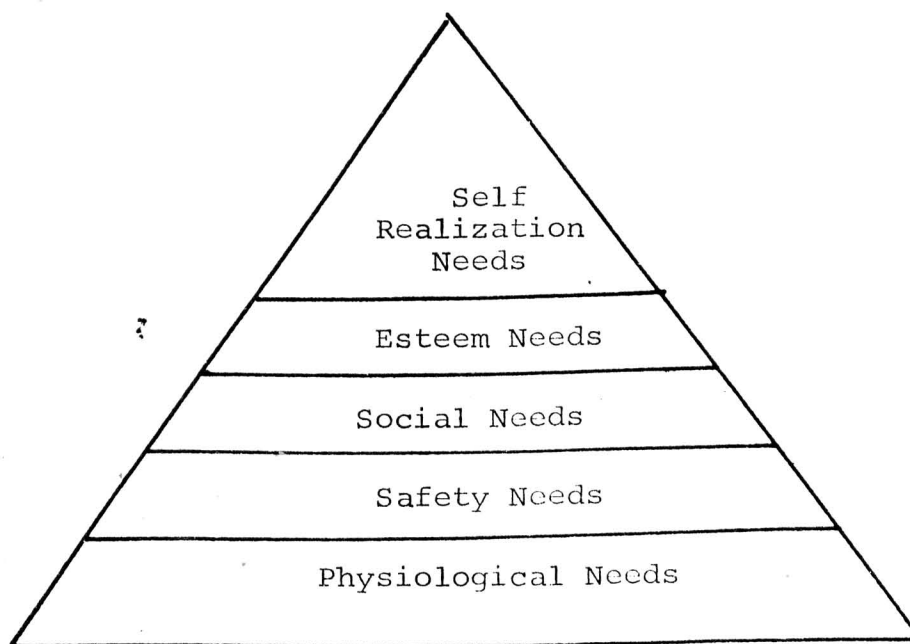
5) Being decisive and fair in counseling, rewarding, and disciplining.

In dealing with individual agents it must be accepted that all have emotions. The needs which affect the Extension agents must be considered by the supervisor in his relations with his agents. The fulfillment of these needs motivates



each agent. Compensation is perhaps the prime motivating factor in the majority of cases. The Extension supervisor, however, can usually bring only limited influence to bear along this line. It is essential for him to search for other motivating factors to inspire his village level Extension agents to higher performance.

According to Maslow,<sup>19</sup> these needs and wants are arranged in a hierarchy of importance. As soon as needs on a lower level are fulfilled, those on a higher level emerge and demand satisfaction. The hierarchy of needs is arranged in a pyramid of five levels, from basic physiological needs at the bottom to the desire for self-realization, the highest expression of the human spirit, at the top. Graphically, these needs or drives are arranged as:



1) Physiological needs--oxygen, food, water, clothes, shelter, rest, etc.--that are required for maintaining the body in a state of equilibrium. These needs dominate so long as they are not satisfied. Once satisfied, however, they cease to be important motivating forces.

2) Safety needs--protection from danger, security of job and many others which are both physical and psychological.

3) Social needs--love, affection, togetherness, belonging, etc. Unlike physiological and safety needs, social needs are not always readily satisfied. They necessarily become a dominant motivating force.

4) Esteem needs--desire for self-respect, strength, dignity, achievement, recognition, status, prestige, reputation, adequacy, mastery and competence, confidence in the face of the world and for independence and freedom. These needs are obviously important determinants of behavior. Satisfy the needs for esteem is today an important motivating force in our behavior.

5) Self-realization or self-actualization needs--this refers to a personal desire for self-fulfillment such as the tendency to be what he wants to be, that is, to become everything he is capable of becoming. As more people have their lower needs more and more satisfied, a greater number will work toward fulfilling their self-realization needs.

It is therefore, the responsibility of the Extension Supervisor to translate the individuals needs into a tangible effort and create an organization esprit de corps. To do this, village agents must be provided the opportunity to develop to the maximum of their capacities. They should be encouraged to seek better ways to carry out their duties and develop better ideas. The Extension Supervisor must have the ability to foster initiative, imagination, and teamwork.

The Extension Supervisor must first clearly define the duties and responsibilities of each village worker and explain the standard of achievement which he desires in executing these duties. Next, then the village workers must be oriented on the relationship between their duties and the duties of the district and the Extension organization. This will point out to the agent the group effort, integrate the purpose and promote his importance as a part of the team.

The Extension supervisor must delegate authority and responsibility to his village agents. The authority and responsibility must be equal. When village workers are given the authority to carry their obligation, it increases their motivation.

Appraisal and recognition of job performance are another essential factor in motivating workers. It is the responsibility of the Extension Supervisor to make appraisal of performance, both formally and informally. He should discuss with each agent both his strong and weak points. He

should counsel the agents and provide his guidance for their improvement when it is required. Extension supervisor's criticism should be constructive and given in private. Public reprimands tend to lower morale of the individual and the group as a whole.

### Communication

Communication is any behavior which results in an exchange of ideas. It is imparting intent through creation of mutual understanding. It is one of the most difficult and important areas of supervisory responsibility. The effective Extension supervisor can recognize and accept the fact that adequate communication is a prerequisite to his successful accomplishment. Certainly communication cannot attain maximum effectiveness without understanding and cooperation on the part of both communicator and receiver. Extension supervisors in general want to accomplish a good job. In order for them to do so it is necessary that they know and understand what their jobs are and what they are required to do. The degree to which an Extension Supervisor communicates his decisions understandably and creates ready acceptance of them will affect materially his effectiveness as a supervisor.

According to Bettinghaus,

"Communication is a process, and process implies something ongoing, dynamic, and ever changing. We are not only sources or receivers of communication. We are both, and in our daily lives we

constantly switch from one role to another. We send messages and at the same time we receive messages."<sup>20</sup>

Axinn, described communication,

"Is a process of making ideas common between one person and another or among a group of people. When something that you start with becomes common to those that you are trying to communicate with, then communication has taken place. And if your idea has not become common with another person, then communication has not taken place."<sup>21</sup>

In the process of communicating to agents, the supervisor must apply good communication system. Good communication is described by the National Industrial Conference Board. It says, "good communication is natural, personal, accurate, timely, sustained, two-way, motivating, dynamic, vital, and sincere."<sup>22</sup>

Communication may be either verbal or nonverbal. The written communication is nonverbal. The need for the written communication is obvious, however, exclusive reliance upon it can retard any activity. Oral messages are frequently more effective due to timeliness and the opportunity for mutual understanding.

There are other forms of nonverbal communication, but more difficult to understand. They involve, the use of symbols, facial expressions, posture, and body gestures.

Communication in Extension must be two-way. Successful supervisor should be able to analyze how effective his intent was communicated to his audience. The feedback which he receives, helps him to analyze and find out if he has

communicated with the same language and common set of words as does his audience. The channel of communication is the tool which is used in getting the message to the people concerned. It can be Radio, TV, newspaper, letter, face-to-face talk, telephone call, demonstration, or any other means.

An adequate formal communication system consists of three channels--up, down, and across. Effective communication should pass down, up, and across, the organization. The down channel is obvious. It is the channel through which supervisory policies and decisions are executed. The up channel is the channel through which reports are made and through which the agents make their ideas, wants, and needs known to higher administrative level. The proper understanding and use of this channel enables the supervisor to feel the pulse of its own effectiveness. The across channel enables peers to coordinate their performance of the functions of management laterally through the whole organization. This is the channel which develops and fosters teamwork and assures unified effort.

It is then, the responsibility of the supervisor to keep his village workers informed. He should provide them every opportunity to participate in development of plans, policies, procedures and objectives. When they are given this opportunity, they will have better understanding of the problem and the reasons for the decisions.

The principal cause of breakdown in communication within any organization is the lack of a common language or common set of words. A good supervisor should be able to convey his intent in a language and common set of words that is understood by his village agents.

Hayakawa<sup>23</sup> says, "The meanings of words are not in the words; they are in us." It depends completely on the individual how he attaches meaning to the words and how he feels and understands it.

The Extension Supervisor must remember this and be clear, complete, and concise in order to eliminate the possibility of any error or misunderstanding that may occur.

### III. PRINCIPLES OF SUPERVISION

The supervisor of today must be an engineer in human relations. His duty primarily is one of managing people--directing, controlling, guiding, leading, and inspiring them into productive direction. The supervisor must possess a sound knowledge of the principles of supervision and continuous training in their application to his problems. Successful supervision grows out of a foundation of sound knowledge and indoctrination with the fundamental principles of supervision. For the supervisor to succeed, he is required to make these underlying principles part of his own personality. One supervisor may apply them differently from another. The principles followed must be the same but the

method and technique of using them will differ from supervisor to supervisor. Therefore, it is necessary to mention that these principles must become an integral part of the supervisor's tool so that they are the basis of his every action.

Principles serve to guide action, give a sense of direction and serve as the boundaries which keep efforts and energies limited to pertinent activities. "In effect, a set of principles constitutes the platform which serves as the basis for determining appropriate action."<sup>24</sup>

Supervision, the art of directing, controlling, guiding, and inspiring the efforts of people must be based upon scientific principles of human relations. Successful supervision must be guided through well-defined principles, which will determine the appropriate techniques to be used in different situations.

The aim of supervision is to further the objectives of Extension. The chief objective of the Extension is development of people. In light of this concept, supervision in Extension should seek the cooperative and coordinated efforts of all Extension personnel for the accomplishment of their respective duties of educating rural people.

Hicks,<sup>25</sup> has developed a number of principles for supervision of educational institutions. Some of them have an equal application to the Extension. They are as follows:



1) "Supervision has no meaning until it has purpose."

It means, the entire process of Extension supervision is unjustified and wasteful unless it has a well-defined goal to perform.

2) "Supervision is related to the democratic concept of leadership." In modern supervisory practice, it is assumed that most of the leadership required from improvement will emerge from the group itself, if only the conditions for promoting such leadership are present or developed.

3) "Effective supervisory processes must operate within the context of the prevailing situation." It signifies, that supervision is always a means to an end rather than an end in itself. The effective supervision must focus on the past and present situations. It should play the idea of team approach to problem solving.

4) "Modern supervision emphasizes cooperation as a mutually conceived process." It indicates that the "we" and "our" approach of Extension supervisors is the vital factor in development and maintenance of a pleasant working condition which is conducive to high morale.

5) "Modern supervision places high value on the involvement of individual members of group in cooperative planning, decision-making, and problem-solving." Modern supervision has clarified that, the directive, authoritarian approach to supervision has a very limited value to the

improvement of instruction. Effective supervision must place the highest value on group involvement which generates interests in each and every participant and motivates them toward personal development. This type of bottom-up administration stimulates workers to challenge, discover, create, decide, and initiate. This tends to enhance morale and provides excellent training for future supervisors.

6) "Modern supervision is committed to the concept of shared responsibility." It demands cooperative involvement of individuals in the supervisory process. It also requires that individuals should share the responsibility of planning, decision-making and problem-solving.

7) "Effective supervision requires the release of the professional potentials of teachers and workers." It expresses that the purpose of supervision is more nearly that of creating the conditions under which the village level workers can find for themselves the most promising means of improving their achievements.

8) "Effective supervisory activity requires a reasonable degree of professional focus." It means providing the means for concentrating on specific problems and projects. Without some systematic means for focusing attention on pertinent problems, the supervisory program is apt to lack both purpose and coordination.

9) "A recognition of individual differences is an essential factor in effective supervision." It signifies

the idea and approach to discovery of individual difference as well as group process and the cooperative approach.

10) "Modern supervision is committed to the positive approach in human relations." The guiding principle of good human relations is that human beings are worthy of respect. They are required to be treated with dignity and integrity as distinct individuals. Every individual has needs and wants to be met. Failure to meet them adequately distorts his development and limits his physical capacity for development. Supervision should encourage good human relations through creating mutual respect and confidence, recognition of individual differences, develop cooperative thinking, planning, evaluating, and encouraging maximum growth and development.

11) "Interaction is the very heart of modern supervision." The fundamental approach is the creation of optimum conditions for useful interaction between Extension supervisor and his village level workers. Communication is the basis for such effective interaction.

12) "Considerateness is a basic element in modern supervision." It is not possible to implement the democratic concept of supervision without giving attention to the importance of being considerate. Therefore, the philosophy of modern supervision is based on the recognition of the worth of individuals, and the importance of individuals being able to live and work together cooperatively and harmoniously.

13) "Modern supervision assumes that more may be accomplished through consensus than by strict adherence to majority opinion." The aim of modern supervision is to establish a common area of purpose, communication, and understanding to the point that individual efforts of workers may be effectively coordinated and continuously improved through the process of interaction.

14) Modern supervision is based on continuous Evaluation." In Extension, to reach the goals plans must be developed and executed. To determine the progress and results must appraise those plans. If evaluation is to serve us the criteria for determining the nature and direction of proposed changes, it must be a continuous process.

Rogers and Olmsted,<sup>26</sup> have described the following principles applicable to Extension:

1) Supervision is an essential part of administration, integral to it but not identical with. The primary purpose of supervision is to further the objectives of the Extension program. Therefore, the Extension supervisor must devote his time and efforts toward guiding, teaching, and developing the village level workers to their best possible capacities.

2) Supervision is a cooperative activity. It takes place through the shared ideas, efforts, and experiences of all staff members. Cooperation provides opportunity for the growth of the supervisor as well as for growth of the agents.

3) Supervision is ordinarily concerned with the cooperative improvement of the setting in which learning takes place. It seeks improved methods of teaching and creates a physical, social, and psychological climate favorable to learning.

4) Planning is fundamental to supervision. It is cooperative in nature and orderly in procedure from the inception on an idea to the execution of a series of activities.

5) Supervision is creative, not prescriptive. It determines procedures in the light of the needs of each situation. It provides opportunity for originality and self-expression. It is scientific in its approach to problem-solving.

6) Supervision substitute leadership for authority. It is based on the democratic philosophy that respects individual differences and that assumes people are capable of growth. It stimulates initiative, self-reliance, and individual responsibility. Opportunities are provided for the cooperative formulation of policies, plans, and goals.

7) There is an art to be learned for the successful practice of supervision. It is primarily the art of building creative human relationships.

8) Successful supervision is measured in terms of the qualitative growth of those being supervised.

9) Supervision provides for the establishment of Extension objectives and goals and a means for comprehensive and systematic evaluation of the Extension program.

Burton and Brueckner,<sup>27</sup> have formulated some principles governing the operation of supervision. These principles have an application to Extension Service:

1) Administration is ordinarily concerned with providing material facilities and with operation in general.

2) Supervision is ordinarily concerned with improving the setting for learning in particular.

3) Administration and supervision considered functionally cannot be separated or set off from each other. The two are coordinate, correlative, complementary, mutually shared terms. The provision of any and all conditions favorable to learning is the common purpose of both.

4) Supervision is scientific, and is based on respect for facts and on making appropriate use of those facts.

5) Good supervision is based upon the democratic philosophy. It will respect personality and individual differences between personalities, will seek to provide opportunities for the best expression of each unique personality. It assumes that each individual worker is capable of growth and development. It will provide an opportunity for the cooperative development of plans and policies. It will stimulate initiative, self-reliance and individual responsibility on the part of all members in the discharge of their duties. It will substitute leadership for authority. It will work toward cooperatively determined functional groupings of the staff, with flexible regrouping as necessary. It will invite specialists when desirable.

6) Good supervision will employ scientific methods and attitudes insofar as those methods and attitudes are applicable to the dynamic social process of education.

7) Good supervision is creative--good supervision is creative and not prescriptive. It will determine procedures in the light of the needs of each supervisory teaching-learning situation. It will provide opportunity for the exercise of originality and for the development of unique contributions, of creative self-expression and it will seek latent talent.

8) Good supervision proceeds by means of an orderly, cooperatively planned and executed series of activities.

9) Good supervision is judged by its results, seeks to evaluate itself in the light of accepted purposes.

10) Good supervision is becoming professional. That is, it is increasingly seeking to evaluate its personnel, procedures, and self-supervision.

## CHAPTER 3

### I. CHARACTERISTICS OF EFFECTIVE SUPERVISION

Supervision as the art of directing, controlling, and stimulating the efforts of human beings plays an important role in the Extension Service. Improved supervisory practices in the Extension constitute a constant reminder of what can be accomplished through intelligent and cooperative planning and effort. The principal purpose of Extension is the education of people. Supervision may assist to the achievement of this goal, by improvement in the effectiveness of personnel and providing an atmosphere which makes coordination possible. Therefore, it is needless to say that a supervisory activity to meet this condition should possess effective characteristics.

Hicks<sup>28</sup> has listed seven of these characteristics for effective supervision. They are:

1) Effective supervision is adaptive and flexible. The aims and methods of the supervisor are determined by the conditions inherent in a particular situation and by the nature of the specific problems involved. This does not permit the application of preconceived interpretations of the problem nor the use of predetermined professional solutions.

2) Effective supervision is cooperative. Consideration of a professional problem by all persons involved, is an imperative element of effective supervision.

3) Effective supervision is scientific. Successful supervisors take a personal interest in their subordinates with whom they work, but they are able, at the same time, to deal with their professional problems in an objective and impersonal way. Good supervisors are aware of the elements of the scientific method and are cognizant of its benefits and limitations when applied to educational situations.

4) Effective supervision is intelligently conceived. The application of common sense to day-to-day solution of problems will go a long way toward insuring moderate success for the supervisor. However, completely successful supervision depends upon a substantial fund of knowledge of both modern educational processes and developments and of people and their psychological and emotional attributes.

5) Effective supervision has a positive motivating effect. This implies that the weaknesses of teachers and workers possibly may be eliminated most effectively by capitalizing on their strengths. Obviously, the first step in improvement is wanting to improve. Good supervision causes people to develop the desire to improve and proceeds from that point.

6) Effective supervision is both analytical and integrative. While the competent supervisor is fully aware of the significance of each element in a teaching-learning situation, he views and appraises it in relation to the whole Extension program. Such a supervisor understands the proportionate value of various elements in the situation and acts accordingly.

7) Effective supervision is both projective and reflective. It profits from the experiences of the past, considers the expediencies of the present, and seeks to develop sound approaches to the future.

The above stated characteristics signifies that modern supervision is both a technical and social process. It is designed in such a manner to promote the intelligent, cooperative utilization of educational resources. These resources include both human and materials. They are applied in the critical analysis, evaluation, and improvement of the conditions which affect the quality of the learning and personal achievement.



## II. QUALITIES NECESSARY TO THE SUCCESS OF SUPERVISORS

Admittedly, behavior and qualities identified with successful supervision are not necessarily the same as those behaviors and qualities which facilitate rising to supervisory position. Nevertheless, hint to supervisory potential can be found through analysis of leadership characteristics which enables a supervisor to maintain his leadership position. It is essential to express that all these qualities, however, do not necessarily appear in every supervisory situation nor are they all equally needed of every supervisor. The purpose is rather to present a comprehensive picture of all these desirable qualifications. But, it is necessary to mention that the more a supervisor possesses these qualities and can display them, the more he is likely to be successful in his job.

The aim here is to discuss those qualities that can be developed by every individual through conscious self-cultivation and formal training.

\* Claar<sup>29</sup> signifies that the Extension Administration requires the supervisor to possess amongst others, the following qualities:

- 1) Administrative efficiency--as an integral part of the director's office, he should have a thorough understanding of administration.

2) Skill in two-way communication--since he has the middle-position between the village level Extension Agent and the director, this skill is an essential to him.

3) Educational background and sound judgment. It is necessary for him to have a good educational background and a reliable judgment so that he can act as a decision-maker in the light of established policies.

4) Ability to formulate sound Extension programs and work plans.

5) Ability to develop budgets and allocate resources.

6) Ability to have coordination and build a sound public relations.

7) Ability to utilize educational leadership and counseling techniques to the maximum.

Vande Berg<sup>30</sup> has pointed out that agent demands the following from the Extension Supervisor:

1) Agents demand professional leadership, personal counseling, and advising.

2) They demand from supervisor to keep them informed in methods, subject matters and Extension organization affairs. They want to be "out front" in the eyes of their people.

3) They want confidence and respect from supervisors. They demand fair treatment and equal privileges with other

agents. They demand sincerity and dependability in their supervisor, but not a "yes" man.

4) They demand individual help in planning and appraising their program and evaluating their personal efforts.

5) They demand a relatively close working relationship with supervisor. They want and desire an atmosphere of "we feeling"--a feeling that he has a genuine interest in them, their problems, their families and their professional pursuits.

6) They want to be proud of their supervisor, to have respect for him. They want him to be the prominent personality in his field. They demand competence.

Therefore, it is quite obvious from the demand of the director and the agents, that supervisor must be a person with highest education, administrative skills, good vision, ability to communicate, coordinate and cooperate. A person of well-balanced, and well-adjusted. A person with high skill in human relations, who understands and has respect in human dignity. A person with such qualifications can satisfy both administrative and ground level and at the same time receive satisfaction from his own duty.

### III. CHARACTERISTICS AND TRAITS OF EXTENSION SUPERVISORS

Supervisor is the middleman. He is the connecting link between the director on the top and the village level Extension worker at the bottom of the organization. Being in this position, both administrative and ground level workers have respective expectations from him. In order to be able to meet their expectations, he must be a competent person. Competent personality in contrast to adjusted one have the qualities, skills, and orientations which ideally enable a person to cope with whatever confronts him.

Foot and Cottrel,<sup>31</sup> "Competence means a satisfactory degree of ability for performing certain implied kind of tasks." Competence expresses the ability to meet and deal with a changing world, to develop ends and implement them. Interpersonal competence has six components. For the Extension supervisor to succeed in his duty, he should possess these components:

1) Health. This includes much more than mere absence of disease. It expresses "the progressive maximization--within organic limits--of the ability of the organism to exercise all its physiological functions, and to achieve its maximum sensory acuity, strength, energy, coordination, dexterity, endurance, recuperative power, and immunity. Without good health, interpersonal episodes often diverge in outcome from wanted ends...on the positive side, a benevolent spiral seems to extend from radiant health to a cheerful mien, from a cheerful mien to a friendly response, and back again to competence."

2) Intelligence. It signifies the "scope of perception of relationships among events; the capacity to abstract and symbolize experience, to manipulate symbols into meaningful generalizations, and to be articulate in communication; skill in mobilizing the resources of environment and experience in the services of a variety of goals.... In the planning-action context, the most promising line will be the appraisal of the effectiveness of present programs in creating the relevant antecedent conditions for maximizing the intelligence component, and the design of new sets of conditions which will strengthen or replace those currently operative."

3) Empathy. It means the "ability correctly to interpret the attitudes and intentions of others, and accuracy with which they can perceive situations from other's standpoint, and thus anticipate and predict their behavior .... No human association, and least of all democratic society is possible without the process indicated by this term." It is one of the essential elements of interpersonal competence. "The sign of its absence is misunderstanding."

4) Autonomy. It denotes the "clarity of the individual's conception of self (identity); the extent to which he maintains a stable set of internal standards by which he acts; the degree to which he is self-directed and self-controlled in his action; his confidence in and reliance upon himself; the degree of self-respect he maintains; and the capacity for recognizing real threats to self and of mobilizing realistic defenses when so threatened. Autonomy is taken to be genuine self-government, construed as an ability, not a state of affairs. Autonomy is ease in giving and receiving evaluations of self and others."

5) Judgment. It refers to the "ability which develops slowly in human beings to estimate and evaluate the meaning and consequences to one's self of alternative line of conduct. It means the ability to adjudicate among values, or to make correct decisions; the index of lack of judgment (bad judgment) is a mistake, but these are the products of an antecedent process, in which skill is the important variable."

6) Creativity. It is described as "any demonstrated capacity for innovation in behavior or real reconstruction of any aspect of the social environment. It involves the ability to develop fresh perspectives from which to view all accepted routines and to make novel combinations of ideas and objects and so define new goals, endowing old ones with fresh meaning, and inventing means for their realization. In interpersonal relations, it is the ability to invent or improvise new roles or alternative lines of action in

problematic situations, and to evoke such behavior in others. In interpersonal relations, the uncreative person is continually found in dilemmas and impasses--"at his wits end"--but the valid indice of creativity are harder to discover."

Ray Johns,<sup>32</sup> denotes the following as the characteristics of successful supervisor:

1) Supervisor must possess a mature social philosophy, which includes a belief in the dignity of human personality and responsibility for the common good, and which is based on a growing religious faith.

2) Supervisor must possess intellectual capacity, imagination, creativeness: the ability to deal with complicated problems, to master one's field of service, to understand social and economic forces which determine the environment in which he operates, to think in an orderly, consistent way.

3) Supervisor must have the ability to get people of different background and abilities to work together effectively.

4) Supervisor should have the willingness and ability to perform complex responsibilities simultaneously, and to make decisions based on available facts, under pressures of time.

5) Supervisor must have an insight into human behavior and potentialities for growth.

6) Emotional poise, maturity, and security.

7) Ethical sensitivity and personal integrity.

Gibb,<sup>33</sup> McGrath and Altman<sup>34</sup> signifies that a person who emerges as a leader is likely to display the characteristics below:

1) Individual personality characteristics-extroversion assertiveness and social maturity.

2) Education but not age or other biographical characteristics.

3) Intelligence-general ability and task ability.

- 4) High group status.
- 5) Training in leader techniques.

Rogers and Olmsted<sup>35</sup> have listed the desirable characteristics for the Extension Supervisors as follows:

1) Thoroughness. This is the most important quality. No one is so important than thoroughness. It has been found more constantly, that this quality is associated with personalities who are successful in their works.

2) Fairness. It is the quality most desirable to any successful supervision. A supervisor must place a high value on fairness. It is only by careful and continuous watching to be fair in little things, that anyone can hope to achieve that high degree of intelligent fairness essential for success in supervision.

3) Initiative. Means the capability for assuming responsibility and carry it toward completion. Supervisor must be able to think and formulate plans for himself without anyone's guidance. He must be able to see changes that may take place and plan accordingly.

4) Tact. It implies to the skill in dealing with difficult and delicate situations. The quality which enables the supervisors to do this is called tact. It is not only an important tool in the achievement of success, it serves also as an important insurance against loss when that which has been achieved is threatened by hard times and business retrenchment. To be liked and respected by all agents the supervisor must deal with them tactfully.

5) Enthusiasm. It is an intense and eager interest in, and devotion to, cause an action. Such enthusiasm must be built on a firm foundation. It must involve interest, knowledge and a desire for achievement. Supervisor must remember that nothing or little can be achieved when subordinates are led without enthusiasm.

6) Emotional control. It does not mean the elimination, or even the complete curbing of feelings. To control is "to exercise restraining or directing influence over anything." Through this kind of supervision the supervisor minimizes the likelihood of saying the untactful thing and committing the unfair act.

7) Integrity. Is adherence to morale and ethical principles. It is the moral phase of leadership. It is knowing what is the right thing to do and doing it.

8) Loyalty. It is the faith and belief in the duty and in each task undertaken. It indicates the faith and respect one has for the program or the organization he represents. It is trust in the capacity of the people being supervised.

9) Knowledge of the work. It refers to the understanding of facts and principles as with particular subject or duty. A clear understanding of the workers on how a particular job is to be done is extremely important to supervisor.



10) Flexible and adaptable. The supervisor must be able to identify with the position of his organization and the position of his clientele. He must put himself in the position of each and see their feelings.

11) Vision. It means the ability to look into the future and to anticipate the episodes before they occur. It means the foresight or the ability to predict accurately what may happen in the near future and lay plans to meet these situations as they emerge.

12) Broad knowledge and interest. The supervisor is required to have good training and intellectual curiosity. If he is to be successful in his work he must have an interest beyond those of his speciality.

13) Resourcefulness. Supervisor must be equipped with best ways of achieving an objective. He should be able to approach a problem in various ways. He should have the most up-to-date information on the subject matter and the alternative ways of using these information in solving problems.

14) Cooperative. It means an attitude of working together willingly for a common purpose. Cooperative supervisor seeks and extends to others assistance in carrying out plans. He challenges advice, discussion, and cooperative decision-making. He would never practice what may be called as one man show-attitude.

15) Humanness. It is the tenderness, compassionate and sympathetic attitude and feeling toward the other people. A good supervisor appreciates his subordinates feeling and point-of-view. He understands exactly why the subordinates feel that way. He listens to them no matter how trivial the matter may seem and, in turn, pays them the compliment of asking their advice. This is the way he gains their respect and confidence.

16) Ability to teach. Extension supervisor must be a good teacher. Without effective teaching skill achievement is likely to be impossible. Ability to teach comprises qualities such as thoroughness, enthusiasm, intelligence, expert knowledge of the subject, flexibility, broad interest, a sense of humanness and language facility.

17) Language facility. It means the ability to express ones self clearly, forcefully, and without hesitation. Ability to express is one of the major skills needed by an Extension supervisor.

Eye and Netzer<sup>36</sup> have described the perceptivity, autonomy, relativity, flexibility, and creativity, as the essential characteristics of supervisor. Since the discussion of these will be beyond the limit and scope of this paper, here only the characteristics are mentioned.

Tead<sup>37</sup> gives the following as the characteristics of successful supervisor:

- 1) Physical and nervous energy
- 2) A sense of purpose and direction
- 3) Enthusiasm
- 4) Friendliness and affection
- 5) Integrity
- 6) Technical mastery
- 7) Decisiveness
- 8) Intelligence
- 9) Teaching skill
- 10) Faith

Supervisor's desirable traits as described in The Art of Supervision<sup>38</sup>--they are loyalty; genuine interest in people; initiative; decisiveness; positive thinking; tact and courtesy; fairness, integrity; quiet aggressiveness; humbleness; teaching ability; freindly personality.

## CHAPTER 4

### I. FUNCTIONS OF THE EXTENSION SUPERVISOR

The Extension supervisor is responsible to the Extension director. He has the obligation to perform the administrative responsibilities delegated to him by his superior. The accomplishment of such responsibilities require cooperation and teamwork. This cooperation and teamwork cannot be developed unless there is a willingness to join forces on the part of those involved. Extension Supervisor is required to possess such capabilities to motivate his agents and bring about this attitude of teamwork. The intensity of the cooperation in any group is a function of the effectiveness and efficiency of the cooperative effort. It is also a function of the accessibility of the goal for which the group is striving. Cooperative effort is certain to fail if the purpose for it is not clearly understood. It is therefore, the responsibility of the supervisor to keep all the Extension staff informed of the goal of the organization and the ways and means of its achievement. As the immediate supervisor of district personnel, the supervisor has the chief responsibility for the morale, motivation, evaluation and cooperation of the agents working under his supervision. As a connecting link between the administrative and the agents, he has the

responsibility for smooth flow of communication from the agents to administrator and from administrator to the agents. He is also required to see that all the Extension staff under his direction are complying with the government laws governing their respective positions.

According to Rogers and Olmsted,<sup>39</sup> the function of a supervisor falls into four main areas: personnel, Extension programs, finance, and public relations. Each of these areas will be discussed in more detail below:

#### Personnel

The success of the supervisor depends upon the success or achievement of those who are under his supervision. To develop an effective Extension program, it is essential to have a personnel who are trained and motivated to perform their respective tasks in the best possible manner. For the supervisor to be able to develop effective village agents, he must fulfill well the following functions:

- 1) Training. It is a continuous process which begins at the time of employment and continues throughout the agent's career. Provision of induction and in-service training is essential to every agent. When the agent is recruited, it is the responsibility of the supervisor to orient and indoctrinate him with the policies and procedures of the Extension. Throughout the agent's career it is the supervisor's obligation to make regular appraisal of the

training needs of the agent. He is required to make the necessary arrangements for providing the essential training for maximum development and growth of the agent. These training requirements may be in technical subject matter, Extension policies, administrative procedures, or technical methods. For induction training, conference and individual training methods, handbooks, and formation of training committees may be used as techniques. For in-service training the techniques will usually vary according to specific requirements and conditions for this type of training then short courses, workshops, conferences, field trips, leader training meetings, could be used.

2) Counseling and advising. "Counseling is a face-to-face relationship between two people in which one person attempts to assist the other toward greater self-understanding and self-determination. Advising means to make recommendation or to inform."<sup>40</sup>

"The prime difference between 'counseling' and 'advising' is that in advising 'you are making the other person's decisions for him and in counseling you are assisting him to make his own decisions."<sup>41</sup>

The expected outcomes of counseling are that the individual knows himself better and he will be able to develop his own course of action. There are no set rules to be followed in counseling and advising. The sympathy, imagination, understanding and judgment of supervisor will dictate his course of action in performing his job.

McCain<sup>42</sup> has suggested some techniques in counseling and advising to be used by the Extension supervisors:

(i) Listen. To give gentle attention to the narration of problems and difficulties of the village agent. This can be accomplished through asking the agent simple and pointed questions in order to give him the opportunity to speak out his mind.

(ii) Capitalize on the agent's knowledge, experience and ability.

(iii) Adopt realistic goals.

(iv) Accept the agent as he is--"set aside your preconceived notions of the ideal prototype with which to compare your subordinates."

(v) Come to agree with each subordinate on what his job is--the supervisor should ask the village agent to write down his responsibilities and he himself should list the chief responsibilities of the agent separately then, compare the two, and discuss the differences with him.

(vi) Keep in communication with your agents. If not able to visit them, he should use the telephone and mail to communicate with them.

3) Guidance. The supervisor has a responsibility to help the agent in setting his own educational goals. He must see to it that the agents under his direction do not "just drift along." He has the obligation for providing an

atmosphere in which discussion of hopes, aspirations and self-fulfillment are possible.

4) Appraisal. Beside the normal appraisal of the agent which take place regularly, the supervisor has the obligation to guide the agent in making his own appraisal of his work and its effectiveness. This type of appraisal can be performed only on the basis of the program and the teaching methods applied by the agent.

### Programs

Program is really the heart of the Extension Service. Without a program nothing can be accomplished effectively. It is the duty of the supervisor to train and develop competent village agents with greatest enthusiasm and motivation to work and develop valid and reliable programs for each village in the district. They must have the capabilities to integrate all these programs into a unified whole. Therefore, to be able to formulate such sound program for the district, the supervisor must perform the following duties:

1) Program planning. "Is a means of subjecting social change to value judgments as to the intended direction (or goals) of change and also as to the appropriate methods to be used to reach those goals."<sup>43</sup> The supervisor must provide the village agent with the necessary guidance in program planning and its execution. He must have a sound knowledge of each village and the problems within the area



of his jurisdiction. He is expected to help and guide the individual agent with his plan, if necessary in deciding how improvement is to be made.

2) Coordination. It is the personal responsibility of the supervisor to help each and every individual agent in coordinating the village program with the other subject-matter department in the district. He must help the district Extension staff in coordinating the various phases of program within the district. He must also provide the village agent with the opportunities to work with other agents to achieve coordination on the district level.

3) Evaluation. The supervisor is responsible for the evaluation of the effectiveness of village program of his district. To fulfill this responsibility he must assist the village agent in evaluating the program at regular intervals.

#### Finances

The supervisor has the obligation to discuss the district Extension program and its fiscal needs with the Helmand Arghandab Valley Extension Service. He is also responsible to see that all the Extension staff under his direction are paid on time.

#### Public relations

The term public relations has many implications. It is used with different purpose in business and industry than is used in the Extension Service.

Henderer, has defined the public relations, as:

"The management function which evaluate public attitudes; identifies the policies and procedures of an organization with public interest and executes the program of action to earn public understanding and acceptance."<sup>44</sup>

Copeland,<sup>45</sup> has quoted public relations from several people, but one has pointed out that "Public relations is much more than telling the people of a state what Extension is accomplishing and what services it makes available. Public relations isn't confined to a publicity program to gain support."

The supervisor, as an engineer in human relations, must work to promote a pleasant relationship among the district staff in securing necessary office facilities, adequate materials and equipment for the execution of their respective plan. He has the obligation of developing a two-way communication between the executive and the village agent.

Clair,<sup>46</sup> "The supervisor is expected to be a two-way channel through which (a) agents and lay groups can learn of the help available from the provincial level; and (b) through which the attention of the provincial staff is called to specific district needs."

It is the supervisor's responsibility to see that the agent prepares a monthly report of his activities and submit it to the Extension Service. He must encourage the agent to be precise and accurate in his report.

Vande Berg<sup>47</sup> has listed seven general organizational functions for which Extension Supervisors are responsible in varying degrees. They are:

1) The training function. This includes tasks relating to orientation, induction, and in-service training.

2) The function of program development and execution. This includes such tasks as those relating to planning, coordinating, evaluating, integrating, leadership development, reporting, etc.

3) The personal counseling function. Supervisors are often engaged in problems relating to an agent's habits, personality, family problems, occupation, etc.

4) The personnel management function. Here we might include tasks relating to recruitment, selection, placement, transfers, job responsibilities, etc.

5) The maintenance of an effective two-way communication system. This includes such things as policy interpretations, specialist-agent coordination, and transmissions of ideas to and from administration.

6) The development and maintenance of adequate budgets and facilities. Tasks relating to this function include such things as staffing of districts, salaries, secretarial help, office facilities, transportation arrangement, financial agreements, etc.

7) The development and maintenance of good public relations. Within this function are tasks relating to the district staffs and supervisor's own procedures or practices in relation to other agencies.

Spriegel and Schulz<sup>48</sup> have classified the supervisor's functions into three main tasks. They are: to organize, to deputize and to supervise. They signify, that every responsibility the supervisor can possibly have may be classified under one of these three headings:

1) To organize. Means planning the work of the department and of the men in an orderly manner with due regard for the responsible relationship of one person to another, so that there is a minimum of friction and a maximum of production.

2) To deputize. Means offering someone else the authority and responsibility to do something which the supervisor himself does not have the time or ability to do efficiently. The supervisor confers upon his subordinate the same authority and responsibility that he himself possesses; however, with a more limited scope. Though the task is deputized to someone else, but the ultimate responsibility for getting it done rests with the supervisor. He must follow up, from time to time, to see that the person deputized is carrying out the work. Every supervisor must remember that he can deputize or delegate the work to be done, but he cannot delegate responsibility.

3) To supervise. Means that the supervisor follows up to see that the work he has organized and deputized is performed, and the plans that have been formulated are put into action on time in appropriate manner. This duty of the supervisor involves to the highest degree the effective handling of subordinates and a thorough understanding of human nature.

Good Extension supervisors use their staff to the best advantage. The supervisor must delegate authority and responsibility to village workers. The authority and responsibility must be equal. The Extension supervisor that has delegated authority and responsibility to his agents, must follow up. No supervisor can say, "The responsibility is yours," and then forget it. The ultimate responsibility for performing the job remains with the supervisor.

To supervise effectively requires the highest degree of leadership. Supervising calls, for the building of morale, development of cooperation, use of proper instructional methods and a sound knowledge of human behavior.

## II. EVALUATING THE SUPERVISOR'S PERFORMANCE

The evaluation of the supervisor's performance is an important job. He has the various roles and responsibilities to perform. Being the mid-position between the administrator and the village level he is expected to shoulder a big task.

Generally speaking, his job primarily is one of managing, directing, controlling, guiding, leading, and inspiring the village level Extension agents into more productive channels. He has the responsibility of training and developing of the agents and coordination of the various phases of Extension program.

For the efficient discharge of his duties, he is required to develop himself constantly through conscious efforts for learning. The supervisor is expected to have a sound knowledge of human behavior. He needs a highly developed sense of perception, insight and understanding of human behavior. He is required to have the ability to think and plan wisely and creatively.

The supervisor must know that the first thing in understanding others is self-understanding and that self-understanding is the outcome of self-orientation, self-discipline and self-evaluation.

Every supervisor should evaluate himself to determine how effectively he performs the task of organizing,

deputizing and supervising. This in turn provides the supervisor a chance to discover his strength and weakness and concentrate on strengthening himself in the performance of any task wherein he finds himself weak. Therefore, the supervisor, at every stage in his career must be anxious to appraise his efforts with the belief that through evaluation he will understand better the skills required for success in supervision. Supervisor must bear in mind that no evaluation is possible unless plans have been made well in advance of the moment when the appraisal itself is undertaken.

What are the procedures of evaluating supervisor's performance? There is no fixed universal rule that could be applied in appraising supervisor's achievement. However, Rogers and Olmsted,<sup>49</sup> have suggested three alternative methods or levels of evaluation to be applied in evaluating Extension supervisor's performance. They are:

- 1) Evaluation of the performance of the agents under the supervisor's direction.
- 2) Evaluation of the work activities of the supervisor.
- 3) Evaluation of the behavioral changes of rural people resulting from the teaching done by the agents under the supervisor's direction.

The evaluation of the village level Extension agent performance can be carried out, only if the agent has established his target himself and has systematically sought to achieve the end. His achievement, then, is appraised in the term of behavioral changes and program improvement.

When a supervisor plans to evaluate an agent, he has to ask himself four questions:

1) Exactly what have I been trying to accomplish with this agent?

2) What did I do to try and accomplish this?

3) What evidence is there that the desired change has taken place?

4) How can I gather this evidence in an unbiased, objective, and valid manner?

When the supervisor is evaluating the agent on the basis of his achievement, the principal question that he should ask himself could be, "What did I do to try and accomplish this?" If he fails to recognize the importance and the value of this question, then he is ignoring the fact that desirable changes may have taken place through influences other than his. Because, there is the tendency that the agent might have been influenced by his own personal abilities, or by the inducted knowledge he received from the subject-matter specialists, conferences, Extension publications, and his colleagues. Therefore, if the appraisal of the agent's performance is to be a valid index of the supervisory accomplishment, then, it is necessary to isolate the training and influence given by the supervisor from those given by others. However, the appraisal of the agent or worker performance in combination with evidence of high morale, the degree of cooperation among the agents in the supervisor's district and the amount of support provided

to the Extension program by lay people of the geographic area gives a firm foundation for evaluation of the supervisor.

The second alternative method of evaluating supervisor's performance is through self-rating or evaluation by the supervisor's superiors. This kind of evaluation can be carried out through development of checklists or rating sheets which can provide the supervisor with concrete evidence of the appraisal of his strength and weaknesses. A sample of such checklists and rating sheets is included at the end of this section.

The third alternative method or level of evaluating supervisor's performance is the determination of the behavioral changes in the clientele group as the outcome of the village worker's teaching. This is a profitable way of determining long-term supervisory or village worker accomplishment. However, it embraces costly research work which tries to separate changes developed through Extension teaching from those brought about through some other means.



## CHECKLIST FOR ANALYSIS OF SUPERVISORY ACTIVITIES

	Very Good	Good	Fair	Poor
A. <u>Supervisory Planning</u> Has well-organized plan of action. Comprehensive-arrived at after careful survey of situation and needs?				
B. <u>Observation in Districts</u> Visits are planned with definite purpose in mind.				
C. <u>Individual and Staff Conferences in Districts</u> Organized around central purpose. Endeavors to get agent's point-of-view and stimulates him in analyzing his own problems.				
D. <u>Provincial Conferences of Agents</u> Training that is best adapted to provincial meetings. Skillful in techniques of conducting meetings. Healthy spirit of cooperation and good discussion by participants.				
E. <u>Program Development</u> Promotes action for planning and assists where needed in district program development.				
F. <u>Evaluation</u> Uses good methods in appraising work in districts.				
G. <u>Provision for Professional Study</u> Encourages agents when advisable to take advantage of opportunities for further training.				
H. <u>Cooperation</u> Cooperates well with all provincial and district personnel in regard to supervisory service.				

	Very Good	Good	Fair	Poor
I. <u>Keeping of Supervisory Records</u> Keeps up-to-date records and reports. Provides for collection of significant data.				
J. <u>Use of Supervisory Records</u> Makes use of them in assisting agents and in more adequately revising plans.				
K. <u>Appraisal of Supervisory Activities</u> Careful study to find out the value and relative importance of activities.				
L. <u>Personal Evaluation</u> Plan time for it and do it before making plans for the year ahead.				
M. <u>Professional Improvement</u> Reads professional magazines and periodicals regularly. Keeps informed in research dealing with supervision.				

## SELF-ANALYSIS OF SUPERVISORS PERFORMANCE

Tasks in the Job	Performance Rating			
	Very Good	Good	Fair	Poor
<u>Administration</u>				
1) Keeps administrators informed with what they should know.				
2) Keeps district staff members informed and up-to-date on policies.				
3) Sees that all district staff members understand fully the regulations pertaining to the Extension Organization. Such as leave privileges, reports, and franking privilege.				
4) Interests and selects qualified personnel through contact and interviews with potential workers.				
5) Fills vacancies with personnel that seem best suited to the district and situation.				
6) Consults others concerned with a job appointment before making recommendations.				
7) Makes recommendations concerning district personnel in the area of salaries and promotions.				
8) Evaluates performance of the agents. Uses evaluation to stimulate himself for improvement.				
9) Works with district staff and district groups in presenting the needs for funds for Extension work.				
<u>Training</u>				
1) Plans and organizes for the needed in-service training for district personnel through individual, Province Conferences.				
2) Executes well the in-service training program.				
3) Provides orientation training for new agents.				
4) Provides induction training for new agents.				

Tasks in the Job	Performance Rating			
	Very Good	Good	Fair	Poor
<u>Training (con't.)</u>				
5) Helps agents and advisory groups make it possible for agents to take advantage of opportunities for professional improvement.				
6) Provides agents with information regarding professional improvement.				
7) Convinces the district office staff of the importance of regular office conferences.				
8) Guides in principles of good office management.				
9) Helps agents to obtain more effective local leadership.				
<u>Programs</u>				
1) Trains agents in program development.				
2) Meets with planning groups as often as needed.				
3) Trains agents and leaders to use tools of evaluation.				
4) Trains agents and leaders to use tools of evaluation.				
5) Helps agents review and evaluate program activities.				
6) Assists agents in analyzing work loads and to plan manageable programs.				
<u>Coordination</u>				
1) Coordinates the work and relationships of specialists on a district and provincial basis.				
2) Defines the relationship of Extension with other agencies and organizations.				
3) Points out ways in which home economics, 4-H, and agricultural programs can be coordinated or integrated.				

Tasks in the Job	Performance Rating			
	Very Good	Good	Fair	Poor
<u>Human Relationships</u>				
1) Helps build and maintain morale in individuals and groups.				
2) Helps agents to develop pride in the Extension organization.				
3) Recognizes the success of agents and organizations.				
4) Treats all agents fairly.				
5) Understands personal and professional ideals and goals of agents.				
6) Has a general knowledge of agent's family situation for more complete acquaintanceship and understanding.				
7) Criticizes in a constructive, tactful manner.				
8) His enthusiasm about Extension work is contagious and lasting.				
<u>Basic Requirements Inherent With the Position</u>				
1) Loyalty to supervisor, co-workers, subordinates, and to the Extension Service.				
2) Well-informed about policies of Extension, district, provincial, and other organizations.				
3) Public relations responsibilities on all levels.				
4) Ability to anticipate program, prevent them insofar as possible, but flexible enough to handle problems not anticipated.				
5) Effort to improve human relation skills.?				
6) Ability to take advice as well as give it.				
7) Ability to make logical decisions.				
8) Ability to cooperate with others in planning and carrying out the plans.				
9) Continuously work toward professional self-improvement.				

## CHAPTER 5

### CONCLUSION AND RECOMMENDATION FOR THE EXTENSION SERVICE IN HELMAND-ARGHANDAB VALLEY

Effective Extension supervision revolves around sound and scientific principles. The writer's chief objective was to collect and consolidate the most significant principles of supervision. With the emphasis that they could be applied with little or no effort by our Extension supervisors to improve and develop themselves and/or their village level Extension agents.

The Extension Service of the Helmand-Arghandab Valley, as well as the Extension Service for the entire country, is similar to the Cooperative Extension Service of the United States of America. It was initiated with the same philosophy. It has aims and objectives to fulfill. Its fundamental objective is to help people to help themselves. The maximum growth and development of the individual is its prime target.

Human beings are the same all over the world. They may have cultural differences, or they may do the same thing in various ways. However, they are all basically created the same. They have hopes, aspirations, and needs. They expect to have the opportunity for self-realization and self-fulfillment. They have a strong belief in freedom

and democracy. A democracy where each person as an individual has the maximum opportunity to participate in development of policies, plans, methods, and procedures that may affect his personal affairs.

The only difference between the Extension Service in Afghanistan and the Cooperative Extension Service in the United States of America is that, the Extension Service in Afghanistan is operating within the framework of the Ministry of Agriculture. The Director of the Extension Service receives his instructions and guidance on the major policies and plans from the Minister. The Extension budget is entirely financed through the government fund. And, as of this writing, there is no connection between the University and the Extension Division.

The Cooperative Extension Service of the United States of America is established as tripartite cooperation between the United States Department of Agriculture, Land Grant College and the County. It receives its funds from federal government, state, and the county.

As far as their functions are concerned, the ultimate objectives of both are education and development of the rural people. Therefore, there is no reason why we cannot apply the same principle of supervision to our situations. The principles are the same, but the methods of using them may vary from country to country and from supervisor to

supervisor. The writer believes that a sound knowledge and understanding of these principles are the key to the success of the Extension Supervisors in Afghanistan.

Since our Extension Service is in its early stage of development, and if we are to progress successfully, it is then necessary to concentrate on the program of indoctrinating our Extension Supervisors with the basic principles of rational supervision and see that they make these principles a part of themselves and practice them.

Supervision is an important part of the administration. The Extension Supervisor in Afghanistan must realize that since he is the link between the administration and the village level, he must possess a thorough knowledge of the administrative process. While his job is to supervise, then, he must devote most of his time and efforts toward guiding, training, developing, and assisting his village level Extension agents. He has the responsibility to orient and indoctrinate them with the administrative policies, and procedures.

Supervision is universally a cooperative effort. The Extension Supervisor in Afghanistan should have the responsibility for the establishment and maintaining of the staff patterns that will encourage cooperative and coordinative behaviors. Cooperative effort cannot prosper unless there is a willingness to cooperate on the part of those involved. Willingness to cooperate in turn varies with the purpose of



the cooperation and with the ability of the cooperating staff member to understand the purpose and achieve it. Therefore, the Extension supervisor has the responsibility to define clearly the aims and objectives of the Extension Service. The village level Extension Agents must understand these goals or else the willingness to cooperate will demolish. And it is a common error to assume that the agents can be cooperative per se without some goal in view.

Effective supervision in Afghanistan must involve the individuals in cooperative planning, decision-making, and problem solving. It must provide an opportunity for the agents to see and tackle the problem themselves. It must place the maximum value on group involvement which creates desire in each and every participant and motivates them toward self-development.

Successful supervision is concerned with the cooperative improvement of the condition in which learning takes place. The Extension Supervisor in Afghanistan is expected to know how to create such a favorable climate which makes the teaching and learning possible. He is required to have a sound knowledge of the factors which contribute to the development of such an atmosphere. He must understand how to maintain the atmosphere so that the agents interact among themselves continuously.

Extension supervisor in Afghanistan should know that planning is fundamental to supervision. It is the process

of deciding in advance what is to be done. The supervisor must always plan. He should have a well planned inducting and in-service training program for his village level Extension Agents. He must teach them how to plan, organize, coordinate, control, and promote the Extension activities within the district. As a supervisor, he has the responsibility to guide and assist them in program planning, execution, and evaluation.

Extension supervision in Afghanistan should promote leadership for authority. The Extension supervisor must be a competent leader, who has the capabilities to plan the work, organize action, and achieve direct outcome. He should recognize and respect individual differences. He should understand that the people as individuals are capable of growth and development. He has the responsibility to encourage initiative, self-reliance and self-fulfillment. He should provide the opportunity for cooperative development of policies, plans, and objectives. He must be a leader to his village level Extension Agents and not a boss.

The successful practice of the Extension Supervisor requires the art of building creative human relationships. It is the process of developing a productive and satisfying group effort. The Extension Supervisor in Afghanistan must realize that the agents whom he is working with are human beings and not material resources. They have hopes, aspirations and needs. He must treat them with dignity and

integrity. He must understand that he can accomplish much more in applying the principles of human relations than old authoritarian coercive system.

What the agents want is a workable working relationship that adds to the efficiency, effectiveness, and happiness of each individual. The supervisor must be able to develop such a pleasant working relationship among all the staff. The Extension Supervisor should understand that the key to development of good human relations is the recognition and respect of mutual interest, individual differences, motivation and human dignity. He must bear in mind that he has the responsibility to guide, assist, teach, counsel, and advise the agents. He must train them, develop their initiative, correct their mistakes, and salve their grievances. And, as a supervisor, he must understand that development of effective human relations is not only productive, but also results in high morale, cooperation and satisfaction of every staff member.

Effective supervision is measured in the terms of the qualitative development of the staff. The Extension supervisor in Afghanistan must provide the opportunity for maximum improvement or growth of his village level Extension Agents. He must realize the training needs of his agents and as a competent leader must develop them to their maximum capacity. He must remember that his success can be measured in terms of qualitative development of the agents in the Extension Organization.

Good supervision should be based on continuous evaluation. The evaluation of the Extension program in the district and seeing that plans and programs are carried out is the responsibility of the Extension Supervisor in Afghanistan. Every Extension Supervisor must evaluate himself to find out how effectively and efficiently he has performed his job. This is the process where the supervisor can discover his strength and weaknesses and try to improve himself in the area wherein he finds himself weak. Thus, he must always be willing to evaluate his activity with the belief that by evaluation he will gain better skills required for effective supervision.

Effective supervision requires proper direction. The Extension supervisor as a leader must have the capabilities of a natural leader to guide and direct his village agents. He has the prime responsibility to see that the program is carried out on time. He has to initiate action and provide his agents with up-to-date information. He must issue instructions that are reasonable and can be performed by them. These instructions must be complete, clear, and concise. The village level Extension agents should not have any problem in their interpretation. The Extension Supervisor must realize that he cannot accomplish the work through his own personal efforts. He is required to delegate it to his village agents. For effective performance and maintenance of better human relations, he must delegate

equal authority and responsibility. However, he must remember that the final responsibility for seeing the work to be performed by the agents remains with him.

Successful Extension supervision needs good communication. The Extension Supervisor in Afghanistan must possess a good skill in communication. Being in the middle position between the Administrator and the village level Extension Agents, communication is as essential as the bloodstream is to an individual. He must be an expert in developing a two-way communication between the agents and the administrative personnel. When there is a mutual understanding between the two, work will progress more effectively. Knowing and understanding each other's point of view is also very essential for both the agents and the Extension Supervisor. To understand each other, one must listen. Problems most usually develop when one does not listen to others. The Extension Supervisor in Afghanistan must take the responsibility of creating an atmosphere where mutual understanding becomes possible. And where people listen to one another's point of view. He must remember that many human relations conflicts will develop when people misinterpret each other.

Extension supervision in Afghanistan must provide a good training program for its staff. The aim of staff training is to aid them to gain effectiveness in their present or future activity through development of appropriate

habits of thought and action, skills, knowledge and attitudes. Training is important to any organization because its purpose cannot be fulfilled unless well-trained staff is available to accomplish the task.

Since our Extension Service operates through the Ministry of Agriculture, training of the Extension personnel becomes the essential ingredient. As it indicates, some of the supervisors and the staff members do not have the required knowledge, skills, and attitudes. These people must be up-dated in order to perform their duties more effectively. The training program can be provided by the Ministry itself, or sending them from time to time to Kabul University. Execution of such an extensive training program by the Ministry is very costly. Therefore, the writer will suggest that a number of these people should be sent to the university every year. To provide such an opportunity, the existing personnel must be increased; because, without this increase there would be no possible way for them to leave their jobs and attend the university.

FOOTNOTES

## FOOTNOTES

<sup>1</sup>Glen G. Eye and Lanore A. Netzer, Supervision of Instruction, A Phase of Administration (New York: Harper and Row, Publishers, 1965), p. 223.

<sup>2</sup>William H. Burton and Leo J. Brueckner, Supervision A Social Process (Third Edition, New York: Appleton-Century-Crofts, Inc., 1955), p. 11.

<sup>3</sup>John A. Bartky, Supervision, as human relations (Boston: D. C. Heath and Company, 1953), p. 17

<sup>4</sup>George D. Halsey, Supervising People (New York: Harper and Brothers, Publishers', 1953), p. 6.

<sup>5</sup>William H. Lucio and John D. McNeil, Supervision: A Synthesis of thought and Action (Second Edition, New York: McGraw-Hill Book Company, Inc., 1969), p. xi.

<sup>6</sup>William H. Lucio and John D. McNeil, op. cit., p. 12.

<sup>7</sup>Mary L. Collings, Extension Supervision--Two Views of the Job (Extension Circular No. 537, U.S.D.A.-F.E.S. Washington, D. C., 1961), p. 1.

<sup>8</sup>William H. Newman, Administrative Action (Second Edition, Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1963), p. 372.

<sup>9</sup>Gale L. Vande Berg, "Supervisor's Profile," The Role of Cooperative Extension Supervisor, (Joint Report of two Supervisory Workshop Conferences, N.A.E. Center for Advanced Study, University of Wisconsin, 1960), p. 33.

<sup>10</sup>William H. Lucio and John D. McNeil, op. cit., p. 21.

<sup>11</sup>Douglas Mc Gregor, The Human Side of Enterprise, (New York: McGraw-Hill Book Company, Inc., 1960), pp. 182-183.

<sup>12</sup>Ordway Tead, The Art of Leadership (New York: McGraw-Hill Book Company, Inc., 1935), p. 20.



<sup>13</sup> Arthur E. Durfee and Gale L. Vande Berg, "Roles of the Extension Supervisor" in Report of Northeastern States Seminar in Extension Supervision, West Virginia State, September 23-27, 1957), p. 23.

<sup>14</sup> Ralph M. Stogdill, in Leadership and Supervision (U. S. Civil Service Commission, December, 1955), p. 4.

<sup>15</sup> \_\_\_\_\_ Leadership and Supervision, op. cit., p. 5.

<sup>16</sup> F. E. Rogers and Ann G. Olmsted, (Editors), Supervision in Cooperative Extension Service (Wisconsin University: N.A.E. Center for Advanced Study, 1957), pp. 14-16.

<sup>17</sup> Robert C. Clark, "Achieving Personal Satisfaction From Our Jobs" in Report of Northeastern State Seminar in Extension Supervision (West Virginia State, September 23-27, 1957), p. 63.

<sup>18</sup> Charles D. McDermid, "How Money Motivates Man" Business Horizons (School of Business, Indiana University, Bloomington, Indiana, Winter Issue 1960), pp. 93-100.

<sup>19</sup> Abraham M. Maslow, Motivation and Personality (New York: Harper and Bros., 1954), pp. 80-92.

<sup>20</sup> Erwin P. Bettinghaus "The Communication Process in Administration" in Administration in Extension (editors) Robert C. Clark and Roland D. Abraham, (N.A.E. Center for Advanced Study, Wisconsin, 1959), p. 157.

<sup>21</sup> George H. Axinn, "Communicating With Your Associates" in Report of Northeastern States Seminar in Extension Supervision, op. cit., p. 39.

<sup>22</sup> Ibid.

<sup>23</sup> S. I. Hayakawa in Human Relations At Work, Keith Davis (editor), (New York: McGraw-Hill Book Company, Inc., 1962), p. 343.

<sup>24</sup> Hanne J. Hicks, Educational Supervision in Principles and Practice (New York: The Ronald Press Company, 1960), p. 26.

- <sup>25</sup>Hanne J. Hicks, op. cit., pp. 31-44.
- <sup>26</sup>F. E. Rogers and Ann G. Olmsted, op. cit., pp. 3-4.
- <sup>27</sup>William H. Burton and Leo J. Bruekner, op. cit., pp. 85-88.
- <sup>28</sup>Hanne J. Hicks, op. cit., pp. 7-8.
- <sup>29</sup>J. B. Claar, "The Supervisor's Profile--as Viewed by Extension Administration," The Role of Cooperative Extension Supervisors, op. cit., pp. 3-7.
- <sup>30</sup>Gale L. Vande Berg, "The Supervisor's Profile--as Viewed by County Extension Agents," op. cit., pp. 13-17.
- <sup>31</sup>Nelson N. Foote and Leonard S. Cottrell (Jr.), Identity and Interpersonal Competence (Chicago: The University of Chicago Press, 1955), pp. 36-57.
- <sup>32</sup>Ray Johns, Executive Responsibility (New York: Association Press, 1966), p.43.
- <sup>33</sup>Cecil B. Gibb, "Leadership" in Gardner Linday (ed.), Handbook of Social Psychology (Reading, Mass.: Addison-Wesley Publishing, Inc., 1954), p. 916.
- <sup>34</sup>Joseph E. McGrath and Irwin Altman, Small Group Research (New York: Holt, Rinehart and Winston, Inc., 1966), p. 60.
- <sup>35</sup>F. E. Rogers and Ann G. Olmsted, op. cit., pp. 10-12.
- <sup>36</sup>Glen G. Eye and Lanore A. Netzer, op. cit., pp. 188-203.
- <sup>37</sup>Ordway Tead, op. cit., pp. 82-257.
- <sup>38</sup>\_\_\_\_\_ The Art of Supervision, (Social Security Administration, Division of Management, Office of Employee Development, January, 1964), p. 27.

<sup>39</sup>F. E. Rogers and Ann G. Olmsted, op. cit., pp.19-22.

<sup>40</sup>Robert F. McCain, "Effective Counseling on the Job," Report of Northeastern States Seminar, op. cit., p. 28.

<sup>41</sup>Ibid., p. 27.

<sup>42</sup>Robert F. McCain, "Supervisory Techniques in Counseling and Advising," Western Region Seminar in Extension Supervision (Reno, Nevada: University of Nevada, September 7-12, 1958), pp. 14-16.

<sup>43</sup>George M. Beal and (editors), Social Action and Interaction in Program Planning (Ames, Iowa: Iowa State University Press, 1966), p. 7.

<sup>44</sup>Rodes F. Henderer, Public Relation Practices (University of Pittsburgh Press, 1956), p. 7.

<sup>45</sup>O. B. Copeland, "Public Relations," The Cooperative Extension Service, H. C. Sanders (editor) (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1966), p. 375.

<sup>46</sup>J. B. Claar, op. cit., p. 5.

<sup>47</sup>Gale L. Vande Berg, "Role of the Supervisor," Western Region Seminar, op. cit., pp. 5-6.

<sup>48</sup>William R. Spriegel and Edward Schulz, Elements of Supervision (New York: John Willey & Sons, Inc., 1942), pp. 2-11.

<sup>49</sup>F. E. Rogers and Ann G. Olmsted, op. cit., p. 153.

## BIBLIOGRAPHY

## A. BOOKS

- Bartky, John A. Supervision as human relations. Boston: D. C. Heath and Company, 1953.
- Beal, George M., Leadership and Dynamic Group Action. Ames, Iowa: The Iowa State University Press, 1967.
- Beal, George M., Social Action and Interaction in Program Planning. Ames, Iowa: Iowa State University Press, 1966.
- Berlo, David K., The Process of Communication. New York: Holt, Rinehart and Winston, 1960.
- Bettinghaus, Erwin P., "The Communication Process in Administration," Administration in Extension, Clark and Abraham (editors), N.A.E. Center for Advanced Study University of Wisconsin, 1959.
- Black, James Menzies and Black, Virginia Todd, The Front-Line Manager's Problem-Solver. New York: McGraw-Hill Book Company, 1967.
- Brunner, Edmund de S. and Yang, Hsin Pao E., Rural America and the Extension Service. New York: Bureau of Publications, Teachers College, Columbia University, 1949.
- Burnham, Reba M., and King, Martha L., Supervision in Action. National Education Association, Washington 6, D.C., 1961. ?
- Burton, William H. and Brueckner, Leo J., Supervision, New York: Appleton-Century-Crofts, Inc., 1955.
- Byrn, Darcie editor, Evaluation in Extension. Topeka, Kansas: Ives & Sons, Inc. Publishers, 1967.
- Cooper, Alfred M., Supervision of Government Employees, New York: McGraw-Hill Book Company, Inc., 1943.

- Copeland, O. B., "Public Relations." The Cooperative Extension Service, Sanders, H. C. (editor) Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1966.
- Eye, Glen G. and Netzer, Lanore A., Supervision of Instruction, New York: Harper & Row, Publishers, 1965.
- Fleshman, Edwin A., Studies in Personnel and Industrial Psychology, Dorsey Press, 1967.
- Foote, Nelson N. and Cottrell, Jr., Leonard S., Identity and Interpersonal Competence, Chicago: The University of Chicago Press, 1955.
- Gibb, Cecil B., "Leadership" in Gardner Lindzey (ed.) Handbook of Social Psychology, Reading, Mass.: Addison-Wesley Publishing Inc., 1954.
- Halsey, George D., Supervising People, New York: Harper and Brothers Publishers, 1953.
- Hayakawa, S. I., "Communication," in Human Relations At Work. Keith Davis (editor), New York: McGraw-Hill Book Company, Inc., 1962.
- Henderer, Rhodes F., Public Relations Practice, University of Pittsburgh Press, 1956.
- Hepple, Lawrence M., Group Organization and Leadership in Rural Life, Columbia, Missouri: Lucas Brothers Publishers, 1956.
- Hicks, Hanne J., Educational Supervision in Principles and Practice. New York: The Ronald Press Company, 1960.
- Johns, Ray, Executive Responsibility, New York: Association Press, 1966.
- Litterer, Joseph A., Organization: Structure and Behavior, New York: John Wiley & Sons, Inc., 1968.
- Lucio, William H. and McNeil, John D., Supervision. New York: McGraw-Hill Book Company, 1969.

- Mare, George De, Communicating for Leadership. New York: The Ronald Press Company, 1968.
- Maslow, Abraham M., Motivation and Personality. New York: Harper & Brothers, 1954.
- McDermid, Charels D., "How Money Motivates Man" Business Horizons, Bloomington, Indiana: School of Business, Indiana University, Winter Issue, 1960.
- McGrath, Joseph E. and Altman, Irwin, Small Group Research. New York: Holt, Rinehart and Winston, Inc., 1966.
- McGregor, Douglas, The Human Side of Enterprise. New York: McGraw-Hill Book Company, Inc., 1960.
- Newman, William H., Administrative Action. Second edition, Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1963.
- Pfiffner, John M., The Supervision of Personnel, Human Relations in the Management of Men. New York: Prentice-Hall, Inc., 1951.
- Rogers, F. E. and Olmsted, Ann G., Supervision in the Co-operative Extension Service. N.A.E. Center for Advanced Study, University of Wisconsin, 1957.
- Sayles, Leonard R. and Strauss, George, Human Behavior in Organizations. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1966.
- Spriegel, William R. and Schulz, Edward, Elements of Supervision. New York: John Wiley & Sons, Inc., 1942.
- Tead, Ordway, The Art of Leadership. New York: McGraw-Hill Book Company, Inc., 1955.
- Tead, Ordway and Metcalf, Henry C., Personnel Administration, New York: McGraw-Hill Book Company, Inc., 1926.
- Williamson, Margaret, Supervision--New Patterns and Processes. New York: Association Press, 1961.

B. PUBLICATIONS OF GOVERNMENT, OTHER ORGANIZATIONS  
AND PERIODICALS

A, B, C of Supervision, University of Illinois Bulletin,  
Vol. 46, No. 61, April, 1949.

Axinn, George H., "Communicating with Your Associates."  
Report of Northeastern States Seminar, Jackson's  
Mill, West Virginia, September 23-27, 1957.

Claar, J. B., "The Supervisor's Profile--as viewed by  
Extension Administration." The Role of Cooperative  
Extension Supervisors, Joint Report of two Supervisory  
Workshop Conferences of the Southern Region, Uni-  
versity of Georgia, Athens, May 2-6, 1960.

Clark, Robert C., "Achieving Personal Satisfaction from  
Our Jobs," Report of Northeastern States Seminar,  
Jackson's Mill, West Virginia, September 23-27, 1957.

Collings, Mary L., Extension Supervision--Two Views of the  
Job. Extension Circular No. 537, U.S.D.A.-F.E.S.,  
Washington, D. C., 1961.

Durfee, Arthur E. and Vande Berg, Gale L., "Roles of the  
Extension Supervisor." Report of Northeastern States  
Seminar, Jackson's Mill, West Virginia, September 23-  
27, 1957.

\_\_\_\_\_ Essential of Good Management. Management  
Bulletin No. 1, U.S.D.A.

\_\_\_\_\_ Guide for Supervisors, U.S.D.A./Office of  
Personnel, Washington, D. C., August, 1963.

Kidd, Roby J. (editor) Convergence--An International Journal  
of Adult Education, Vol. II, No. 1, 1969.

\_\_\_\_\_ Knowledge and Skill in Working With Others.  
Selected materials from the National Workshop from  
State Home Demonstration Leaders, Oklahoma A&M College,  
Stillwater, Oklahoma, January 20-30; 1953.

- McCain, Robert F., "Effective Counseling on the Job." Report of Northeastern States Seminar, September 23-27, 1957.
- McCain, Robert F., "Supervisory Techniques in Counseling and Advising." Western Region Seminar in Extension Supervision, University of Nevada, Reno, Nevada, September 7-12, 1958.
- \_\_\_\_\_, Middle Management, in the Cooperative Extension Service, Report of the North Central States Workshop in Supervision. N.A.E.-C.A.S. University of Wisconsin, April 15-19 and October 14-18, 1957.
- Royal Bank of Canada, "On Being a Supervisor." Jour. Cooperative Extension, Vol. VI, No. 2, Summer, 1968.
- \_\_\_\_\_, Selecting Supervisor, U. S. Civil Service Commission, Washington 25, D. C., 1951.
- \_\_\_\_\_, Southern States Intra-Regional Workshop Conferences in Supervision, N.A.E.-C.A.S., University of Wisconsin, April 7-12, 1957.
- \_\_\_\_\_, Staff Development--The Supervisor's Job, Training Manual No. 6, Department of Health, Education and Welfare, 1954.
- Stogdill, Ralph M., in Leadership and Supervision. U. S. Civil Service Commission, December, 1955.
- \_\_\_\_\_, The Art of Supervision. Social Security Administration Division of Management, Office of Employee Development, January, 1969.
- Vande Berg, Gale L., "Role of the Supervisor." Western Region Seminar in Extension Supervision, University of Nevada, Reno, Nevada. September 7-12, 1958.
- Vande Berg, Gale L., "The Supervisor's Profile--As Viewed by County Extension Agents." The Role of Cooperative Extension Supervisors, Joint Report of two Supervisory Workshop Conferences of the Southern Region. N.A.E.-C.A.S. University of Wisconsin, 1960.