Supervisory skills of extension managers in Sekhukhune District of Limpopo Province in South Africa

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Submitted in fulfilment of the requirement for the degree of

M. INST AGRAR (AGRICULTURAL EXTENSION)

Department of Agricultural Economics, Extension and Rural Development

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PRETORIA

2005

DECLARATION

I declare that the thesis/dissertation that I hereby submit for the degree in Magister Institutionis Agrariae at the University of Pretoria has not previously been submitted by me for degree purposes at any other university and I take note that, if the thesis/dissertation is approved, I have to submit the additional copies ,as stipulated by the relevant regulations, at least one month before the following graduation ceremony takes place and that if I do not comply with the stipulations, the degree will not be conferred upon me.

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ACKNOWLEDGEMENT

ABSTRACT

The background problem to this research is the reported inefficiency of extension delivery the Limpopo Province, which is a region plagued by problems of large-scale poverty, unemployment, a decline in food production and degradation of natural resources. With extension management being a key issue in this regard, particularly because of its tremendous potential impact and multiplication effect, the purpose was to evaluate the management and leadership skill of extension managers in one of the five districts of the province. All levels of management were involved in the study and in every case assessments were made by subordinates, which involved 107 frontline extension workers (30 percent) at the lowest level.

The general findings confirm the low level of leadership skills but also that managers tend to overrate their management skills and underrate the management problem, and are thus not likely to address it. The problem is exacerbated by the fact that this misperception regarding the management of extension is worst in the most critical management categories, namely at the supervisory level and the senior management level. Skills training evolves as a high priority, but indications are that so-called neutrally trained managers who have no good knowledge and understanding of extension will not be a solution.

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CHAPTER 1

INTRODUCTION – THE BACKGROUND PROBLEM

Large parts of the Limpopo Province are facing problems of large-scale poverty and unemployment, a growing population coupled with, a decline in food production and degradation of natural resources. In the wake of these challenges and the fact that agriculture is one of the main pillars of the province's economy, extension is faced with an enormous task.

With indications, however, that extension's delivery is not very effective or efficient (Duvel, 2002), a big responsibility falls on the shoulders of extension managers, especially that management has tremendous potential impact or multiplication effect on the total output or performance of extension. Good management, therefore, holds the prospect of significantly improving extension delivery. Without it, and or even with dedicated and efficient field personnel, this is unlikely.

This raises the question as to whether and to what degree managers are able to meet the management responsibility. Many concerns, amongst others by impartial specialists like Bembridge (1996) and Norman, et al, (1994), have been expressed in this regard, but in the absence of empirical evidence these judgements had to be regarded as largely speculative. However, more recent studies by Düvel (2001, 2002) seem to confirm that there is justification for concern and that there are serious problems in the management of extension in the public extension service. Many public extension programs show relatively poor performance and are inadequately funded while they have poor coherent linkages with farmers. There is a need for effective motivation and management of extension staff to ensure purposeful resource and project planning and participatory and disciplined implementation of development projects with regular and rigorous monitoring and evaluation.

The purpose of this study is to evaluate the effectiveness of extension management and the supervisory skills of managers operating in five municipalities of the

Sekhukune District, with the purpose of pinpointing the problems and improving the situation.

CHAPTER 2

THEORETICAL FRAMEWORK

2.1 INTRODUCTION

Basic to a study of the current management is an understanding of good management, which in turn is dependent on a sound underlying theory. However, management theory tends to be viewed with some suspicion by many academics, because the theoretical basis is often obscure, in some cases perhaps quite non-existent (Baumann, 1997) The intention with this chapter is to explore some of the management theories to find a basis for its evaluation.

2.2 DEFINITION OF MANAGEMENT

According to Kroon (1990) management can be seen as one of the most important of all human activities. It is the basic task of all managers at all levels in all service institutions to create circumstances in which individuals can work together towards the achievement of set goals.

There are probably as many definitions of management as there are writers on the topic but, according to Kroon (1990) management is a process whereby people in leading positions use human and other resources as efficiently as possible in order to provide certain services, with the aim of fulfilling particular needs and achieving the enterprise's set goals. Management is often confused with leadership, but is not the same. According to Eberhard (2004) managers bring order and consistency in drawing up formal plans, forming structures and monitoring results. Traditionally the term management refers to the activities involved in the general functions of planning, organizing, budgeting, leading and the coordination of resources.

Leadership, on the other hand, establishes direction by developing a vision and inspiring people to follow (Eberhard, 2004). It is a process whereby an individual influences a group of individuals to achieve a common goal, e.g. the leader formulates

long-term objectives to reform system plans strategy and tactics exhibits leading behaviours, act to create change in others that is consistent with long term objectives, innovates for entire organization, creates vision and meaning for organization, uses transactional influences, induces change in values, attitudes, and behaviour using personal examples and expertise, uses empowering strategies to make subordinates internalize values. Leadership is a *status quo* challenger and change creator.

A manager engages in day-to-day caretaker work like maintaining and allocating resources, make others maintain standard job behaviours, administer task within organization, uses rewards, sanctions and formal authority to get compliance, relies on control strategies to get things done by subordinates. Management is a *status quo* supporter and stabilizer.

2.3   MANAGEMENT THEORY

2.3.1   Classical foundations of management

Classical management consists primarily of three streams of thought (or theoretical foundations), namely scientific management, administrative management and bureaucratic theory (DuBrin, Ireland & Williams 1989).

2.3.1.1 Scientific Management

Scientific management is concerned with productivity and is most closely identified with Taylor's theory of scientific management, which emphasizes the use of scientific methods to enhance worker productivity. The major contributions can be attributed to five major pioneers.

(a)   Babbage (1792-1872) his interest in production resulted in two main contributions that still remain valid today. He stressed the division of labour (whereby a task is broken down into specialized units requiring unique skills) and job dilution (the process of breaking complex jobs down into a number of simple, repetitive operations).

(b)   Taylor (1856-1915) is commonly regarded as the father of scientific management and was a supporter of Babbage and the analytical methods and he used it for setting production standards, i.e. how much every worker should produce. Other contributions to efficiency measures included time and motion studies, standardization, rest pauses and management responsibility for training.

(c)   Gantt (1861-1919) he is best known for the Gantt chart which enables managers to visualise the completion of stages of various projects, which allows for coordination of related activities, avoiding delays and otherwise make sure that deadlines are met.   Other contributions are his incentive systems: bonuses for workers who meet production quotas and motivational systems that call for public display of employee's production records.

(d)   Frank (1868-1924) and Gilbreth (1878-1972) Frank was well known for his motion studies, which were later combined with Taylor's time studies, but drew heavy criticism from labour unions. Gilbreth focused her work on worker fatigue and had a concern for the well-being of the individual worker.

2.3.1.2 Administrative management

Administrative management is, like scientific management, oriented towards increasing production, but in a different way and at a higher level. The emphasis is on broad concepts viewed from the executive suite rather than the worker level.

Fayol (1841-1925), a French engineer believed that management is a universal function that can be defined and understood in terms of various processes that a manager performs. His (14) principles of management, a set of suggestions that provide guideposts for successful management, evolved from this conviction. Five of Fayol's principles are governed primarily with improving human relations; one emphasizes production efficiency and the remaining eight are directed toward administration of the organisation. He did not believe that success was due to personal characteristics of leadership, but identified qualities that managers should possess, which relate to physical and mental capabilities, moral standards and

educational background. He accepted that the principles of management should be applied somewhat differently in different situations, thereby demonstrating his understanding of the complexity of management. The modern tendency is to think even less frequently in terms of universal principles, preferring instead to think in terms of the unique constraints and contingencies of each situation.

2.3.1.3 Bureaucratic theory

Advocates of bureaucratic organization were concerned with the impact of an organisation's structure on managerial effectiveness. An organisation's structure consists of positions and their interrelationships, including such factors as organization objectives, policies, procedures and operating systems. The chief advocate of bureaucratic organisation was Weber. He described in great detail what he believed was the ideal or pure form of organisation. This form, he believed, would significantly enhance efficiency within organisations.

Weber's "pure form" organization is characterised by rationality and impersonality and is grounded in the principles of order, legitimate authority and logic (Schermerhorn, 1986). The parts of rationally structured organisations are designed and coordinated to achieve specific ends. Rationality implies goal-directedness, while impersonality implies objectivity in interpersonal relations. Human resources decisions in bureaucracies were to be strictly impartial – based on an employee's technical competence and work demands rather than on a caste system or the personal preferences of decision makers.

Weber's rationally contrived organisation structure remains the prototype from which managers make adaptations to deal with what Weber would see as non-rational realities in the workplace (such as employees' and managers' emotional needs, the power of informal work groups, and the fact that personalities and political strategies inevitably skew an organisation's formal lines of authority).

2.3.1.4 The human relations movement

The human relations movement, wherein researchers and managers concentrated on the importance of social relationships at work, is traditionally associated with a period from the 1930s through to the 1950s. In contrast to the largely technical emphasis of scientific management, a common theme of this movement is the need to focus on people. A key assumption of the movement was that workers were, for the most part, motivated and controlled by the social relationships experienced on their jobs.

Leading personalities in this movement were the following:

(a) Owen (1771-1858) who made some noteworthy observations concerning the human factors that influenced productivity in his plants. He reasoned that if mechanical equipment kept in good repair more than paid for itself by its increased productivity and longer life, it also applied for employees.

(b) Mayo (1880-1949) started by investigating different performance incentive methods, but then had dramatic results by the introduction of rest periods, combined with employee participation in decision making, also in different group situations. The unexpected response of control groups and even when reducing the effect, led to the identification of the so-called Hawthorne effect, according to which participants in an experiment respond to the social/psychological experience of participation rather than to the experimental variables being studied. Important conclusions from the work of Owen and Mayo are that employees are essentially social beings, not merely rational-economic ones. As social beings, they are members of groups and it is the responsibility of managers to relate to individuals with full awareness of the nature of groups and their influence on individual behaviour and thus turning these informal groups into positive forces in the workplace. Managerial effectiveness often depends on a relationship of mutual trust between employees and their supervisors (DuBrin, Ireland and Williams, 1989).

(c)   Barnard (1886-1961) was another important contributor to the human relations movement and is often identified with the "acceptance theory of authority", which implies that a manager's right to influence subordinates is derived from the subordinates themselves rather than from higher levels of management, which is in contradiction with classical management.

Ultimately the Human relations movement lost its distinctiveness when the emphasis changed from a value-laden focus and qualitative research towards more objective research. As behavioural scientists, most members of the human relations movement are committed to bridging the gap between the organisation's dual tasks of (i) achieving high productivity and (ii) meeting the needs of the employees through whom that productivity must be achieved. As human relations theorists, they tend to minimize the critical importance of productivity as though it would necessarily result from good human relations. Today, it is recognized that employee productivity is affected by a host of variables.

2.4   MODERN TRENDS

Most organisations are a melding of production orientation and people orientation and of other influences, such as the personalities of their managers, the nature of their technologies and the dominant structures and practices of their industries. Management scholars and writers are less likely today than in the past to defend a narrow point of view or to advocate one best way to manage. However, there still tends to be a clustering, of which the following perspectives are the most dominant ones (DuBrin, Irelands & Williams, 1989).

2.4.1 Management science or Management Science/Operations Research (MS/OR)

MS/OR techniques are quantitative tools and techniques designed to assist managers to make effective and efficient decisions. Business applications of MS/OR often involve the use of computer models in which certain factors are held constant while others are varied to simulate real-life business conditions. These models allow managers to assess the desirability of alternative outcomes.

2.4.2 Decision theory

Through managerial experiences and researcher's efforts, approaches to making effective decisions continue to become more sophisticated. Computers are increasingly used, but they cannot handle certain data – the subjective, qualitative data involved in interpersonal relations, for example. Most managerial decisions are on-the-spot judgements that do not lend themselves to computer analysis. But decision theory continues to become more sophisticated, in terms of both mathematical and behavioural models, by which managers can be more effective in making everyday intuitive decisions.

2.4.3 Contingency theory

As the empirical research of behavioural scientists became accepted the sweeping principles and generalisations of the classical thinkers lost credibility. The new trend became known as situational management, implying that what works in one situation may not work in another. The term "situational management" ultimately gave way to "contingency management", which does not involve universal principles, but does seek to draw generalisations for use within limited contexts. This is done by establishing "if-then" relationships. Sound theories of motivation, decision-making and leadership are becoming established by such research, but it remains to be seen whether the contingency approach, in itself, will provide an integrative or general theorist of management (Eberhard, 2004).

2.4.4 The systems approach

The systems approach calls for viewing an organisation as an integrated whole, where the sum of the whole exceeds the sum of the individual parts. An organisation is thus viewed as a group of parts (integrated, functioning organism) that are highly interrelated and interdependent. The roots of systems theory can be traced back to such figures as Gestalt psychologist Lewin, whose "field theory" emphasised that the whole is more than the sum of the parts.

According to the research findings results seems to be relevant because there are some linkages to the generalization in all the above mentioned management theories.

2.5   FUNCTIONS OF MANAGEMENT

Although the aforementioned theoretical overview presents a useful background to the study of management, it has its limitations as far as the identification of criteria for the evaluation of extension management is concerned. For this purpose the functions of management are more appropriate and in this brief overview include the four basic management tasks of planning, organizing activating, control and additional management tasks are decision-making, communication, motivation, coordination and delegation (Kroon, 1990). The four basic management tasks are

2.5.1   Planning

Planning comprises the formulation of goals (long term) and objectives (short term) in every area where success or results are expected. It also entails the establishment of a realistic, practicable plan, outlining the activities and resources required to reach the set objectives and goals, including policy formulation and interpretation and establishment of programmes (Kroon ,1990).

2.5.2   Organizing

The organizing function of management deals with all those activities that result in the formal assignment of tasks and authority and a coordination of effort. Organizing can, according to DuBrin, Irelands & Williams (1989) also be viewed as an integration of human and material resources into a meaningful whole in order to accomplish the objectives of the organisation. Organizing deals with the allotment of activities, specification of duties, authorities and responsibilities at different management levels (Kroon, 1990).

2.5.3 Activating

Activating is the process of leading employees in such a way that they will contribute towards the work activities. In order to achieve the institution's goals as efficiently as possible conditions have to be created, this will allow individuals or groups to reach the goals and achievement of the institution (Kroon, 1990).

2.5.4 Control

Control is the process of ensuring the proper execution of plans by establishing standards, evaluating performance against standards and taking corrective action if necessary. Control relies on feedback by means of a management information system, (Kroon, 1990).

Additional management tasks often referred to in the literature are the following:

2.5.5 Decision-making

An important aspect of a manager's job is to make decisions, communicate them to others and monitor how those decisions are carried out. A decision could then be defined as the selection of a course of action from two or more alternatives; while the decision-making process is the sequence of steps completed to select a particular course of action (DuBrin, Irelands & Williams, 1989).

2.5.6 Communication

Communication is the transfer of message by whatever means about the activities of the institution. It plays an important role in all management tasks since it provides information about the work performance, determines relationship between the staff managers, their disposition, morale, motivation and institution climate (Kroon, 1990).

2.5.7 Motivation

According to Kroon (1990), motivation compromises all attempts made by a manager to get subordinates to the point where they willingly strive to do their best. The manager should use effort to create, maintain willingness and should know subordinates so well that he/she knows what motivates each of them so that he/she should then apply the appropriate methods to motivate the workers to produce their best.

2.5.8   Coordination

Coordination is the manager's purposeful endeavor to get the work done by different individuals and departments and so that there is harmony and total cooperation in the achievement of goals. The manager should pay attention to the coordination function at all stages during planning, organizing, activating and control to ensure that all sections of the institution function well as a unit (Kroon, 1990).

2.5.9   Delegation

Delegation is the process that permits the transfer of authority and responsibilities from superior to subordinate (Kroon, 1990).   According to DuBrin, Irelands & Williams (1989) organization growth and/or success cannot be achieved without delegation or decentralization. Decentralization of authority is the extent to which managers or executives consistently delegate authority to lower organization units.

2.5.10 Discipline

According to Kroon (1990) discipline is the shaping of subordinate's behavior to motivate him/her to act in a particular way in order to ensure the achievement of the set goal of the institution.

2.6   HYPOTHESES

Against the background of the problem statement and the above theoretical exposition the following hypotheses have been formulated to guide the research:

Hypothesis 1:   The level of management, which is a function of various attributes, is in a poor condition in the Limpopo Province.

Hypothesis 2:   The level of management is dependent on or influenced by demographic factors like age, experience and qualification.

Hypothesis 3:   Managers tend to overrate their efficiency and their associated management attributes and skills.

CHAPTER 3

RESEARCH METHODOLOGY

3.1   INTRODUCTION

This chapter outlines the methodology used in the investigation of management of extension in the Sekhukhune District in Limpopo Province. Discussion will be focused on the choice of the research area, source of information, questionnaire objective and design, interview procedure, qualitative reliability and data analysis.

3.2   CHOICE OF RESEARCH AREA

The choice of Sekhukhune district as a study area was based on the researcher's employment in the district and the ease to access to different managers and their subordinates. Further considerations were the tremendous challenges facing extension in that district, which included large-scale poverty, degradation of resources and still untapped agricultural potential.

3.3   SOURCES OF INFORMATION

The data was collected by interviewing different levels of managers as well as their subordinates with additional information from extension workshops, meetings on extension and published and unpublished reports on extension in the Limpopo Province. The target survey population was the extension workers in the employment of the Department of Agriculture in the now Sekhukhune district in Limpopo Province, and ultimately included 107 frontline extension workers, 31 service center heads, 10 sub-district extension coordinators, 6 district extension coordinators, 5 sub-district heads, 2 extension heads. As Table 3.1 indicates, all the managers were involved in the survey, while the subordinates were significantly less and in the case of frontline extension workers only 30 percent of the total sample.

Table 3. 1 The sample size of frontline extension workers and different managers involved in survey

Respondent Category	Total	Number Sampled	Percentage Sampled
Extension Head	2	2	100
Sub-District Head	4	4	100
District Extension Coordinator	6	6	100
Sub-District Ext. Coordinator	10	7	70
Service Centre Head	31	17	54.8
Frontline Extension Workers	107	36	30.8

3.4 MEASURING INSTRUMENT

A pre-validated and pre-tested, semi- structured interview schedule making use of both open-end and closed-end questions was used and the interviews were largely conducted in group sessions.

A six-point Likert-type scale with scale points ranging from 1 (very poor) to 6 (excellent) was used for the subjective assessment of management skills and attributes. For ease of interpretation, the scale points have been expressed as percentages. During the group interviews interaction was allowed in so far as it contributed towards clarity of questions, but care was taken that respondents ultimately provided their own views and opinions.

In the absence of objective evaluation data regarding managers, this study relies on the perceptions and judgments of subordinates. This means that middle managers were assessed by frontline extension workers and their supervisors, while managers were assessed by the same respondents as well as the middle managers, which implies that subordinates had to make assessments of all their managers as well as the managers of their managers.

The various skills were assessed individually and later clustered into more general characteristics and skills by a panel of judges. The reliability of the various assessments is indicated by Cronbach's Alpha values. These skills, the way they were combined as well as the Cronbach's Alpha values.

Manage-ment skills or attribute	Items	Var. No.	Crombach's Alpha
Accessibi-lity	Accessibility for subordinates	26	0.875
	Winning confidence of subordinates	116	
	Attitudes towards sub-ordinates	34	
	Maintaining contacts with subordinates	42	
Empathy	Conversant with subordinates problems	64	0.720
	Knowledge of sensitive problems of subordinates	72	
	Empathy of subordinates' problems	138	
Evaluation	Recognition of achievements of subordinates	32	0.908
	Utilization of subordinates according to their abilities	46	
	Quality of evaluation of subordinates	56	
	Ability to assess reports of subordinates	60	
	Ability to monitor performance	62	
	Understanding the abilities of subordinates	112	
	Ability to compare the level of skills within established criteria	136	
	Ability to determine capability of subordinates	140	
	Identification training needs	150	
	Ability to measure performance of subordinates	78	
Leadership	Delegation of authority	66	0.851
	Supervisors vision	76	
	Accepting changes	86	
	Staff motivation	96	
	Accountability to subordinates	114	
	Ability to play down personality conflict	142	
	Commitment to have the work done right	144	
	Management skills	68	
	Ability to take effective decisions	108	
	Ability to find solutions to old problems	132	
	Influence to subordinate effectiveness	152	
	Work competence	28	
	Effective guidance	40	
Decision–making	Work commitment	16	0.791
	Credibility amongst subordinates	18	
	Leadership abilities	22	
	Effective guidance	40	
Communi-cation	Provision of information to subordinates	52	0.925
	Timely feedback	80	
	Ability to communicate effectively	88	
	Communication skills	92	
	Ability to present information	94	
	Interaction with subordinates	98	
	Ability to exchange information	102	
	Leader by persuasion	126	
	Keen to listen to subordinates advises	128	

Management skills or attribute	Items	Var. No.	Crombach's Alpha
	Ability to offer constructive criticisms	160	
Facilitation or leadership development	Provision of training of subordinates	54	0.873
	Delegation of authority	66	
	Training and visit of subordinates	70	
	Ability to plan	84	
	Involvement of subordinates in planning	106	
	Accountability to subordinates	114	
	Ability to develop talent in subordinates	124	
	Decision about training program	148	
Conflict resolution	Tactful in exercising authority over subordinates	50	0.359
	Ability to play down personality conflict	142	
	Ability to reduce tension before it becomes harmful	146	
Motivation and promotion of productivity	Supervisor's influence on subordinates	24	0.874
	Moral of subordinates since taking over as supervisor	30	
	Conscientise subordinates	38	
	Inspire subordinates	48	
	Staff motivation	96	
	Influence on subordinates effectiveness	152	
Competence	Supervisor's effectiveness	74	0.919
	Efficiency to assess subordinates	56	
	Ability to problem solving	104	
	Supervisor's creativity	118	
	Ability to effective guidance	40	
	Work competency	28	
	Ability to manage extension programs	82	
Knowledge of extension	Knowledge of extension	20	0.869
	Professionalism in extension	36	
	Manage extension programs	82	
	Experience in extension	100	
	Competence to important extension programs	158	
	Technical expertise in extension	120	

3.5   DATA ANALYSIS

Questionnaires were pre-coded to facilitate the data capturing and analysis processes.
Transforming the scale points to percentage scale points was done on Excel spread
sheets making use of the following formula:

$$\text{Percentage scale point} = \frac{(\text{Scale point} - 1) * 100}{(\text{Maximum scale point} - 1)}$$

SPSS 11.0 was used for the remaining analyses, namely frequencies, correlation coefficients and Chi-square values.

CHAPTER 4

HUMAN RESOURCE PROFILE

4.1 INTRODUCTION

According to Sherman (1996), every organization requires human resources to achieve its set goals. It is not just human resources that are needed, but also suitable staff. This must be preceded by proper human resource planning that will guide the organization regarding the number of staff members and the skills required. Many institutions have failed, because they overlooked the importance of human resources and have, for example, failed in putting a succession plan in place to avoid the filling of vacancies created by employees terminating the service for various reasons. The consequences are far-reaching especially at management level.

The Department of Agriculture in Limpopo Province has developed a strategic plan focused on six service delivery areas. This encompasses a vision, a mission and series of objectives, which are pursued through a multitude of programmes and projects. The problem the Department faces in the effective implementation of the strategic plan and the identified programmes is the lack of suitable qualified and skilful employees or workforce. Recruitment and selection of employees is not done optimally because of affirmative action programmes implemented under the Employment Equity Act 55 of 1998, and Public Service Act 1994. Suitability of employees is compromised in most cases, particularly at management level, which hinders effective service delivery. The Department seems to be interested in numbers without putting much emphasis on suitability and this hampers the implementation of the strategic plan and related programs earmarked to develop communities and improve production, which is part of Departmental service delivery goal.

The Department of Agriculture, in Limpopo Province, should embark on human resource planning, developmental programs, monitoring, evaluation and other related incentives should be put in place for motivational purposes to have the objectives of the Department properly fulfilled. The demand and supply of personnel should be

future orientated according to the present Departmental policy to make service delivery possible.

In view of the above challenges this chapter gives an overview of ranks and personnel and their functions in terms of operational categories, as well as a demographic description in terms of age, qualification, gender and experience.

4.2   RANK OF PERSONNEL

The extension personnel are divided into various levels of technicians. The entry level (Level 6) is that of agricultural technicians, the second level (Level 7) are senior agricultural technicians, the third level (Level 8) are chief agricultural technicians and the fourth and the last level (Level 9) relates to managers in the line function. Levels six to eight encompass the production category or front-line personnel.

Table 4. 1:   The distribution of extension technicians according to rank

Rank	N	%
Control Agricultural Technician (Level 9)	6	8.7
Chief Agricultural Technicians (Level 8)	50	72.5
Senior Agricultural Technicians (Level 7)	12	17.4
Agricultural Technicians (Level 6)	1	1.4
Total	**69**	**100.0**

Levels 6 to 8 are frontline personnel. They are responsible for daily extension programs at grassroots level. Level 9 are the managers and are responsible for ensuring that the strategic plan of the Department is implemented and the activities are evaluated.

4.3   OPERATIONAL CATEGORY

According to Bailey (1987), the operational category refers to the actual physical operations. In this case the employees occupy the operational categories indicated in (Table 4.2). Bailey (1987) believes that operations must be of such a nature that they can be defined and be measurable.

Table 4. 2: **The distribution of personnel according to operational category and rank**

Operational Category	Control Agric. Technician		Chief Agricultural Technician		Senior Agric. Technician		Agric. Technician		Total	
	n	%	n	%	n	%	n	%	N	%
Extension Head	2	100							2	100
Sub-District Head	4	100							4	100
District Extension Coordinator			5	100					5	100
Sub-District Coordinator			8	100					8	100
Service Centre Head			17	100					17	100
Ward Extensionist			20	60,6	12	36,4	1	3,0	33	100
Total	**6**	**8,7**	**50**	**72,5**	**12**	**17,4**	**1**	**1,4**	**69**	**100**

In the operational category of sub district head there are four employees in the rank of control agricultural technicians stationed in the sub-districts as managers. They are responsible for all divisions in the sub-districts, namely Agricultural Services, Veterinary Services, Administration Services and Engineering Services.

The two extension heads in the rank of control agricultural technicians, have the function of monitoring and evaluating extension programs in the district.

The service centre heads are seventeen in number in the district in the rank of chief agricultural technician. Their functions are to supervise the ward extensioners and their implementation of extension programs, and to monitor and evaluate the extension. They are thus supervising colleagues in the same rank. The ward extensioners and supervisor ratio appears unbalanced since there are thirty-three ward extensioners and seventeen service centre heads stationed at various wards in the four sub-districts.

There are five district extension coordinators in the rank of chief agricultural technicians who command leadership in the district under extension service. Their functions are to interpret data received from general extension liaise with NGO's,

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farmer's organizations and other government departments. They are responsible to farmers support programs and evaluate extension services.

The sub-district extension coordinators are eight in number in the rank of chief agricultural technician. Their function is to coordinate the development, implementation, evaluation and monitoring of extension programs. They are supervising their colleagues who are at the same rank. This is something which is not acceptable, according to the Public Service Act.

The last operational categories are frontline personnel, namely the ward extensioners. They consist of twenty chief agricultural technicians, twelve senior agricultural technicians and one agricultural technician. Their functions are to advise farmers on all agricultural production issues, and supply information on marketing.

4.4   AGE OF EXTENSION STAFF

Age is experience and also of the general ability of staff to perform their duty. In the Public Service the retirement age starts with fifty five years for early retirement and sixty-five years for compulsory retirement. This excludes retirement due to ill-health. The age distribution of personnel is shown in Table 4.3.

Table 4. 3:   Distribution of personnel according to age categories

Age (yrs)	N	%
< 35	6	8,7
35 – 45	37	53,6
45 – 55	24	34,8
> 55	2	2,9
Total	**69**	**100**

There is a small number of personnel (8, 7%) below the age of thirty-five years, is the result of a non-intake of new recruits in the Department for the past few years.   This could result in the district facing serious staffing problems in the near future, since 34, 8% of the extension personnel are between the age of forty-five and fifty-five years and nearing the retirement age. The district is likely to run short of experienced

personnel in the future, as it will be forced to recruit new extensioners to replace the experienced extension personnel.

The findings in (Table 4.4) indicate that a higher rank is associated with a higher age. Evidence of this is that 66,6 percent of control agricultural technicians are in the age category of more than 45yrs, whereas the percentage of chief agricultural technician in this age category is only 38 percent and that of senior agricultural technician only 25 percent.

Table 4. 4:   Distribution of extension personnel according to age and rank

| Rank | Age Categories | | | | | | | | Total | |
| | <35 | | 35 – 45 | | 45 – 55 | | >55 | | | |
	n	%	n	%	n	%	n	%	N	%
Control Agric. Tech.			2	33,3	3	50,0	1	16,6	6	100
Chief Agric. Technician	3	6	28	56	18	36	1	2	50	100
Senior Agric. Technician	3	25	6	50	3	25			12	100
Agricultural Technician			1	100					1	100
Total	6	8,7	37	53,6	24	34,8	2	2,9	69	100

The findings in Table 4.5 indicate that appointments in higher operational categories are associated with older age. Evidence of this is that 75 percent of sub-district heads are in the category of 45 years and older, and this percentage decreases almost systematically to 15 percent in the case of ward extensionists.

Table 4. 5.   Distribution of personnel according to age and operational category

| Operational category | Age Categories of Extension Staff | | | | | | | | | |
| | <35 | | 35 – 45 | | 45 – 55 | | >55 | | Total | |
	n	%	n	%	n	%	n	%	N	%
Extension Head			1	50			1	50	2	100
Sub-District Head			1	25	3	75			4	100
Service Centre Head			6	35	11	65			17	100
District Extension Coordinator			2	40	3	60			5	100
Sub-District Exten. Coordinator	1	13	4	50	2	25	1	13	8	100
Ward Extensionists	5	15	23	70	5	15			33	100
Total	6	8,7	37	53,6	34,8	100	2	2,9	69	100

4.5 QUALIFICATION OF EXTENSION STAFF

The importance of qualification is normally reflected in the job specifications. For example, in the case of professional personnel such as doctors and engineers, academic qualifications are an absolute precondition (Andrews, 1988).

Table 4. 6: Qualifications of extension personnel

Qualification	N	%
Standard eight plus Diploma in Agriculture	1	1,4
Standard ten plus Diploma in Agriculture	55	79,7
Diploma in Agricultural Extension and Rural Development and higher	13	18,8
Total	69	100

According to the findings in Table 4.6, the qualifications of extension staff are far from impressive, in that only about 80 percent have only a diploma, and only18.8 percent have a higher qualification in extension and rural development. This qualification should prove valuable as far as their extension skills are concerned, but adds nothing to their technical competence.

Table 4. 7: Distribution of extension personnel according to qualification and operational category

Operational category	Std 8 plus a Diploma in Agric.		Std 10 plus Diploma in Agric.		Above Diploma		Total	
	n	%	n	%	n	%	N	%
Extension Head					2	100	2	100
Sub District Head					4	100	4	100
Distr. Ext. Coord.	1	20	2	40	2	40	5	100
Sub-District Ext. coordinator			6	75	2	25	8	100
Service Centre Head			16	94,1	1	5,9	17	100
Ward Extensioner			30	90,9	3	9,1	33	100
Total	**1**	**1,4**	**55**	**79,7**	**13**	**18,8**	**69**	**100**

According to the findings in Table 4.7, it appears that higher operational category is associated with higher qualification. For example less than ten percent of the ward extension and service centre heads have a qualification of more than a diploma, while this percentage increases systematically to 25 (sub-district extension coordinators), 40 (district extension coordinators) and 100 percent (extension and sub-district heads). Noteworthy is that the ward extension tend to have higher qualifications than the service centre heads, but this can be attributed to increasing availability of bursaries to younger staff. This relationship between the operational category and qualification does support the assumption that higher qualification increases the probability of promotion to a higher rank.

When comparing the different ranks in terms of qualification (Table 6.8) there is a slight tendency for the higher ranks to have a higher qualification. For example all the control agricultural technicians fall into the highest qualification category. However, there is hardly a qualification difference between the senior and chief agricultural technicians. The fact that there is a significant difference between these two ranks in age (Table 4.4) seems to indicate that age or seniority is the major reason for promotion from senior to chief agricultural technician.

Table 4. 8:   Distribution of extension personnel according to rank and qualification

| Rank | QUALIFICATION CATEGORIES | | | | | | | |
| | Standard eight plus Diploma in Agriculture | | Standard Ten plus Diploma in Agriculture | | Above Diploma | | Total | |
	n	%	n	%	n	%	N	%
Control Agricultural Technician					6	100	6	100
Chief Agricultural Technician	1	2	43	86	6	12	50	100
Senior Agricultural Technician			10	83,4	2	16,6	12	100
Agricultural Technician			1	100			1	100
Total	**1**	**100**	**54**	**100**	**14**	**100**	**69**	**100**

4.6 EXPERIENCE

Worker's past experience must never be underestimated. The employee who served a high number of years in a certain field develops expertise through experience and thus becomes more skillful and competent in performing his task. Experience can also be achieved or developed through workshops and in-service training of employees.

According to the findings in (Table 4.9) it appears that high experience is associated with high rank, for example control agricultural technician is 33,3 percent indicates sixteen to twenty years of experience and chief agricultural technicians 10,5 percent experience lastly senior agricultural technician 9,1 percent ward extension technician is zero percent.

Table 4. 9: **Distribution of personnel according to experience and rank**

Rank	Experience										Total	
	5yrs		6-10yrs		11-15yrs		16-20yrs		20yrs			
	n	%	n	%	n	%	n	%	n	%	N	%
Control Agric. Technician					1	33,3	1	33,3	1	33,3	3	100
Chief Agric. Technician	1	2,6	8	21,1	17	44,7	4	10,5	8	21,1	38	100
Senior Agric. Tech	1	9,1	4	36,4	5	45,5			1	9,1	11	100
Ward Agric. Technician					1	100					1	100
Total	2	3,8	12	22,6	24	45,3	5	9,4	10	18,9	53	100

Table 4. 10: **Distribution of personnel according to experience and operational category**

Operational category	Experience										Total	
	< 5yrs		6–10 yrs		11–15 yrs		16-20 yrs		> 20 yrs			
	n	%	n	%	n	%	n	%	n	%	N	%
Extension Head							1	50	1	50	2	100
Sub district head							1	50	1	50	2	100
Distr. extension coordinator	1	33,3	1	33,3					1	33,3	3	100
Sub district ext. coordinator			1	20,0	3	60,0			1	20,0	5	100
Service Centre head			1	9,1	2	18,2	3	27,3	5	45,5	11	100
Ward extension	1	3,2	9	29,0	18	58,1	1	3,2	2	6,5	31	100
Total	2	3,8	12	22,2	23	42,6	6	11,1	11	20,4	54	100

According to Table 4.10, which shows the relationship between experience and operational category, there is again a tendency for higher categories to have more experience (r = 0.3 ; p=0.03). With the exception of service centre heads, the number of years of experience increase with higher operational category. It is evident that high experience is associated with high operational category. For example operational category of sub-district head 50 percent experience above twenty years, extension head 50 percent experience over twenty years, district extension coordinator 33,3 percent experience is above twenty years, sub-district extension coordinator 20,0 percent also above twenty years experience, service centre heads 45,5 percent is above twenty years experience lastly ward extensioners 6,5 percent is above twenty years of experience.

According to the findings in (Table 4.11) indicates that high qualification is associated with high experience 11,1% of extension technicians have qualifications above diploma, 9,1 percent experience have standard 10 plus agricultural diploma which is just a slight different.

Table 4. 11:   Distribution of extension personnel according to experience and qualification

| Qualification | Experience Categories | | | | | | | | | | Total | |
| | <5 yrs | | 6-10yrs | | 10-16 yrs | | 16-20yrs | | >20 yrs | | | |
	n	%	n	%	n	%	n	%	n	%	N	%
Std 8 plus Agric Dipl.												
Std.10 plus Agric. Dipl.	1	2,3	12	27,3	19	43,2	4	9,1	8	18,2	44	100
Above diploma	1	11,1			5	55,6	1	11,1	2	22,2	9	100
Total	**2**	**3,8**	**12**	**22,6**	**24**	**45,3**	**5**	**9,4**	**10**	**18,9**	**53**	**100**

The finding in (Table 4.12) indicates that higher experience is associated with higher age. For example extension technicians above twenty years experience is 90 percent 45 years and above of age, extension technicians between ten and sixteen years experience 4 percent is 45years and above, lastly extension technicians below five years 50 percent 45 years. This is evidence that higher experience is associated with higher age.

Table 4. 12: Distribution of personnel according to experience and age

| Experience | Age Categories | | | | | | | | Total | |
| | < 35yrs | | 35-45yrs | | 45-55yrs | | >55yrs | | | |
	n	%	n	%	n	%	n	%	N	%
< 5yrs			1	50	1	50			2	100
6 – 10	5	42	7	58					12	100
10 – 16	1	4	22	92	1	4			24	100
16 – 20			5	100					5	100
> 20			1	10	9	90			10	100
Total	**6**	**11**	**36**	**68**	**11**	**21**			**53**	**100**

According to the findings in (Table 4.13) it is evident that higher operational category sub-district head and extension head are associated with higher experience 75 and 50 percent respectively are above 20 years, district extension coordinator and sub-district extension coordinator 33,3 percent above 20 years experience and 20 percent in the same experience category, service centre heads 45,5 percent above 20 years experience and lastly ward extensioners 6,5 above twenty years experience.

Table 4. 13: Distribution of personnel according to experience and operational category

| Operational category | Experience Categories | | | | | | | | | | Total | |
| | < 5yrs | | 6-10yrs | | 10-16yrs | | 16-20 | | > 20 | | | |
	n	%	n	%	n	%	n	%	n	%	N	%
Extension head					1	50			1	50	2	100
Sub-District Head							1	25	3	75	4	100
Distr. Ext. Coordinator	1	33,3	1	33,3					1	33,3	3	100
Sub-District Ext. Coordin.			1	20	3	60			1	20	5	100
Service Centre Head			1	9,0	2	18,2	3	27,3	5	45,5	11	100
Ward Extension	1	3,2	9	29,0	18	58,1	1	3,2	2	6,5	31	100
Total	**2**	**3,6**	**12**	**21,4**	**24**	**42,9**	**5**	**8,9**	**13**	**23,2**	**56**	**100**

According to the findings in (Table 4.10) indicates that there is relationship between higher operational category and experience. 75 and 50 percent represent sub-district and extension head 20 years experience while 33,3, 20, 45,5 and 6,5 percent represent district extension coordinator, sub-district extension coordinators, service centre head and ward extension technician respectively have 30 years experience.

Table 4.11 shows that there is relationship between high qualification and experience, for example 18,2 percent of extensioners have standard ten plus diploma in Agriculture 22,2 percent with Diploma in Extension and Rural Development and above have 20 years experience respectively.

Table 4.12 proves that there is relationship between experience and age, for example 90 percent of extension technicians are above 45 years old, have more than 20 years experience while 50% and 4% are less than five years and between 10 – 16 years experience respectively.

CHAPTER 5

MANAGEMENT SKILLS AND ATTRIBUTES

5.1   INTRODUCTION

In this chapter the focus is on management skills and attributes. With no objective measures available, use is made of self-assessments by managers and assessments by sub-ordinates. Management is multidimensional and depends on a variety of aspects, which can be strengths or weaknesses, but often there is lack of objective measures and thus a tendency not to be aware of the real situation. Managers tend to overrate themselves while subordinates often have a lack of understanding regarding the manager's function and responsibility. According to Van der Walt (1997) management is a process whereby a person in a leading position utilizes human and other resources efficiently in order to provide services with the aim of achieving the goals of the institution. According to Albanese (1981), it means creating and maintaining an environment in which employees can accomplish goals efficiently and effectively through integrated use of human, technical and economic resources. In this context reference is often made to the relationship between the managers and their subordinates.

5.2   ACCESSIBILITY

According to Rogers (1983) a manager who is accessible should have close interaction with his subordinates by communicating with them and participating in their activities. He/she should create a favourable work environment for subordinates, and provide them with opportunities to achieve success within the goals of the institution. The manager who is accessible, will communicate and have close interaction with his subordinates, especially as far as the goal setting process is concerned, to ensure that subordinates will be supportive of the institution's goal proposals. The manager may have discussions with individuals or groups of subordinates and rank the goals according to their perceived importance and reach agreement about the means in accomplishing these goals (Albanese, 1981).

Table 5. 1:   **Assessment of different categories of managers according to items of accessibility and as perceived by the managers themselves (a) and by their subordinates (b)**

Accessibility	Service Centre Head		Sub-District Ext. Coord.		District Ext. Coord.		Sub-District Head		Exten-sion Head		Total	
	a	b	a	b	a	b	a	b	a	b	a	b
Accessibility for subordinates	74	64	71	64	50	59	79	70	75	60	70	63
Winning confidence of sub-ordinates	72	63	79	52	50	58	79	67	75	56	71	59
Attitudes towards sub-ordinates	77	63	75	58	50	61	75	69	100	67	75	63
Maintaining contact with sub-ordinates	64	69	75	56	50	54	79	63	75	54	69	59
Total	**72**	**65**	**75**	**58**	**50**	**58**	**78**	**67**	**81**	**59**	**71**	**61**

Cronbach's Alpha =0.875

The accessibility scale used in Table 5.1 is highly reliable as far as the issue of internal consistency is concerned (Cronbach's Alpha = 0.874). The differences between own assessments (a) and assessments by others or subordinates (b) indicate that there is a clear tendency for managers to overestimate themselves as far as their accessibility is concerned. The mean over-estimation is about 10 percentage scale points, but is the biggest in the case of "winning confidence of subordinates" (12 percent) and "attitude towards subordinates" (12 percent). This is a reflection of managers' tendency to overrate their managerial ability and skill. The management category guilty of the biggest degree of over-estimation is the sub-district coordinators (14.1 percent) and the extension head (17.5percent). In the latter case the reason may be the limited contact due to the managerial gap or distance.

In the case of the district coordinators, the tendency is inversed, in the sense that they underrate themselves, which may be because they are aware of accessibility constraints arising from, amongst others, geographical distances.

5.3   EMPATHY

According to Bembridge (1993), a manager has empathy if he/she understands others and has the ability to put himself/herself in the shoes of others. A precondition for

this is a positive and sympathetic attitude towards subordinates, displaying fairness and reasonableness at all times when addressing subordinates' issues and good two-way communication.

Table 5. 2: **Assessment of different categories of managers according to items of empathy as perceived by the managers themselves (a) and by their subordinates (b)**

Empathy Items	Service Centre Head		Sub-District Ext. Coord.		District Ext. Coord.		Sub-District Head		Exten-sion Head		Total	
	a	b	a	b	a	b	a	b	a	b	a	b
Conversant with subordinates problems	67	65	68	54	63	57	71	70	88	56	71	60
Knowledge of sensitive problems of subordinates	71	64	64	52	63	56	71	62	75	56	69	57
Empathy to subordinates	66	66	79	59	25	56	71	63	75	54	63	60
Decision about training program	64	70	86	65	63	57	79	68	88	88	76	69
Total	**67**	**66**	**74**	**57**	**53**	**56**	**73**	**66**	**81**	**64**	**70**	**62**

Cronbach's Alpha =720

The nature and the scope of misperception regarding empathy are very similar to that of accessibility. The mean difference is 8 percentage scale points, with the biggest difference occurring in the case of being 'conversant with subordinates problems' (10.9 percent) and 'knowledge of sensitive problems of subordinates' (11 percent).

As far as the different categories of managers are concerned, the biggest degree of misperception again occurs in the case of the sub-district coordinators (16.8 percent) and the extension head (17.7 percent). In the latter case this applies in particular to the item of 'conversant with subordinates' problems', where the degree of misperception is as high as 31.2 percentage scale points. It is not clear on whose side the misperception is, but a major reason for its occurrence is poor communication between the extension head and the subordinates, which is made more difficult by the wide span of supervision or control.

5.4   EVALUATION SKILLS

According to Andrews (1988) evaluation is a means by which the manager determines the extent to which the subordinates are effective or ineffective in performing their job, and is therefore a means of recognizing whether their performance is above or below average.   Van der Walt (1998) sees evaluation as the mechanism of determining measurable objectives or standards, which the manager can use to compare performance.

Table 5. 3:   Assessment of different categories of managers according to items of evaluation as perceived by the managers themselves (a) and by their subordinates (b)

Evaluation Skills	Service Centre Head		Sub-District Ext. Coord.		District Ext. Coord.		Sub-District Head		Exten-sion Head		Total	
	a	b	a	b	a	b	a	b	a	b	a	b
Recognition of achievements of subordinates	65	67	71	55	50	60	75	70	100	60	72	62
Utilization of subordinates according to their abilities	63	65	68	57	50	49	68	63	75	63	65	59
Quality of evaluation of subordinates	67	65	64	51	64	56	79	65	50	50	63	57
Ability to assess reports of subordinates	69	64	75	54	63	56	75	66	100	52	76	58
Ability to monitor performance	67	66	68	51	38	56	75	69	88	56	67	60
Understanding the abilities of subordinates	65	63	68	55	50	56	71	68	100	52	71	59
Ability to compare the level of skills within established criteria	67	66	68	59	50	52	68	68	88	57	68	60
Ability to determine capability of subordinates	61	66	64	52	50	55	68	62	88	54	66	58
Identification of where training might be needed	75	66	79	62	63	58	79	68	88	52	76	61
Ability to measure performance of subordinates	73	75	82	65	38	57	86	69	88	52	73	64
Total	**67**	**66**	**71**	**56**	**51**	**55**	**74**	**67**	**86**	**55**	**70**	**60**

Crobach's Alpha.908

The evaluation skills of managers are not rated very high, with a mean percentage scale point of 59.8 percent. The situation is exacerbated by the fact that managers are less aware of this problem than their subordinates who, on average, rate them 10.2 percent lower. The biggest difference in perception between managers and their

subordinates occur in terms of 'ability to assess reports of subordinates' (18 percent) and 'identifying training needs' (15.1 percent).

Again the management categories with the biggest degree of over-assessment are the sub-district extension coordinators (14.8 percent) and the extension head (31.5). The service centre heads appear to be the most realistic about their evaluation skills, which, together with those of the sub-district heads are rated highest, namely 66.3 and 66.7 respectively.

Most frontline extension workers require guidance and training regarding the important and critical issue of evaluation and monitoring, but it appears as if the extension coordinators, both at sub-district and district level, are not able to provide this.

5.5   LEADERSHIP

A manager's responsibility is to influence employees to organize their efforts towards the organization's goals and direct their efforts towards achieving them (Bembridge, 1993). The manager should be able to get personnel to work together to achieve the set objectives by exercising their formal authority within the institution (Van der Walt, 1998).

Leadership is an important dimension of management, but managers are not rated very high in this regard either (mean percentage scale point of 63 percent). The difference in assessment between managers and subordinates is on average 8 percentage scale points, but significantly higher in the case of 'staff motivation' (14 percent), 'ability to take effective decisions' (12 percent) and 'ability to find solutions to old problems' (11 percent).

The leadership skills of the service centre and sub-district heads are rated highest, namely 67 and 70 respectively, which is significantly higher than those of the sub-district extension coordinators (60%) and district coordinators (58%). Little leadership comes from the coordinators, but the district extension coordinators are at least realistic about it, thus realising their need for improvement in this regard.

Table 5. 4: Assessment of different categories of managers according to items of leadership as perceived by the managers themselves (a) and by their subordinates (b)

Leadership	Service Centre Head		Sub-District Ext. Coord.		District Ext. Coord.		Sub-District Head		Exten-sion Head		Total	
	a	b	a	b	a	b	a	b	a	b	a	b
Delegation of authority	67	61	79	64	50	70	78	75	75	65	70	67
Supervisors vision	69	61	68	57	38	59	71	67	75	56	64	60
Accepting changes	69	63	75	57	38	59	79	69	75	56	67	61
Staff motivation	72	67	75	52	38	56	79	63	100	58	73	59
Accountability to subordinates	63	66	64	52	50	51	68	67	75	50	64	57
Ability to play down personality conflict	72	71	71	56	36	55	75	74	100	54	76	62
Commitment to have the work done right	68	67	64	54	50	58	71	64	75	56	66	60
Management skills	78	73	71	59	50	58	79	72	63	63	68	65
Ability to take effective decisions	71	68	75	56	50	53	71	66	100	60	73	61
Ability to find solutions to old problems	68	68	75	56	50	55	75	66	88	55	71	60
Influence to subordinate effectiveness	63	68	82	68	63	58	67	72	88	41	72	61
Work competence	75	66	89	79	75	62	79	87	75	63	79	71
Effective guidance	70	66	89	67	75	57	75	68	88	88	79	69
Total	**70**	**67**	**75**	**60**	**53**	**58**	**74**	**70**	**83**	**59**	**71**	**63**

Cronbach's Alpha =0.848

Other aspects more directly related to leadership are summarized in Table 5.5

Table 5. 5: Assessment of different categories of managers according to further items of leadership as perceived by the managers themselves (a) and by their subordinates (b)

Leadership Items (Additional)	Service Centre Head		Sub-District Ext. Coord.		District Ext. Coord.		Sub-District Head		Extensio n Head		Total	
	a	b	a	b	a	b	a	b	a	b	a	b
Work commitment	72	73	68	55	50	58	79	68	100	54	74	62
Credibility amongst subordinates	68	66	68	58	38	55	71	66	100	44	69	58
Leadership abilities	70	68	71	56	25	57	68	66	88	40	64	57
Effective guidance	70	71	86	67	50	54	82	68	88	50	75	62
Total	**70**	**69**	**73**	**59**	**41**	**56**	**75**	**67**	**94**	**47**	**71**	**60**

The findings presented in Table 5.5 justify concerns regarding the leadership of management. Not only is the general leadership assessment relatively low (60 percent), but there is also a significant differential perception regarding it, in the sense that assessments of subordinates are significantly lower, namely on average about 10 percent lower than those of the managers. This differential perception is significantly bigger in terms of the ability 'to provide effective guidance'. Managers on average rate themselves in this regard as high as 75 percent, while subordinates give them an average assessment of only 61 percent, which represents a discrepancy of 14 percent.

These discrepancies are even bigger when comparing the different management categories. In the case of sub-district extension coordinators and extension head, the discrepancies (differential perceptions) are 19 and 47 percent respectively for the 'ability to provide effective guidance'. A similar pattern occurs in terms of 'leadership ability', where the discrepancies are 15.7 and 48 percent in the case of sub-district extension coordinators and extension head respectively. These tendencies regarding mean differential perceptions (between managers and their subordinates) of critical leadership aspects mentioned in Table 5.5 are clearly shown in Figure 5.1.
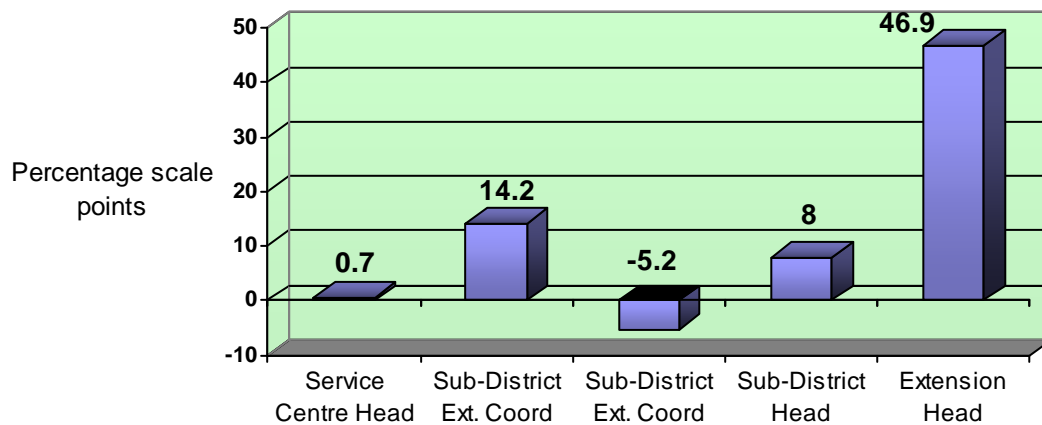
Figure 5. 1: **The mean differential perception between the managers' and subordinates' assessment (expressed as scale point percentage) of critical leadership aspects**

Significant differences occur in the case of sub-district extension coordinators and in particular the extension head and can be attributed to over-estimations on the part of

the managers. These over-estimations represent serious constraints in the sense that they prevent a proper problem awareness regarding leadership (management) and that something will be done about it.

These findings could imply that little guidance and leadership is forthcoming from the sub-district coordinators who are supposed to fulfil a critical role in this regard and that their position should be reconsidered. The fact that the extension head seems so out of touch with reality – assuming that reality is what subordinates experience – could be partially attributed to ignorance on the side of subordinates regarding realistic leadership expectations, but more than likely it has to do with poor or a lack of communication between the extension head and frontline extension personnel, exacerbated by geographical distances.

5.6   DECISION–MAKING

Decision-making is basic to and precedes all management actions and is consequently one of the most important skills for the manager. These skills relate to gathering data and information, analysing and interpreting them, weighing up alternative solutions, choosing the optimum, motivating subordinates towards implementation, arranging feedback and evaluating the outcome (Albanese, 1981).

Managers' ability to find solutions and take effective decisions are summarised in

Table 5. 6:   **Assessment of different categories of managers according to items of decision-making as perceived by the managers themselves (a) and by their subordinates (b)**

	Service Centre Head		Sub-District Ext. Coord		District Ext. Coord.		Sub-District Head		Extension Head		TOT (a)	TOT (b)
Decision- Making	a	b	a	b	a	b	a	B	a	b	a	b
Ability to take effective decisions	76.1	57.3	65	54.0	62.5	56.5	66.7	57.9	100	46.4	72.9	56.4
Ability to find solutions to old problems	70.5	55.6	70	57.8	75	54.5	75	60	100	50	72.2	56.6
Total	**73.3**	**56.45**	**67.5**	**55.9**	**68.8**	**55.5**	**70.9**	**59**	**100**	**48.2**	**72.6**	**56.5**

Cronbach's Alpha =0.791

Figure 5.6 and show that the decision making skills are among the weakest of all the skills measured with a mean of a mere 56.5 percent. However, the managers do not share this opinion. In most cases they overrate their skill by between 15 and 20 percent, and in this case the misperception applies almost equally to all leadership categories, with the exception of the Extension head, who is even more out of touch with reality and how he is perceived by his subordinates as is reflected in the differential perception of more 51.8 percent.

This phenomenon of managers assessing their skills much higher than what they are judged by their subordinates is bound to be a constraint when launching intervention programmes to try and improve the situation, because the need for it is unlikely to be understood and appreciated.

5.7   COMMUNICATION

Good communication skills are essential for any manager, because of the necessary interaction with subordinates. This communication should include both verbal and oral skills, and is very often of a formal nature (Van der Walt, 1997). The manager communicates daily in performing his general management function and tasks and keeping staff informed of the objectives and providing motivation and guidance to staff.

The mean assessments of the various items encompassing the concept of communication are summarised in Table 5.7 and the reliability of the measure is highly significant as reflected in the Cronbach's Alpha value of 0.925.

The overall assessment of 62.9 percent by subordinates is reasonable and does not vary all that much between items. However, the assessment discrepancy between the managers' own assessments and those by subordinates is quite considerable in some cases and is perhaps the best indicator of the major communication constraints.

The difference in assessment between managers and subordinates is on average 8.2 percent scale points, but significantly higher in the case of 'provision of information to subordinates' (19.2 percent), 'timely feedback' (14.5 percent), 'ability to offer

Table 5. 7: **Assessment of different categories of managers according to items of communication as perceived by managers themselves (a) and by their subordinates (b)**

Communication	Service Centre Head		Sub-District Ext. Coord		District Ext. Coord.		Sub-District Head		Extension Head		TOT	TOT
	a	b	a	b	a	b	a	b	a	b	a	b
Provision of information to subordinates	77.9	69.7	78.6	59.3	75	61.4	85.7	68.0	100.0	62.5	83.4	64.2
Timely feedback	67.1	65.4	64.3	54.0	75	56.8	75.0	66.0	100.0	66.7	76.3	61.8
Ability to communicate effectively	72.4	69.3	71.4	59.3	50	61.4	71.4	68.0	75.0	61.4	68.0	63.9
Communication skills	72.4	74.3	67.9	59.1	50	61.4	75.0	67.0	75.0	64.6	68.1	65.3
Ability to present information	72.2	72.1	75	60.5	50	64.8	78.6	71.0	62.5	62.5	67.7	66.2
Interaction with subordinates	75.0	69.3	67.9	64.5	75	58.0	75.0	63.0	87.5	63.6	76.1	63.7
Ability to exchange information	72.4	66.9	71.4	60.5	50	58.0	71.4	67.0	87.5	66.7	70.5	63.8
Leader by persuasion	60.5	66.4	67.9	58.5	37.5	53.3	67.9	67.0	50.0	40.9	56.8	57.2
Keen to listen to subordinates advises	76.4	79.2	78.6	58.5	50	53.4	71.4	68.0	75.0	52.1	70.3	62.2
Ability to offer constrictive criticisms	75.0	72.3	75	67.9	62.5	56.6	71.4	67.7	87.5	39.6	74.3	60.8
Total	**72.1**	**70.5**	**71.8**	**60.2**	**57.5**	**58.5**	**74.3**	**67.3**	**80.0**	**58.1**	**71.1**	**62.9**

Cronbach's Alpha =0.925

constructive criticism' (13.5 percent) and 'interaction with subordinates' (12.4 percent). It is with these aspects that subordinates experience the biggest problems but which are least appreciated by the Sub-district extension coordinators and the Extension head. The extension coordinators, both for the sub-district and district, are given the lowest assessment regarding communication skills, which again questions their role and impact.

5.8   FACILITATION OR LEADERSHIP DEVELOPMENT

Leadership development is the process whereby the manager prepares subordinates for advancement to higher positions by creating the necessary climate or environment for the subordinate to experiment through delegated, stimulating tasks (Andrews ,1988). This should be an ongoing process and the manager should identify the needs

of subordinates for relevant development to make it possible for effective job performance.

Table 5. 8:   **Assessment of different categories of managers according to items of facilitation or leadership development as perceived by the managers themselves (a) and by their subordinates (b)**

Facilitation or leadership development	Service Centre Head		Sub-District Ext. Coord		District Ext. Coord.		Sub-District Head		Extension Head		TOT	TOT
	a	b	a	b	a	b	a	b	a	b	a	b
Provision of training of subordinates	56.9	63.2	75	58.0	50	52.4	64.3	66.7	100.0	62.5	69.2	60.6
Delegation of authority	50.0	64.8	75	52.9	50	54.5	82.1	66.7	62.5	56.3	63.9	59.0
Training and visit of subordinates	72.1	70.5	71.4	55.7	62.5	54.4	75.0	74.0	100.0	54.2	76.2	61.8
Ability to plan	63.9	57.4	60.7	50.0	37.5	50.0	75.0	57.0	62.5	62.5	59.9	55.4
Involvement of subordinates in planning	76.3	69.3	79.8	56.3	50	59.1	75.0	68.0	100.0	56.3	76.2	61.8
Accountability to subordinates	68.4	66.9	60.7	55.1	75	56.3	75.0	65.0	87.5	58.3	73.3	60.3
Ability to develop talent in subordinates	68.4	67.9	75	55.7	50	54.8	75.0	66.0	87.5	45.8	71.2	58.0
Decision about training program	11.7	61	21	54.7	40.4	50.0	38.9	64.0	50.0	45.8	32.4	55.1
Work commitment supervisor	71.4	69	71.4	66.1	89.3	54.8	87.5	69.0	82.1	45.8	80.3	60.9
Total	**59.9**	**65.6**	**65.6**	**56.1**	**56.1**	**54.0**	**72.0**	**66.3**	**81.3**	**54.2**	**67.0**	**59.2**

Cronbach's Alpha =0.873

Managers assess their leadership development and facilitation reasonably high with an overall mean percentage of 67. The mean assessment by subordinates is significantly lower, namely 59.2 percent and shows that the perceptions of the majority of managers are unrealistic. This applies particularly to the head of extension, who overrates himself on average with 27.1 percent and the sub-district head.

The reasonably low assessment discrepancies in the case of the line managers, namely the sub-district head and the immediate supervisor of frontline extension personnel, the service centre heads, are positive in the sense that they as managers primarily

responsible for leadership development, appear to appreciate the problem and improvement potential.

5.9 CONFLICT RESOLUTION

Conflict is normally regarded as negative within an organisation, but Bembridge (1993) believes that a manager can convert this negative situation into positive outcomes by uniting dissatisfied members and creating opportunities for increased involvement in pursuit of conflict resolution.

Conflict in an organization can emerge out of differences, irrespective how trivial they may appear to be. For resolving a conflict the manager can engage peers and subordinates, provide feedback, listen positively to subordinates' needs and engage in a formal helping relationship (Albanese, 1981).

Table 5. 9: **Assessment of different categories of managers according to items of conflict resolution as perceived by the managers themselves (a) and by their subordinates (b)**

Conflict Resolution	Service Centre Head		Sub-District Ext. Coord		District Ext. Coord.		Sub-District Head		Extension Head		TOT (a)	TOT (b)
	a	b	a	b	a	b	a	b	a	b	a	b
Tactful in exercising authority over subordinates	64.7	65.2	82.1	56.3	50	53.4	78.6	71.9	87.5	58.2	72.6	61.0
Ability to play down personality conflict	63.3	67.9	82.1	68.1	62.5	58.3	66.7	72.0	87.5	40.9	72.4	61.4
Ability to reduce tension before it becomes harmful	70.0	66.4	89.3	67.4	75	57.1	75.0	68.0	87.5	43.8	79.4	60.5
Total	**66.0**	**66.5**	**84.5**	**63.9**	**62.5**	**56.3**	**73.4**	**70.6**	**87.5**	**47.6**	**74.8**	**61.0**

Cronbach's Alpha =0.359

The conflict resolution skill of managers is rated satisfactorily with an overall mean of 61 percent. However, according to the assessment of managers, which is, on average, 13.8 percent higher, there is hardly a problem in this regard, since their mean rating is almost 75 percent. The unawareness of potential conflict problems applies mainly to the extension head who rates his skills about 40 percent higher than the assessment of subordinates.

As is the case with most other skills, the extension coordinators, at the sub-district but also at district level, are less in touch with reality, judging by their rather optimistic assessment of their conflict resolution skills. In the case of the sub-district extension coordinators, the difference in assessment is as much as 25 percent, showing that the subordinates have much more reservation regarding the skills of their supervisors.

5.10 MOTIVATION AND PROMOTION OF PRODUCTIVITY

It is the responsibility of the manager to ensure that the subordinates pursue the organisations objectives in an effective and efficient manner. Van der Walt (1988) believes that this can best be achieved by rewarding subordinates according to their contribution to productivity, while Andrews (1988).emphasises the importance of training programmes, work study investigations to review procedures of operation and regular inspection, evaluation and monitoring.

The assessments of managers' skills regarding the motivation and promotion of productivity are summarised in Table 5.10 and are very much in line with most of the other skills already discussed.

Table 5. 10:   **Assessment of different categories of managers according to items of motivation and promotion of productivity as perceived the managers themselves (a) and by their subordinates**

Motivation and promotion of productivity	Service Centre Head		Sub-District Ext. Coord		District Ext. Coord.		Sub-District Head		Extension Head		TOT	TOT
	a	b	a	b	a	b	a	b	a	b	a	b
Supervisor's influence on subordinates	69.4	66.2	71.4	56.8	37.5	59.1	75.0	65.0	62.5	52.1	63.2	59.8
Moral of subordinates since taking over as supervisor	56.9	63.2	75	58.0	50	52.4	64.3	66.7	100.0	62.5	69.2	60.6
'Conscientise' subordinates	69.1	62.9	58.3	53.5	50	56.8	71.4	64.0	75.0	58.3	64.8	59.1
Inspire subordinates	66.7	67.6	71.4	50.6	50	58.0	67.9	66.0	100.0	58.3	71.2	60.1
Staff motivation	70.8	67.9	75	56.3	50	53.4	71.4	66.0	100.0	60.4	73.4	60.8
Influence on subordinates effectiveness	69.6	70.7	85.7	66.9	50	53.0	82.1	68.0	87.5	50.0	75.0	61.7
Total	**67.1**	**66.4**	**72.8**	**57.0**	**47.9**	**55.5**	**72.0**	**66.0**	**87.5**	**56.9**	**69.5**	**60.4**

Cronbach's Alpha =0.874

The difference in assessment between managers and subordinates is on average 9.1 percent scale points, but significantly higher with certain items and among certain operational categories. Managers are more unrealistic in regard to their 'influence on subordinates' and 'effectiveness and motivation of staff' where they perceive themselves to be respectively 13.3 percent and 12.6 percent more effective than what the subordinates perceive them.

As far as the operational categories are concerned, it is especially the extension head and the sub-district coordinators that are out of touch with the views of their subordinates. The extension head perceives himself on average 30.6 percent better and the sub-district extension coordinators 15.8 percent better than what they are perceived by their subordinates.

5.11   COMPETENCE

The manager's competence relates to the overall ability to effectively cope with the work environment in pursuing set goals, seeking new challenges and new ways to enhance the ability to effectively and efficiently pursue the organisation's objectives. According to Albanese (1981), the manager's competence depends upon the balance of success and failures and this is continuous process which never comes to rest.

The assessments of managers' competence are summarised in Table 5.11.

Judging by the mean assessment of all the competence items (57 percent), there is certainly much room for improvement; and this applies to all items encompassing the broader concept of competence as they are all low order, varying more or less between 55 to 61percent. The biggest constraint is probably the fact that the managers are unlikely to appreciate this problem and thus do something about it, simply because of their misperception regarding their own competence. On average they overrate their competence by 17.5 percent, with the biggest discrepancies occurring in the case of the 'ability to give effective guidance' (20.5 percent), general

Table 5. 11:   Assessment of different categories of managers according to items of competence as perceived by the managers themselves (a) and by their subordinates (b)

Competence	Service Centre Head		Sub-District Ext. Coord		District Ext. Coord.		Sub-District Head		Extension Head		TOT (a)	TOT (b)
	a	b	a	b	a	b	a	b	a	b	a	b
Supervisor's effectiveness	76.1	56.5	65	50	100	53.3	70.8	60.7	100	53.6	75.7	55.9
Ability to assess subordinates	76.1	52.5	80	50.8	87.5	55.4	95.8	64.3	100	46.4	74.3	54.9
Ability to problem solving	68.75	53.6	75	55.4	62.5	57.9	100	46.4	75.7	56.3	75.7	56.3
Supervisor's creativity	71.6	67.4	75	54	87.5	53.3	70.8	63.6	100	46.4	73.6	57
Ability to effective guidance	75	58.3	85	50	75	56.8	75	59.3	100	53.6	77.3	56.8
Work competency	70.5	59.4	62.5	53.2	75	54.3	70.8	67.1	100	67.8	70.7	59.6
Ability to manage extension programs	72.6	62	75	53.2	87.5	63	70.8	64	100	60.7	74.2	61.1
Total	73	58.2	73.9	52.4	82.1	56.3	79.1	60.8	96.5	55	74.5	57

Cronbach's Alpha =0.925

'effectiveness' of the managers as supervisors (19.8 percent), and the ability to assess sub-ordinates (19.4 percent). These are all critical skills of managers and their low assessment as well as the big discrepancy in assessment goes a long way to explain the poor general state of extension management in the Limpopo province.

5.12   KNOWLEDGE OF EXTENSION

According to Bembridge (1993), the extension manager should provide leadership to extension personnel and arrange feedback to ensure that the extension task is carried out effectively as planned and scheduled. He should also provide extension workers with clearly written job descriptions and an understanding as to how the various functions complement each other. Also important are the planning of training programmes, guidance in the execution of extension programmes, monitoring of performance and progress of extension workers, and remain abreast of changing circumstances, requirements and needs.

The extension manager should have sound extension knowledge, have a good background and knowledge of agricultural science, research and practical farming, be

a skilful communicator and understand human behaviour and the challenges and approaches of intervention in order to guide the subordinates in the pursuit of the organization's objectives and to evaluate and monitor progress.

The assumption therefore is that it is insufficient for a manager in extension to be only trained in management as such. It is essential for him/her to have a sound understanding of extension.. Assessments regarding the current manager's knowledge in extension are summarised in Table 5.12.

Table 5. 12: **Assessment of different categories of managers according to items of knowledge of extension as perceived by the managers themselves (a) and by their subordinates (b)**

Knowledge of extension	Service Centre Head		Sub-District Ext. Coord		District Ext. Coord.		Sub-District Head		Extension Head		TOT (a)	TOT (b)
	a	b	a	b	a	b	a	b	a	b	a	b
Knowledge of extension	79.2	73.5	67.9	61.9	50	65.9	85.7	75.0	62.5	58.3	69	67
Professionalism in extension	70.8	64.7	60.7	58.7	62.5	60.7	75.0	68.8	87.5	66.7	71	64
Manage extension programs	37.7	64.7	60.7	55.7	37.5	54.5	71.5	67.0	75.0	56.0	56	59
Experience in extension	82.9	70	71.4	65.5	50	63.6	85.7	77.0	75.0	54.2	73	66
Expertise in extension programs	76.3	72.1	57.1	61.0	25	56.8	78.6	69.0	75.0	54.2	62	63
Expertise in extension	71.2	69	92.9	67.9	62.5	55.0	78.6	68.0	75.0	52.1	76	62
Total	**67.7**	**69.0**	**68.5**	**61.8**	**47.9**	**59.4**	**79.2**	**70.8**	**75.0**	**56.9**	**68**	**64**

Cronbach's Alpha =0.869

According to an overall assessment by subordinates the level of extension knowledge or competence is reasonably good (96 percent) and managers also seem to be fairly realistic in their self-assessment. However, there are clear exceptions in regard to aspects of extension as well certain operational categories. While the extension head rates himself highest as far as extension knowledge is concerned, the subordinate give him the lowest assessment. The same assessment discrepancy occurs in the case of the sub-district extension coordinators. While they allocate themselves a percentage score of 92.9 percent with regard to 'expertise in extension', the mean assessment by subordinates is a mere 67.9 percent. The fact that the extension coordinators are generally rated lower than the other supervisory managers (service centre head and

sub-district extension head) in regard to extension competence, seriously question the relevance and function of the extension coordinators.

CHAPTER 6

SUMMARY AND CONCLUSIONS

6.1   SUMMARY AND CONCLUSIONS

The general level of management of extension is a cause for concern. Although not based on objective measures, it is perceived assessments of subordinates – the main recipients of the management- that give credence to this conclusion. The general situation is worsened by the fact that the seriousness is not fully appreciated by those who could and should do something about it.

The fact that managers tend to overrate their management skills by approximately ten percent means that they underrated the management problem and are thus less likely to address it. The problem is exacerbated by the fact that this misperception regarding the management of extension is worst in the most critical management categories, namely at the supervisory level (Sub-District Extension Coordinators) and the top extension management level (Extension Heads). These are the two management levels that can potentially have the biggest influence on the efficiency on the extension delivery.

Whatever the reason for these big assessment discrepancies, they are symptoms of the problems that need urgent attention. In the case of the Extension Heads the lack of contact and more active involvement with frontline extensionists is a big limitation and possibly one of the reasons for subordinate's low assessments of the Extension Head's management skills. However, the opposite is also possible, namely that the low contact protects against an exposure of lacking skills. Whatever the case, the indications are that so-called neutrally trained managers who have no good knowledge and understanding of extension are not a solution. In the case of the Sub-District Extension Coordinators, all indications are that this category of supervisory is not effective and that the functions or job descriptions may have to be revisited.

The problem of poor extension management is a major constraint in the improvement of extension delivery and no time should be wasted in addressing it, especially as far as the areas of selection, commitment, and additional research are concerned.

According to the findings managers tend to overrate their efficiency, which is an indication of lack of understanding of their roles as managers. Managers should be able to produce results and measure efficiency and effectiveness of the extension programs. Programs should be formulated in response to the needs of personnel by listening to them and be able to identify their real needs.

In view of all the challenges and findings, the Department of Agriculture serving what is regarded as the back bone of the Limpopo Province's economy, should embark on aggressive resources planning, development programmes, monitoring, evaluation and other related incentives should be put in place for motivational proposes to have the objective of the department fulfilled.

6.2   RECOMMENDATION

In view of the findings of this study, the following recommendations are made:

6.2.1   That the study be extended to other districts and other provinces to establish whether the state of management is in a similarly dismal state than was found to be the case in Sekhukhune District.

6.2.2   That the problem of poor management be urgently addressed and be regarded as highest problem because of far-reaching effects, including its tremendous potential to drastically improve extension delivery, which is at a very low ebb.

6.2.3   That a task team be appointed to develop criteria that allow an ongoing monitoring and evaluation of management, so that progress can be assessed.

6.2.4   That managers be exposed to training programs covering general management skills and practices, but especially a better understanding of the principles and

the skills of extension so as to be able assess themselves more accurately and to give better guidance to front-line personnel.

6.2.5   That the positions of sub-district extension coordinators be reconsidered and, where necessary, suspended unless incumbents have the necessary professional qualifications and proven ability.

6.2.6   That promotion to management positions and especially senior management positions be based on stringent performance criteria and not on mere seniority or years of service.

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APPENDIX A

QUESTIONNAIRE (2)

This questionnaire was completed by:

    (i)   **Extension Heads**

    (ii)   **Sub-District Heads**

    (iii)   **District Extension Co-ordinators**

    (iv)   **Sub-District Co-ordinators**

    (v)   **Service Centre Heads and**

    (vi)   **Ward Extensioners**

For Office use

Name: …………………………………………………..

Respondent No.	**V1**	
Questionnaire No.	**V2**	

1.   **Age**   **no. of years** ………………………….… **V3**

        < 35   **(1)**

        35-45.1   **(2)**

        45-55   **(3)**

        > 55   **(4)**   **V4**

2.   **Sex**   **Male**   **Female**   **V5**

3. **Highest Qualifications**

No. of yrs formal educ.   **V6**

    (a)   **School**   …………………………………….

    (b)   **Tertiary**   …………………………………….

        …………………………………….

        ……….…………………………….

    Coding   < 14 yrs

        14 or 15 yrs   **V7**

        > 15 yrs

4. **Present Rank:**   **Agricultural technician**   **V8**

        Senior technician

        Chief Agric. Tech.

        Control Agric. Tech. Reg.

        Sub-Regional Head

5. **Number of years in current rank:**   ……… yrs   **V9**

6. **Number of years in service**   ……… yrs   **V10**

7. **Number of years in present service are**   ………… yrs **V11**

8. **Marital status**   **Unmarried**

        Married

        Divorced   **V12**

        Widow

        Widower

9. **Other** ………………………………………………….

10. **How do you rate the extension service in your ward in terms of**

    (a)   **effectiveness**   **V13**

    using the following scale

(b)   efficiency   V14

1 ←――――――――――――――――――――→ 5

Very poor   **Very good**

                                                  (Excellent)

**11.   How does the effectiveness and efficiency in your ward compared
with the average of the wards in your sub-region**

Far above the average	**(5)**
Above the average	**(4)**
Same	**(3)**
Below average	**(2)**
Far below average	**(1)**

V15

Why (give reasons) …………………………………………………..

……………………………………………………………………………

……………………………………………………………………………

……………………………………………………………………………

……………………………………………………………………………

QUESTIONNAIRE TO BE COMPLETED BY EXTENSION HEAD V16

How would you rate your Sub-regional Ext. Head under the following aspects/qualities using 5 point scale?

			Far below average Very Poor	Below average Poor	Average Satis-factory	Above average Excellent	Far above average Good	Importance of criteria					
1	Work commitment supervisor	16	1	2	3	4	5	1	2	3	4	5	17
2	Credibility amongst subordinates	18	1	2	3	4	5						19
3	Knowledge of extension	20	1	2	3	4	5						21
4	Leadership abilities	22	1	2	3	4	5						23
5	Supervisor's influence on subordinates	24	1	2	3	4	5						25
6	Accessibility by subordinates	26	1	2	3	4	5						27
7	Work competence	28	1	2	3	4	5						29
8	Moral of subordinates since taking over as supervisor	30	1	2	3	4	5						31
9	Recognition of achievements of subordinates	32	1	2	3	4	5						33
10	Winning confidence of subordinates	34	1	2	3	4	5						35
11	Professionalism in extension	36	1	2	3	4	5						37
12	Consciences subordinates	38	1	2	3	4	5						39

			Far below average **Very Poor**	**Below average Poor**	**Average Satis-factory**	**Above average Excellent**	**Far above average Good**	**Importance of criteria**
13	Effective guidance	40	1	2	3	4	5	41
14	Attitude towards subordinates	42	1	2	3	4	5	43
15	Logical argument with subordinates	44	1	2	3	4	5	45
16	Utilization of subordinates according to their abilities	46	1	2	3	4	5	47
17	Inspire subordinates	48	1	2	3	4	5	49
18	Tactful in exercising authority over subordinates	50	1	2	3	4	5	51
19	Provision of information to subordinates	52	1	2	3	4	5	53
20	Provision of training of subordinates	54	1	2	3	4	5	55
21	Quality of evaluation of subordinates	56	1	2	3	4	5	57
22	Control efficiency	58	1	2	3	4	5	59
23	Ability to assess reports of subordinates	60	1	2	3	4	5	61
24	Ability to monitor performance	62	1	2	3	4	5	63
25	Conversant with subordinates problems	64	1	2	3	4	5	65
26	Delegation of authority	66	1	2	3	4	5	67

			Far below average Very Poor	Below average Poor	Average Satis-factory	Above average Excellent	Far above average Good	Importance of criteria
27	Management skills	68	1	2	3	4	5	69
28	Training visit of subordinates (self)	70	1	2	3	4	5	71
29	Knowledge of sensitive problems of subordinates	72	1	2	3	4	5	73
30	Supervisor's effectiveness	74	1	2	3	4	5	75
31	Supervisor's vision	76	1	2	3	4	5	77
32	Ability to measure performance	78	1	2	3	4	5	79
33	Timely feedback	80	1	2	3	4	5	81
34	Ability to manage extension programs	82	1	2	3	4	5	83
35	Ability to plan	84	1	2	3	4	5	85
36	Accepting changes	86	1	2	3	4	5	87
37	Ability to communicate effectively	88	1	2	3	4	5	89
38	Work efficiency	90	1	2	3	4	5	91
39	Communication skills	92	1	2	3	4	5	93
40	Ability to present information	94	1	2	3	4	5	95
41	Staff motivation	96	1	2	3	4	5	97

			Far below average Very Poor	Below average Poor	Average Satis-factory	Above average Excellent	Far above average Good	Importance of criteria
42	Interaction with subordinates	98	1	2	3	4	5	99
43	Experience in extension	100	1	2	3	4	5	101
44	Ability to exchange information	102	1	2	3	4	5	103
45	Ability to problem solving	104	1	2	3	4	5	105
46	Involvement of subordinates in planning	106	1	2	3	4	5	107
47	Ability to take effective decisions	108	1	2	3	4	5	109
48	Understanding the abilities of subordinates	110	1	2	3	4	5	111
49	Accountability to subordinates	112	1	2	3	4	5	113
50	Maintaining contacts with subordinates	114	1	2	3	4	5	115
51	Supervisor's creativity	116	1	2	3	4	5	117
52	Technical expertise of extension	118	1	2	3	4	5	119
53	Ability to offer guidance	120	1	2	3	4	5	121
54	Ability to develop talent in		1	2	3	4	5	12

			Far below average Very Poor	Below average Poor	Average Satis-factory	Above average Excellent	Far above average Good	Importance of criteria
	subordinates	122						3
55	Leader by persuasion advises	124	1	2	3	4	5	125
56	Keen to listen to subordinates advises	126	1	2	3	4	5	127
57	Empathy to subordinates	128	1	2	3	4	5	129
58	Ability to find solutions to old problems	130	1	2	3	4	5	131
59	Talk to subordinates about their problems	132	1	2	3	4	5	133
60	Ability to compare the level of skills of subordinates within an established criterion for success	134	1	2	3	4	5	135
61	Ability to read the attitudes and values of subordinates	136	1	2	3	4	5	137
62	Ability to determine the capability of subordinates	138	1	2	3	4	5	139
63	Ability to play down personality conflict	140	1	2	3	4	5	141
64	Commitment to have the work done right	142	1	2	3	4	5	143
65	Ability to reduce tension before it becomes harmful	144	1	2	3	4	5	145
66	Decision about training program	146	1	2	3	4	5	14

			Far below average Very Poor	Below average Poor	Average Satis-factory	Above average Excellent	Far above average Good	Importance of criteria
67	Identification of problem areas where training might be needed.	148	1	2	3	4	5	7 14 9
68	Influence to subordinates effectiveness	150	1	2	3	4	5	15 1
69	Ability to present problem, get suggestions to make decision	152	1	2	3	4	5	15 3
70	Ability to present ideas and invite questions	154	1	2	3	4	5	15 5
71	Competency to important extension programs	156	1	2	3	4	5	15 7
72	Ability to offer constrictive criticism	158	1	2	3	4	5	15 9
73	Ability to determine if the subordinate has potential to do the job	160	1	2	3	4	5	16 1