

# **Relationship between Perception of Participants on Level of Importance and Level of Implementation of Extension Program Planning Process: A Case Study of International Training Course in Coastal Fisheries Management and Extension Methodology**

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## **ABSTRACT**

The objectives of the study were to : 1) examine the basic characteristics of the participants; 2) test the relationship between level of importance and level of implementation; and 3) recommend the teaching and learning strategies of the course in extension program planning process.

Population was twenty-five participants attending the International Training Course in Coastal Fisheries Management and Extension Methodology organized by Southeast Asian Fisheries Development Center (SEAFDEC) from June 3 to July 17, 2003. Instrument was a questionnaire asking participants after attending the extension program planning lectures.

Findings were: 1) Eighteen out of twenty-five participants were fisheries officers. Fifteen of them involved directly with the program planning and evaluation; 2) There were twenty items shown the statistical significance relationship between level of importance and level of implementation; and 3) Recommendations included: analyzing the basic characteristics of participants, providing workshops, opening discussions, encouraging the participation, and supporting the cooperation among participants.

**Key words:** perception, extension, program planning process

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## INTRODUCTION

The International Training Course in Coastal Fisheries Management and Extension Methodology was organized by the Southeast Asian Fisheries Development Center, Training Department from June 3 to July 17, 2003. The objectives were to train participants on the knowledge base and practical implementation on the coastal fisheries management and extension methodology. There were twenty-five participants from ten countries; namely, Malaysia, The Philippines, Vietnam, Indonesia, Thailand, Laos, Cambodia, Myanmar, Sri Lanka, and Australia.

Within the extension methodology courses, extension program planning process was one among them. Its focus was primarily concerned with the planning to meet the needs of target groups. The encouragement and involvement of stakeholders was emphasized from the beginning till the end of the programs. The teaching and learning methods of this course included lectures, discussions, brainstorming, and workshops. Participants were encouraged to express their opinions based upon their professional experiences. The shared and friendly atmosphere was stimulated to increase the better understanding and participation in the program planning workshops.

The researchers who were also the course instructors; however, needed to know the following questions:

1) Was there any relationship between level of importance and level of implementation on the extension program planning process?

2) What would be the recommendations to improve the teaching and learning strategies of the

extension program planning process course?

### Literature reviews

The reviews of related literatures include:

1. Stages of consideration in advance of using program planning process.

2. Elements of systematic program planning process.

1) Analyze the situation

2) Identify needs

3) State objectives

4) Inventory resources

5) Select methods, techniques, and aids

6) Implement program

7) Evaluate process and results

3. Perception of stakeholders on the level of importance and level of implementation.

### Stages of consideration in advance of using program planning process

There are six stages for the extension agents who work directly with target groups to decide whether he or she has effectively moved through the following stages (Boyle, 1981 and Houle, 1972). Those are:

Stage 1: clarify the organization's philosophy and mandate. Its structure, policies, principles, aims, and objectives.

Stage 2: assess and clearly recognize the need for planning, understanding the reason for, and the importance and benefit of planning.

Stage 3: decide roles and responsibilities of staffs within the organization. Involving people who

will be affected by the program into the planning structure.

Stage 4 : reach decision about the nature and content of its overall extension program.

Stage 5 : detailed plans on a sub-program, and commit himself / herself to detailed plans of work which outline the future intentions.

Stage 6 : set the program implementation.

### **Elements of systematic program planning process**

The interaction elements of the program planning process include the on-going movements from the current situation by analyzing the situation to evaluating process and results which will lead to a new situation of situational analyses and so on.

It is very important to understand how each element interacts and effectively relates with one another. The essential details of each element are as follows :

**1. Analyze the situation** A useful guide for general information related to geographic areas and target groups includes :

- 1) People
- 2) Resources
- 3) Facilities
- 4) Leadership

Sources of information will come from primary and secondary data by means of specialist surveys, panels, interviews, observation, and etc.

**2. Identify needs** There are three main areas to be considered. Those are :

- 1) Importance of the needs
- 2) Feasibility of the needs
- 3) Organization screening of the needs

When needs are chosen based upon the above criteria, then, continue to the next element of the planning process.

**3. State objectives** They must have three components :

- 1) Who are the learners ?
- 2) What subject matter (contents) must be communicated to the learners ?
- 3) How the learners will be different because of new knowledge, attitudes, and skills after the teaching and learning process is completed ?

Therefore, the differences after the program planning process ended are often referred to knowledge changes, attitude changes, and performance abilities.

### **4. Inventory resources**

A general classification of resources will vary greatly. The following outlines are intended as an example only.

- 1) Human : political leaders, program advisors, program leaders, support workers, target groups, instructors who are in need of the benefits of the program.
- 2) Materials : Money and what it can buy such as travel, equipment, machines, and etc.
- 3) Services : Facilities for holding meetings related to programs.
- 4) Instructional equipment : printed references, audiovisual equipment.

**5. Select methods, techniques, and aids** This element involves on the “how” of going about delivering the program.

- 1) Methods are means of establishing relationships with potentials target groups for

purposes of getting them involve in the programs. Examples include using media, direct contact, experiential learning, and etc.

2) Techniques include within the methods chosen. Examples include :

Direct contact : brainstorming, discussion, lecture, role-playing, seminar, workshop, and etc.

Experiential learning : Laboratory work.

Observation : demonstration, field trip, exhibition, and etc.

3) Aids are instruments to increase the effectiveness of the techniques. Examples are : printed media such as pamphlets, reports, correspondence study, library reading, and etc.

electronic media such as internet, television, video, radio, overhead transparency, video, film, computer, and etc.

**6. Implement program** Program implementation can be achieved by keeping in mind such factors as :

1) Ensuring that adequate promotion (and in some cases “marketing”) is carried out.

2) Ensuring that an official record of the program implementation activity is kept.

3) If the program is long-term, a periodic review should be undertaken.

4) Identify and give a special attention to critical features of the program , which may not work as well as could weaken the program.

5) Involving key people, specialists, and advisors in assessing how the implementation is going.

**7. Evaluate process and results** There are two considerations :

1) Considering process evaluation There are a number of things to collect information such as the learning climate, the timing of events, levels of language and instruction, the appropriateness of methods, techniques, and aids used. Means to evaluate process are ranging from informal observation to more formal ones such as group discussions, questionnaires, observation, interviews, and etc.

2) Result evaluation We are dealing with the competence to perform skills or practices at an acceptable level or at the given standard. Examples are comparison between pre and posttest, statistical analyses, and etc.

In conclusions, the interrelated elements of extension program planning process are undertaken in logical sequences. These elements serve to ensure that people’s needs and problems are being solved. The extension staffs and target groups are working side by side to develop and implement an effective program planning process.

### **Perception of stakeholders on the level of importance and level of implementation**

Based upon the studies of Bryk (1983) on the stakeholder-based evaluation model, it is indicated that to evaluate the programs ones have to be conscious of the stakeholders’ needs, problems, and perception. The expressions of their viewpoints will be the first step toward their value judgement. The positive perception will create the open learning and friendly atmosphere. It is, therefore, essential to examine the stakeholders’ thoughts for the development of the programs.

In this study the stakeholders are twenty-five

international trainees. They will express their viewpoints on the level of importance and level of implementation on the extension program planning process. The statistical analyses will be employed to ensure that every viewpoint will be taken into account. The findings will be benefit not only to the teaching but also to the learning strategies of the extension program planning course.

### Objectives of the study

1. To examine the basic characteristics of the participants.
2. To test the relationship between the level of importance and level implementation on the extension program planning process.
3. To recommend the teaching and learning strategies of the extension program planning process course.

### Operational definition

“Perception” referred to the opinion of participants on the level of importance and level of implementation on the extension program planning process.

“Participants” referred to twenty-five trainees attending the International Training Course in Coastal Fisheries Management and Extension Methodology.

“Level of importance” referred to the expression of opinions on the level of usefulness classified by five categories as follows :

most	importance	=	5	scores
more	importance	=	4	scores
moderate	importance	=	3	scores

less importance = 2 scores

least importance = 1 score

“Level of implementation” referred to the expression of opinions on the level of practice classified by five categories as follows :

most implementation = 5 scores

more implementation = 4 scores

moderate implementation = 3 scores

less implementation = 2 scores

least implementation = 1 score

“Extension program planning process” referred to a series of related elements on designing and implementing a course of action to achieve an effective educational program to meet the needs of target groups. The elements of program planning process included :

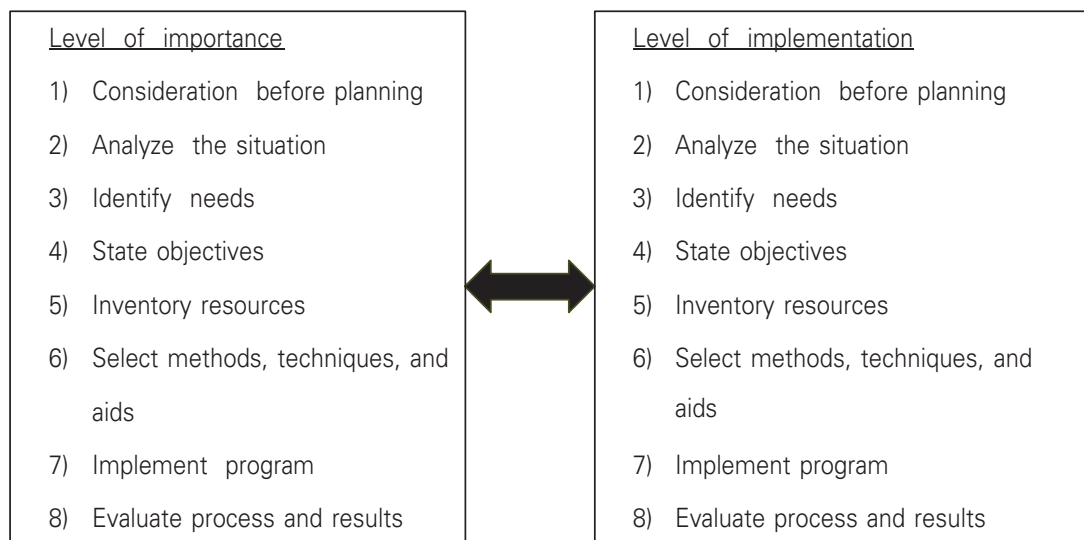
- 1) Consideration before using program planning process
- 2) Analyze the situation
- 3) Identify needs
- 4) State objectives
- 5) Inventory resources
- 6) Select methods, techniques, and aids
- 7) Implement program
- 8) Evaluate process and results

### Conceptual framework

The framework indicated the relationship between the level of importance and level of implementation on the extension program planning process as follows :

### Hypotheses

There was a relationship between level of



importance and level of implementation perceived by participants on each element of extension program planning as follows :

- 1) Consideration before planning
- 2) Analyze the situation
- 3) Identify needs
- 4) State objectives
- 5) Inventory resources
- 6) Select methods, techniques, and aids
- 7) Implement program
- 8) Evaluate process and results

## METHODOLOGY

### Population

There were twenty-five participants from ten countries attending the International Training Course in Coastal Fisheries Management and Extension Methodology organized by SEAFDEC from June 3 to July 17, 2003.

### Instrument

Questionnaire was the instrument. It was distributed right after the completion of the extension program planning process lectures. The questionnaire comprised of two parts :

Part 1 : Questions on basic characteristics of participants.

Part 2 : Perception of level of importance and level of implementation of the extension program planning process.

### Data analyses

Descriptive analyses were employed to describe the characteristics of participants. Pearson product- moment correlation was utilized to test the relationship between the level of importance and level of implementation.

## RESULTS AND DISCUSSIONS

### RESULTS

#### The basic characteristics of participants

**Work position** Twenty-five participants processed various work positions. Eighteen out of twenty-five participants were fisheries officers whose work positions were : advisor, aquaculture extension officer, assistant fisheries officer, assistant professor,

fisheries officer, fisheries inspector, head of fisheries officer, instructor, livestock fisheries planning, staff technician on shrimp culture, sea inspector, small scale aqua developer, specialist, and township officer.

There were also seven trainees who did not work directly as fisheries officer. There were students, special trainees of SEAFDEC, and public relation officers.

**Table 1** Work position.

Position	Number	Percent
<b>Fisheries officers</b>		
- Advisor	1	4
- Aquaculture Extension Officer	1	4
- Assistant Fisheries Officer	1	4
- Assistant Professor	1	4
- Fisheries Officer	2	8
- Fisheries Inspector	3	12
- Head, Fisheries Officer	1	4
- Instructor	1	4
- Livestock Fisheries Planner	2	8
- Staff Technician on Shrimp Culture	1	4
- Sea Inspector	1	4
- Small Scale Aqua Developer	1	4
- Specialist	1	4
- Township Officer	1	4
<b>Others</b>		
- Student	2	8
- Special Trainee	4	16
- Public Relation Officer	1	4
Total	25	100

**Table 2** Number of year working at present office.

Number of years	Number	Percent
3 months - 8 years	16	64.0
9 - 16 years	3	12.0
17 - 24 years	4	16.0
≥ 25 years	2	8.0
Total	25	100.0

Max = 27 years

Min = 3 months

$\bar{X}$  = 8.85 years.

**Table 3** Work position directly involved with planning and evaluation of project/ program.

Directly involved with planning and evaluation	Number	Percent
Yes	15	60.0
No	10	40.0
Total	25	100.0

**Table 4** Relationship between perception of participants on level of importance and level of implementation of extension program planning.

N = 25

Knowledge	r
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**Stage for consideration before planning**

1) Clarify organization's structure, policies, principle, aims, and objectives.	.451*
2) Assess and clearly recognize the need for planning, its leaders, understand the reason for, and the importance and benefit of planning.	.577**
3) Roles and responsibilities of staffs within the organization are assigned. Involving people who will be affected by program into the planning structure.	.462*
4) Reach decision about the nature and content of its overall extension program.	.278
5) Make detailed plans on a sub-program or project bias, and commit itself to detailed work plan.	.571**
6) Set the program implementation.	.374

\* Significant at .05 level

\*\* Significant at .01 level

Table 4 Con't

	N = 25
Knowledge	r
<b>Elements of Systematic Program Planning Process</b>	
<b>Analyze the situation</b>	
7) About people : their interest and goals, problems and possible solutions, attitudes, practices related to problems, rural farm, non-farm, and urban characteristics.	.623**
8) About resources : housing communication networks, products, incomes.	.350
9) About facilities : educational, health, recreational, transportation, marketing, commercial and public facilities and services.	.449*
10) About leadership :the professional and citizen specialists, voluntary and commercial organizations.	.308
11) Secondary data from central office information, survey by specialists, panels of specialists, community leaders, interviews with key informants, and direct observation.	.038
<b>Identify needs</b>	
12) What are the priority problems?	.675**
13) What are materials, resources, and socio-economic change required?	.725**
14) What is learning required for people to achieve the new situation?	.537**
<b>Criteria for prioritizing needs</b>	
15) Importance of the needs.	.591**
16) Feasibility of the needs.	.461*
17) Organization screening of needs.	.575**
<b>State Objectives</b>	
18) Who are the learners ?	.488*
19) What subject matter (content) must be communicated to the learners?	.584**
20) How different the learners will be as the result of new knowledge, attitudes, and skills?	.680**
<b>Inventory Resources</b>	
21) Human : political leaders, program advisors, program leaders, support workers, target groups, instructors.	.457*
22) Material : money and what it can buy such as travel, equipment, machines.	.277
23) Services : facilities for holding meetings related to programs.	.124
24) Instructional : printed references, audio visual equipment.	.351

\* Significant at .05 level

\*\* Significant at .01 level

**Table 4** Con't

Knowledge	r
<b>Select methods, techniques, and aids</b>	
25) Methods : such as printed or electronic media, direct (face to face) contact, experiential learning, observation, and etc.	.149
26) Techniques Direct contact : brainstorming, debate, group discussion, lecture, seminar, training. Experiential learning : laboratory work. Observation : demonstration, field trip	.335
27) Aids : instruments to support techniques such as printed media: pamphlets, reports, and etc. Electronic media : radio, television, video, computer programs, overhead transparencies, video, tape records, photos, computer, internet, and etc.	.324
<b>Implement Program.</b>	
28) Ensuring that adequate promotion is carried out.	.533**
29) Ensuring that an official record of the program implementation activity is kept.	.603**
30) If the program is long-term, a periodic review should be undertaken.	.780**
31) Identifying and giving special attention to critical features that might weaken the program.	.493*
32) Involving key people, specialists and advisors in assessing how the implementation is going.	.168
<b>Evaluate process and results</b>	
33) Considering process evaluation : the learning climate, the timing of events, the levels of language and instruction, the appropriateness of the methods, techniques, and aids used.	.342
34) Means to evaluate process are ranging from informal observation to more formal ones such as group discussion, interview, questionnaires, and etc.	.380
35) Result evaluation : dealing with the performance at the acceptable rate such as statistical analyses, pre- post test, post test only, and etc.	.268

\* Significant at .05 level

\*\* Significant at .01 level

**Number of years working at present office**  
The maximum of working year at present office was twenty-seven years. The minimum was three months. The average was eight points eighty-five years.

**Work position directly involved with planning and evaluation of project / program**

There were fifteen participants indicating that they involved directly with the planning and evaluation of the program. Ten participants, on the contrary, stated “no” directly involved with the planning and evaluation.

### **Test the relationship between the level of importance and level of implementation**

The Pearson product moment correlation was employed to test hypotheses. It was found that there were statistical significance relationship at .01 level between level of importance and level of implementation on thirteen items. There were also seven items shown the statistical significance at .05 level. Fifteen items, however, did not show any statistical significance.

## **DISCUSSIONS**

The research findings have shown the statistical relationship between level of importance and level of implementation on twenty items of the extension program planning process. Those items included: 1) consider before planning, 2) analyze the situation, 3) identify needs, 4) prioritize needs, 5) state objectives, 6) inventory resources, and 7) implement the program. It was clearly identified that twenty-five participants have agreed upon the positive relationship between the level of importance and the level of implementation. The possible explanation of these findings were that the more they perceived the usefulness of the program planning process, the more they agreed upon its practices. They, therefore, expressed their positive opinions. However, there were fifteen items rejecting the hypotheses by showing no statistical significance at .05 level. Those items were :

### **Stage of consideration before planning**

1) Reach decision about the nature and content of its overall extension program

2) Set the program implementation

### **Analyze the situation**

3) About resources

4) About leadership

5) From secondary data finding

### **Inventory resources**

6) Materials

7) Services

8) Instructional equipment

### **Select methods, techniques, and aids**

9) Methods

10) Techniques

11) Aids

### **Implement program**

12) Involving key people, specialists and advisors

### **Evaluate process and results**

13) Considering process evaluation

14) Means to evaluate process

15) Result evaluation

The explanation of the above findings were based upon the information given by the trainees on their working responsibilities. There were ten out of twenty-five participants who did not directly involve with the program planning and evaluation. Even though, they were interested in learning the extension program planning and evaluation but their function did not directly involve with these tasks. The finding results, therefore, indicated positive perception between level of importance and level of implementation but they were not strong enough to show statistical relationship between them. Also, some of them were students, special trainees, and a public relation officer whose working position might

not directly involve with the extension program planning. It would take them some time to fully implement the extension program planning in their job junctions.

## **CONCLUSIONS AND RECOMMENDATIONS**

### **CONCLUSIONS**

There were twenty-five participants attending the international seminar organized by SEAFDEC from June 3 to July 17, 2003. Most of them were fisheries officers from ten countries. The average of working was eight years. Fifteen participants involved directly with the program planning and evaluation. Among thirty-five items of extension program planning process, twenty items were found statistically significance relationship between level of importance and level of implementation.

### **RECOMMENDATIONS**

Based upon the research findings, recommendations to improve the teaching and learning strategies of the extension program planning process course included :

1) To analyze the basic characteristics of the participants such as work positions, working experiences, direct involvement with the program planning and evaluation, needs, and expectation of the course contents.

2) To select participants based upon their direct involvement with the extension program planning.

3) To provide workshops on how to plan a program with the special emphasis on the stage of consideration before planning, analyzing the situation, identifying needs, stating objectives, inventory resources, selecting methods, techniques, and aids, implementing a program , and evaluating a program process, and results.

4) To freely open discussions and stimulate participants to think and express their viewpoints on the strength, weakness, opportunities, and threats of the extension programs.

5) To encourage the class participation among participants of all levels of working experiences, educational background, and aspiration.

6) To support the group cooperation and strengthen the sense of friendship beyond frontier among participants.

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