

## **A Critical Analysis of the Training Programme on the Use of Extension Teaching Methods**

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### **ABSTRACT**

The study conducted on the use of extension teaching methods in a training programme for the officers of Karnataka State Department of Agriculture at the University of Agricultural Sciences, Dharwad revealed that 57.9% of the participants were highly satisfied with respect to the relevance of training to their job. Agricultural Exhibition was found to have highest utility index (92.11) amongst the various extension teaching methods. The study also revealed that 68.4% of the trainees expressed their opinion on the training programme as very good.

Since the inception of Training and Visit system in Karnataka which is referred to as Agricultural Extension Project, training is being given to the field level extension workers on various aspects of agriculture. The training responsibility has been entrusted to the agricultural Universities in Karnataka, whatever quantum and quality of training imparted will go in vain unless the field extension workers put this information into use by the farmers. The devices used to create situation in which communication takes place between learners and instructor are referred to as extension teaching methods. There are many hurdles that make the advocates of change to use particular teaching method depending on the situation in which he is operating.

It is essential that the extension worker has to understand thoroughly what, why

and how aspects of the extension teaching methods before deploying them in a particular situation to influence a change. This is obvious because of the complex pattern of behaviour of the farming community.

Effective transfer of technology can be said to have been achieved when the maximum number of potential adopters understand, accept and actually practice the major part of an item of technology with minimum time lag and with maximum possible material and financial benefit. Of the several methods of transfer of technology, training is an important and effective instrument.

Hence, a training programme was organised exclusively on the use of extension teaching methods by the Division of Agricultural Extension, University of Agricultural Sciences, Dharwad as a re-

fresher training for Assistant Agricultural Officers and orientation to the promotee Assistant Agricultural Officers during September, 1987. There is no objective information on the utility and content analysis of the training programme as perceived by the staff of Agricultural Extension Project. Hence, the present study was formulated with the following specific objectives.

- i) To study the degree of satisfaction as perceived by the trainees on various aspects of training.
- ii) To evaluate the various extension teaching methods used in the training programme as perceived by the trainees, and
- iii) To find out the opinion of the trainees on the training programme as a whole.

### **MATERIAL AND METHODS**

The training on the use of extension teaching methods was conducted from 10-09-1987 to 19-09-1987 for the officers of the Department of Agriculture working under Agricultural Extension Project, keeping in view the various aspects on which the training was conducted, the study was designed for critical analysis of the training programme. On the lines of the objectives developed, a prestructured interview schedule was prepared in consultation with the specialists of the extension department. This interview schedule was administered to 19 respondents after the training programme.

The utility of different extension teaching methods was ascertained on three point continuum of usefulness that is, very useful, useful, and not useful. The utility index was calculated by the following formula :

$$UI = \frac{\text{Score obtained}}{\text{Maximum score obtainable}} \times 100$$

UI = Utility index

The coverage of different teaching methods was ascertained by taking trainer's knowledge and interest on subject matter, method of presentation, organisation of subject matter and relationship with trainees as determinants of coverage on three point continuum as perceived by trainees. The index for each determinant was calculated by taking the ratio of score obtained to maximum obtainable score expressed in percentage. The average of these determinants for each extension teaching method is the coverage index of the respective method.

$$\text{Coverage index} = \frac{a + b + c + d}{4}$$

(C. I.)

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a = Subject matter knowledge and interest

b = Method of presentation

c = Organising of subject matter

d = Relationship with trainees

A five point and 3 point continuum were used to ascertain the degree of satisfaction and opinion of the trainees respectively, on the training programme.

### **RESULTS AND DISCUSSION**

The result of the present study have been discussed in the following paragraphs.

1. *The degree of satisfaction on various aspects of training programme as perceived by the trainees :* The data in Table I depicts that majority of the participant trainees (57.9%) were highly satisfied with respect to the relevance of training to the job, where as, only 10.5% expressed that they were partly satisfied. Regarding

**Table 1. Degree of satisfaction on various aspects of training programme as perceived by trainees**

Training programme aspects	Degree of satisfaction									
	Highly satisfied		Satisfied		Partly satisfied		Partly unsatisfied		Unsatisfied	
	No.	%	No.	%	No.	%	No.	%	No.	%
Relevance to job	11	57.9	6	31.6	2	10.5	—	—	—	—
Arrangements	7	36.8	9	47.4	3	15.8	—	—	—	—
Practical facilities and field visit	6	31.6	9	47.4	4	21.0	—	—	—	—
Trainer's behaviour	14	73.7	5	26.3	—	—	—	—	—	—

arrangements, practical facilities and field visits arranged in the training programme a considerable percentage of trainees (47.4%) expressed that they were 'satisfied'. Majority of the trainees (73.7%) were 'highly satisfied' with the trainers behaviour. For all these components of training no trainee expressed either 'partly unsatisfied' or 'unsatisfied'.

The plausible reasons for majority of trainees expressing the higher degree of satisfaction may be due to i) The perceived pragmatism of the training programme for their extension activity, and ii) The homophilous nature of trainers and trainees.

*The utility and coverage of subject matter as perceived by Trainees :* It was found that agricultural exhibition, lecture method and individual contact methods had utility index of 92.11, 89.47 and 84.21 respectively, followed by other methods like method demonstration, radio and television, models, specimens in descending order. The epideascope and overhead projector had least utility index (Table 2).

Regarding the coverage of subject matter through various teaching methods, the exhibition method showed a coverage index of 97.38 followed by lecture method (96.93). Teaching through the use of epideascope and overhead projector had least coverage index of 75.44. The teaching methods namely method demonstration and result demonstration had coverage index of 85.53 and 81.89 respectively.

The utility and coverage indices for the extension teaching methods namely exhibition, lecture method and individual contact methods are high possibly because of following reason.

- i) The feasibility of adopting these methods in village settings.
- ii) Organisation of the material is easy and is within the hands of extension workers, and
- iii) The interaction the learners can make for effective learning.

The utility and coverage indices for audiovisual aids namely epideascope, overhead projector, film projector and slide

Table 2. Utility and coverage index of the training programme as perceived by the trainees.

Sl. No.	Extension Teaching methods & A. V. aids	INDEX				
		Utility index	Subject matter knowledge and interest 'a'	Method of presentation 'b'	Organising 'c'	Relationship with trainees 'd'
1.	*Lecture method	89.47	98.25	98.25	96.49	94.74
2.	Individual contact methods	84.21	91.23	91.23	85.97	92.98
3.	Meeting and its kinds	68.42	73.68	73.68	73.68	80.70
4.	Method demonstration					
	Drip irrigation technique	81.58	89.47	84.21	84.21	84.21
5.	Result demonstration	68.42	84.21	78.95	78.44	85.97
6.	Field visits and Field days	65.79	75.44	70.18	70.18	82.47
7.	Radio & TV in Agril. Extension	73.68	85.97	87.72	84.21	89.47
8.	Tape recorder, Camera, Slides	71.05	80.70	73.68	75.44	78.95
9.	Circular letters, Handouts	65.79	78.95	71.93	78.95	82.46
10.	Exhibitions	92.11	100.00	98.25	94.79	96.49
11.	Epideascope & over-head projector	55.26	77.19	70.18	77.19	77.19
12.	Dramas, puppet shows, folk songs	65.79	89.47	82.46	84.21	84.21
13.	Models, specimens, Bulletin board, Flash cards, flannel strip.	68.42	78.95	82.46	82.46	80.70
14.	Film projector, slide projector	60.42	78.95	82.46	82.46	80.70
15.	Public Address system	78.95	91.23	92.46	87.72	84.21

\* Extension teaching methods in diffusion of agriculture information and their adoption.

projector used in training programme are low possibly because of the reasons; i) They need technical skill to operate, and ii) They need a separate A-V. room for operation.

The teaching methods namely result demonstration, method demonstration, radio, television, dramas have gained moderately high utility and coverage indices may be because that these methods are

being practically made use of and the trainees might have given more interest in learning to improve their present mode of using these methods.

3. *The opinion of trainees on the training programme* : Majority of the trainees (68.4%) expressed their opinion as 'very good', where as only 31.6% expressed as 'good'. It was matter of pride to note that no trainee expressed his opinion as 'poor' (Table 3).

Table 3. Overall opinion about training programme

Opinion	Trainers	
	No.	%
Very good	13	68.4
Good	6	31.6
Poor	—	—
Total	19	100.0

The punctuality in observing the schedule of programme by the trainers, the

systematic presentation, organisation of subject matter, responsibility shared, cordial relationship with trainees, sincere efforts made by organisers to provide available facility and relevant informative literature all these factors must have made the trainees to develop highly favourable opinion towards the training programme as a whole.

### CONCLUSION

From the present study the following conclusions can be made i. The extension teaching methods which are more important from the practical application point of view and in line with the job needs of the trainees must be clearly taught in the programme which will be of immense help for them to use in various field situations. ii. The audio-visual aids namely overhead projector, epideascope and slide projector which are available in Agricultural Extension Project for effective teaching to the farmers calls for acquiring appropriate skill on the part of extension workers, in operation of these aids.