



## EFFICACY OF EXTENSION TEACHING METHODS ON ATTAINING KNOWLEDGE, SKILL AND ATTITUDE TO FARM WOMEN

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### Abstract

*The present study focused on effectiveness of extension teaching methods on acquiring knowledge, skill and attitude to farm women. Information was collected from randomly selected 120 farm women trainees from six different short and vocational training programmes at KVK Ropar by using interview schedule. Analysis of the data was carried out by using frequency, mean, percentages and correlation. A significant positive relationship existed between age ( $r=0.3330$ ), literacy ( $r=0.235$ ) and farm size ( $r=0.278$ ) with skill level of the respondents. Therefore, it becomes imperative that these significant variables are determining factors to the effectiveness of the teaching methods in achieving the main tasks of extension service.*

**Key words:** Effectiveness, Extension Teaching Methods, Knowledge, Skill and Attitude.

### Introduction

Extension teaching methods can also be defined as devices used to create situation in which new information can pass freely between the extension worker and the farming communities. Extension is a type of education that is functional rather than formal and its main task is to convey meaningful information to the farmers/farm women. It is the major source to make farmers/farm women aware of alternatives from where they can choose the most desirable as well as how the different methods that exist for carrying out their farming and other operations. Extension education is concerned with three basic educational tasks:

- Dissemination of useful and practical information related to agriculture and home economics.
- Practical application of such knowledge helps farmers and housewives to analyze their problems.
- Assisting farmers and housewives in using the technical knowledge gained to better solve their own problems.

These are the methods of extending new knowledge and skills to the rural people by drawing their attention towards them, arousing their interest and helping them to have a successful experience of the new practice. It is the function of extension worker to use the extension methods which provide opportunities for rural people to learn and which stimulate mental and physical activities among the people. For extension workers to be successful, they must be proficient in technical knowledge and educational process and must also have the right attitude towards rural people.

Gummadi Apparao (2000) noticed that there was no much difference in utilizing mass media to contact farmers. There are several other extension methods like slide shows, video cassettes, television etc. through which technology could be disseminated to the contact farmers while Pandian *et al.*, (2002) opined that there is ample scope for communication of farm technologies capsule in the form of video lessons. Chahal *et al.*, (2003) pointed out that the farmers have an access to radio, TV, folk songs, fairs and folk theatres; however farmers often use these media mainly for the purpose of entertainment, barring some exceptions. No doubt, the accessibility of various media to farmers is important but their utility depends upon the psychological makeup of receivers and the level of credibility of the medium among farmers and extension workers.

An effective extension communication system is, therefore, a necessity for extension service to achieve its broad set goal of farmers/farm women acquiring knowledge, skill and attitude and in the overall, better their economic strength and hence their level of living. Therefore the focus of this study was to determine the effectiveness of extension teaching methods on acquiring knowledge, skill and attitude of the farm women.

### ***Material and Methods***

A sample of a total of 120 women trainees from six different short and vocational training programmes conducted by KVK Ropar was selected.

The six training programmes were; (i) Pickles, *chutneys* and *Murrabas*, (ii) Bakery, (iii) Painting, printing and tie and dye, (iv) Preparation of cleaning agents, (v) Decorative articles, (vi) Sweets and Snacks.

A well structured interview schedule was used to collect information from the farm women on their personal and socio-economic characteristics, extension teaching methods like lectures/discussion, PPT, videos, demonstrations, exposure visit and learning by doing, its effectiveness in acquiring knowledge, skill and change in attitude to farm women. The investigator herself interviewed the farm women while the trainees filled the interview schedule on their own.

The data were analyzed with statistical techniques like frequency, mean, weighted mean scores, percentages and correlation.

### ***Results and Discussions***

**Socio-economic Characteristics:** The data in table 1 depicts the distribution of farm women by socio-economic characteristics. Maximum numbers of respondents (54.17%) were in the age group of 31-40 years followed by 20.83 per cent in the age group of 21-30 years and only 4.17 per cent of respondents were in the age group of 50 and above. Majorities (80.83%) of women were married, 8.33 percent of women were single and 10.83 per cent of women were divorced, separated and widowed respectively. About 41.67 per cent of the respondents were educated upto high school followed by 33.33 per cent educated upto middle and only 25.00 per cent of women educated upto senior secondary. Maximum number of respondents (58.33%) were having marginal land holding followed by small (37.50%) and semi medium (4.16%). Maximum number of respondents having farming (50%) as occupation followed by 37.50 per cent involved in business and only 12.50 per cent involved in farming as well as business.

**Rank order of effectiveness of extension teaching methods in acquiring knowledge by farm women:** The data presented in table 2 illustrate the rank order of training aids based on knowledge acquisition by the farm women. Method demonstration ranked first with weighted mean scores (WMS) of 2.5 followed by Exhibits (2.45). Other extension teaching methods are in following order: TV (2.39), Radio (2.24), Telephone (2.16), Result Demonstration (2.12), Posters (2.08) and Literature (2.0). It is concluded from the table that method demonstration is a method of providing lessons by exhibiting and demonstrating. It can also be concluded that the increase of knowledge

by implementing demonstration methods can increase trainees' outcomes in mastering their extension teaching methods.

**Rank order of effectiveness of extension teaching methods in acquiring attitude by farm women:** Table 3 revealed the rank order of methods in acquiring attitude. Radio (2.5) and TV (2.45) rank highest in acquisition of attitude, followed by telephone (2.16), literature (2.12), posters (2.08), result demonstration (2.0), method demonstration (1.97) and exhibits (1.91). It is concluded from the table that radio and TV plays an important role for generating awareness regarding extension teaching methods to farm women. Radio and television is an effective medium because it involves two senses audio and visual. It means that when you see something in front of your eyes, you tend to believe it without any arguments. Mass media is very powerful social institution which has immense potential of shaping the belief attitudes of the people in the society. We can say that media play instrumental in bringing behavioral change in knowledge, beliefs and attitudes about health and healthy behavior.

**Rank order of effectiveness of extension teaching methods in acquiring skill by farm women:** The data presented in table 4 shows the rank order of training aids in acquiring skill by the farm women. Method demonstration at the top with WMS (2.5) followed by result demonstration (2.45), exhibits (2.16), posters (2.12), TV (1.83), telephone (1.64), Radio (1.61) and literature (1.60). It is observed that method demonstration and result demonstration is an effective way for improving skills among farm women. With the help of demonstrations, they can generate skills on preservation, baking, stitching and tie and dye which can also lead to self employment.

**Correlation matrix between socio-economic characteristics and knowledge and skill level of farm women:** The data in table 5 depicts the relationship between socio-personal characteristics with knowledge and skill level of farm women. The results showed that age ( $r=0.018$ ), farm size ( $r=0.029$ ) and occupation ( $r=0.027$ ) had positive but non-significantly correlated with knowledge level of the respondents. But literacy (0.338) is positively and significantly correlated with knowledge level of the respondents. It means that if literacy increases, knowledge level automatically increases.

However age ( $r=0.330$ ), literacy (0.235), farm size (0.278) and occupation (0.234) are positively and significantly correlated with skill. Likewise, the higher age, level of education, large farm size and occupation

*Table 1: Distribution of farm women by their socio economic status of the respondents*

<i>Socio-economic status of the respondents</i>	<i>Frequency</i>	<i>Percentage</i>
Age (Years)		
20 and below	10	8.33
21-30	25	20.83
31-40	65	54.17
41-50	15	12.50
50 and above	5	4.17
Marital Status		
Single	10	8.33
Married	97	80.83
Other(Divorced, separated and widowed)	13	10.83
Literacy rate of farm women		
Middle	40	33.33
High School	50	41.67
Senior secondary	30	25.00
Farm Size		
Marginal	70	58.33
Small	45	37.50
Semi medium	5	4.17
Medium	0	0.00
Occupation		
Farming	60	50.00
Business	45	37.50
Farming+ Business	15	12.50

will help the farm women from desired stage through conviction and probably taking into action.

### ***Conclusion***

It is concluded from the results that there is significant relationship of age, literacy and farm size with skill level of the respondents, it can be elucidated in the manner that the older the age of farm women, the more years of farming experience and higher the literacy level, better the understanding of training aids used by them and better the decision that such farm women would take in adopting technologies.

**Table2: Rank order of effectiveness of extension teaching methods in acquiring knowledge by farm women (n=120)**

<i>Extension teaching methods</i>	<i>Very effective (3)</i>	<i>Effective (2)</i>	<i>Not effective (1)</i>	<i>Total weighted Score</i>	<i>Weighted mean scores</i>	<i>Rank order</i>
Method demonstration	55 (45.83)	35 (29.17)	30 (25.0)	300	2.5	I
Exhibits	75 (62.50)	25 (20.83)	20 (16.67)	295	2.45	II
TV	58 (48.33)	51 (42.50)	11 (9.17)	287	2.39	III
Radio	56 (46.67)	30 (25.00)	34 (28.33)	269	2.24	IV
Telephone	50 (41.67)	40 (33.33)	30 (25.00)	260	2.16	V
Result Demonstration	50 (41.66)	35 (29.17)	35 (29.17)	255	2.12	VI
Posters	45 (37.50)	40 (33.33)	35 (29.17)	250	2.08	VII
Literature	20 (16.67)	80 (66.66)	20 (16.67)	240	2.0	VIII

**Table3: Rank order of effectiveness of extension teaching methods in acquiring attitude by farm women (n=120)**

<i>Extension teaching methods</i>	<i>Very effective (3)</i>	<i>Effective (2)</i>	<i>Not effective (1)</i>	<i>Total weighted Score</i>	<i>Weighted mean scores</i>	<i>Rank order</i>
Radio	55 (45.83)	35 (29.17)	30 (25.00)	300	2.5	I
TV	75 (62.50)	25 (20.83)	20 (16.67)	295	2.45	II
Telephone	50 (41.67)	40 (33.33)	30 (25.0)	260	2.16	III
Literature	35 (29.17)	65 (54.17)	20 (16.66)	255	2.12	IV
Posters	45 (37.50)	40 (33.33)	35 (29.17)	250	2.08	V
Result Demonstration	20 (16.67)	80 (66.66)	20 (16.67)	240	2.0	VI
Method Demonstration	16 (13.33)	84 (70.00)	20 (16.67)	236	1.97	VII
Exhibits	30 (25.0)	50 (41.67)	40 (33.33)	230	1.91	VIII

**Table 4: Rank order of effectiveness of extension teaching methods in acquiring skill by farm women (n=120)**

<i>Extension teaching methods</i>	<i>Very effective (3)</i>	<i>Effective (2)</i>	<i>Not effective (1)</i>	<i>Total weighted Score</i>	<i>Weighted mean scores</i>	<i>Rank order</i>
Method demonstration	55 (45.83)	35 (29.17)	30 (25.0)	300	2.5	I
Result demonstration	75 (62.50)	25 (20.83)	20 (16.67)	295	2.45	II
Exhibits	50 (41.67)	40 (33.33)	30 (25.0)	260	2.16	III
Poster	50 (41.66)	35 (29.17)	35 (29.17)	255	2.12	IV
TV	20 (16.67)	60 (50.0)	40 (33.33)	220	1.83	V
Telephone	18 (15.00)	41 (34.17)	61 (50.83)	197	1.64	VI
Radio	27 (22.50)	20 (16.67)	73 (60.83)	194	1.61	VII
Literature	25 (20.83)	22 (1.83)	73 (60.83)	192	1.60	VIII

**Table 5: Correlation matrix between socio-economic characteristics and Knowledge, and skill level of farm women**

<i>Characteristics</i>	<i>Knowledge</i>	<i>Skill</i>
Age	0.018 <sup>NS</sup>	0.330*
Literacy	0.338*	0.235*
Farm Size	0.029 <sup>NS</sup>	0.278*
Occupation	0.027 <sup>NS</sup>	0.024 <sup>NS</sup>

*r-value (0.05)=0.232*

The results of the study showed that method demonstrations and exhibits ranked highest in order of acquiring knowledge. Radio and television ranked highest in acquiring attitude of farm women. Whereas, method demonstration and result demonstration is an effective way for improving skills among farm women.

It was also revealed that skill is better acquired through group contact methods. These methods have the nature of practical demonstration which will help the farmer from desire stage through conviction and probably taking into action.

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