

Relative Effectiveness of Different Extension Teaching Methods at Adoption Stage of High Yielding Varieties of Paddy

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ABSTRACT

To find out the relative effectiveness of extension teaching methods at the adoption stage of high yielding varieties of paddy, a study was taken up in Madurai district. The effectiveness of indirect influence and individual contact was on par. The effectiveness of 'Radio' and 'illustrated talk' was also on par. But the use of radio created significant influence in the adoption of high yielding varieties of paddy when compared to the use of visual material and literature. Illustrated talk use of literature, and visual material created equal influence in the adoption of high yielding varieties of paddy.

INTRODUCTION

Extension teaching methods are effective tools to the extension workers. The effectiveness of extension teaching methods vary from country to country, from locality to locality and even practice to practice in a social system. No one extension methods is best to promote learning among farmers, but combination of different extension teaching methods proved as best in making the farmers to adopt many new practices. Sufficient knowledge about the relative effectiveness of different extension teaching methods is quite essential for the extension worker to accelerate change in the traditional agriculture.

MATERIALS AND METHODS

An investigation was carried out in Madurai East, Madurai West and Thiruparankundram panchayat unions, to find out the effectiveness of different extension teaching methods in adoption of high yielding varieties of paddy by the farmers. Ten percent of the villages in each panchayat union were selected at random which constituted a sample of 26 villages for the study. The list of farmers cultivating high yield varieties of paddy was obtained by contacting gramasevaks. Since it was decided to interview 180 farmers for this project the number of respondents to be interviewed in each village was decided up-

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on the principle of probability proportion to size. The following nine extension teaching methods *viz*: individual contact, group discussion, demonstration, exhibition, use of literature, radio broadcast, indirect influence, visual materials and film show were used to popularise high yielding varieties of paddy.

Based upon the extension teaching methods used in the social system, an interview schedule was prepared pre-tested and suitably modified.

After assessing the significant influence of the different extension teaching methods that caused the adoption of high yielding varieties of paddy, the effectiveness parameter for each method was calculated by using the formula indicated below

$$\text{Effectiveness percentage} = \frac{\text{Number of farmers adopted by the method}}{\text{Number of farmers contacted by the method}} \times 100$$

The significance of variation of the effectiveness percentage among the several methods was studied by the 't' test of Cohen Lilion 1963.

RESULTS AND DISCUSSION

Each extension teaching methods effectiveness was compared with the effectiveness of other extension teaching methods and the 't' values are presented in Table 1.

TABLE 1. Comparison of different extension teaching methods

Comparison between the extension teaching method	Observed 't' Value	Calculated 't' Value	Conclusion
Indirect influence Vs individual contact	1.6	1.96	N. S.
Indirect influence Vs radio	10+	2.58	**
Indirect influence Vs illustrated talk	9+	2.58	**
Indirect influence Vs literature	17+	2.58	**
Indirect influence Vs visual material	17+	2.58	**
Individual contact Vs radio	9+	2.58	**
Individual contact Vs illustrated talk	8+	2.58	**
Individual contact Vs literature	14+	2.58	**
Radio Vs Illustrated talk	0.6	1.90	N. S.
Radio Vs literature	3+	2.58	**
Radio Vs Visual material	3+	2.58	**
Illustrated talk Vs literature	1	1.90	N. S.
Illustrated talk Vs visual material	1	1.90	N. S.
Literature Vs Visual material	1	1.90	N. S.

N. S. = Not significant

** = Significant at 1 percent level.

The following ranking may be indicated regarding the effectiveness of the extension method under study.

The effectiveness of indirect influence and individual contact method were on par but significant superior to the other extension teaching methods such as use of radio, illustrated talk, literature and visual material in causing adoption of high yielding varieties of paddy by the farmers. Muthiah (1970) also observed that individual contact and indirect influence were on par in causing adoption of dusting and spraying practices in rice culture. This is not surprising while considering the fact that individual contact and indirect influence are interpersonal contact affording such desirable feature as scope for presentation of information in a logical sequence to suit the receptive capacities of the farmer contacted, scope for clarification of doubts, prolonged exposure of one thought, element of personal touch etc.. In short indirect influence and individual contact are determined effort to communicate a thought and motivate the subject for sustained action. The blocks in the communication process may be removed effectively and the possibility of

establishing the best type of rapport is the essence of these methods. Because of these special attributes, the methods indirect influence and individual contact registered the maximum effectiveness. The method, 'use of radio' and illustrated talk were on par.

The method, 'use of radio' created significant influence in the adoption of high yielding varieties of paddy when compared to the methods use of literature and visual material. The methods created equal influence in the adoption of high yielding varieties of paddy.

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