

Influence of Personal Factors on the Effectiveness of Extension Teaching Methods

by

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ABSTRACT

To find out the influence of personal factors *viz.*, age, education and income on the effectiveness of extension teaching methods, a study was taken up in Madurai East, Madurai West, and Thirupparankundram panchayat unions. The factor 'education' significantly influenced the effectiveness of the extension teaching method namely individual contact and indirect influence for the adoption of high yielding varieties of rice. Income and age of the farmer did not significantly influence the effectiveness of any extension teaching method for the adoption of high yielding varieties of rice.

INTRODUCTION

The main function of extension all over the world in education which in simple words, is the production of desirable changes in human behaviour. The extension worker's job is to communicate useful and practical research findings to farmers in such a way that they understand, accept, and adopt recommended practices for their well being. The farmers differ in personal and socio-economic attributes, such as age, education and economic condition, which are likely to influence the effectiveness of different extension teaching methods. The objective of the investigation was to study the influence of personal factors as age, education and income of the farmers on the effectiveness of selected extension teaching methods.

MATERIALS AND METHODS

Evaluatory type of research design was adopted for this study. The study

was conducted in three purposively selected blocks *viz.*, Madurai East, Madurai West and Thirupparankundram Panchayat Unions. Twenty six villages were selected at random from these panchayat unions which constituted 10 per cent of the total villages and 180 randomly selected farmers who had grown high yielding varieties of rice were interviewed in these villages with the help of pretested, structured interview schedule. The responses were tabulated and statistically analysed to find out the influence of personal factors of the farmers on the effectiveness of extension teaching methods as individual contact, indirect influence, use of radio, use of visual material, use of literature, and illustrated talk which were found to be responsible for the adoption of high yielding varieties of rice by the farmers. The chi-square test was applied to assess the influence of personal factors on the effectiveness of extension teaching methods.

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RESULTS AND DISCUSSION

The personal factor which caused significant influence on the effectiveness of selected extension teaching methods are alone discussed, and the factors which failed to influence the effectiveness of extension teaching methods are not presented in the table for discussion. In this study the 'education' of the farmer alone produced significant influence on the effectiveness of individual contact method and indirect influence.

However the same factor education failed to exercise its influence on the effectiveness of other extension teaching methods namely use of literature, visual material, radio and illustrated talk. The factor 'education' significantly influenced the effectiveness of two selected extension teaching methods *viz.*, individual contact and indirect influence out of six extension teaching method selected for the study (Table 1).

Education of the farmers influenced the effectiveness of the method individual contact since it is effective on 72 per cent of the farmer who had college education, followed by 43 per cent of the farmers who had high school education, 35 per cent of the farmers who had studied upto elementary school and 31 per cent of the illiterate farmers. The difference in the occurrence of percentages between the different level of

education of the farmer is also significant. The effectiveness of the individual contact method diminishes when the education of the farmer increases.

On the contrary it is observed that the effectiveness of indirect influence diminished in accordance to the increased level of education. The higher percentage of effectiveness (66 per cent) is pronounced in the case of farmers who were illiterate and 58 per cent among the farmers who had elementary education followed by 43 per cent of the farmers who had high school education and least effective to the farmers group who had college education. Singh (1970) also observed that with an increase in level of education of the farmer there was an increase in utilization of institutionalised sources and simultaneously there was decrease in the non institutionalised sources and very few of them used institutionalised sources. This reveals that institutionalised sources like 'individual contact method' have influenced educated farmers where as they have very little effect on illiterates. Individual contact in this study means the direct contact of the extension worker with farmer in his farm or at his home for a specific reason.

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Table 1. Influence of education on the effectiveness of extension teaching methods, in adopting high yielding rice varieties

Extension teaching methods	Educational level	Adopter	Non-adopter	Effectiveness Percentage	X ² Value
Individual contact	Illiterate	11	24	31	8.12**
	Elementary	31	57	35	
	High school	20	26	43	
	College	8	3	72	
Indirect influence	Illiterate	23	12	66	8.81**
	Elementary	51	37	58	
	High school	20	26	43	
	College	2	9	18	
Use of literature	Illiterate	—	35	—	0.03 N.S
	Elementary	1	87	1.13	
	High school	—	46	—	
	College	—	11	—	
Use of visual material	Illiterate	—	35	—	0.03 N.S
	Elementary	1	87	1.13	
	High school	—	46	—	
Use of radio	Illiterate	1	34	3	0.88 N.S
	Elementary	5	83	6	
	High school	4	42	9	
	College	1	10	9	
Illustrated talk	Illiterate	—	35	—	0.03 N.S
	Elementary	1	87	1.13	
	High school	—	46	—	
	College	—	11	—	

N. S = Not-significant

** = Significant at 1 per cent level.