

A CASE STUDY ON THE EFFECTIVENESS OF TWO EXTENSION METHODS IN IMPARTING KNOWLEDGE

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Ineffective communication is very often regarded as one of the reasons for low efficiency in the extension service. Effective use of various extension methods helps the farmers to learn and retain the information. One of the concepts of community development programme is educating farmers on improved methods of farming. Extension methods like training camps, demonstrations, group discussions, lectures and film shows are often used to educate the farm family. Of these methods, lectures and film shows are being very frequently employed in training the farmers. Audio-visuals such as film shows were reported more effective than other methods (Anonyvlous 1954, Kelsey & Hearne 1955). Age of farmers was found to affect the gain of knowledge (Singh & Akhouri 1966), while it was not found effective of the extent of adoption of the practice in relation to extension methods (Bhaskaram & Mahajan 1968). A case study was undertaken with the following objectives for a better understanding of the efficacy of the two extension methods.

1. To assess the immediate gain in the knowledge of the farmers (trainees) on "banana cultivation" as a result of their exposure to a lecture on the subject.
2. To assess the immediate gain in the knowledge of the farmers (trainees) on "banana cultivation" as a result of their exposure to a film show on the subject.
3. To assess the relative efficiency of the above two methods.
4. To study the relationship of the gain of knowledge with the level of education and age of the farmers (trainees).

Materials and Methods

The case study was conducted with a batch of farmers undergoing one week's training under the Farmers' Training Programme organised in the College. The group consisted of thirteen farmers belonging to Trivandrum District. The trainees were taught various subjects in farming through various methods like lectures, demonstrations, discussions, field visits and film shows. Two methods, namely lecture and film show were selected to

determine their efficiency in imparting knowledge. The film on "banana cultivation" was previewed by the lecturer for his lecture to the trainees. Based on the film, the trainees were exposed to a lecture on "banana cultivation". After an interval of four days they were exposed to the film with instructions to see in a manner of learning the subject solely through the film. On both occasions, after the exposures to the subject, the trainees were made to answer the same set of pre-tested questionnaire on the subject in order to assess the knowledge gained on it. Answers found correct and complete, correct and partial, incorrect or questions not answered were scored two, one and zero respectively. Mean score in their gain of knowledge from both lecture method and film show was calculated in order to assess their relative efficiency. Further, analysis of variance techniques was adopted for testing the significance of the differences in the gain of knowledge between the trainees belonging to the different levels of education. Correlation between age of the trainees and their gain of knowledge was also calculated.

For comparison between the gain of knowledge by the trainees with different levels of education, they were categorised as follows.

Category A	- Below S. S. L. C.
Category B	S. S. L. C.
Category C	— Above S. S. L. C.

Results and Discussion

It is evident from Table 1 that lecture method with mean knowledge score of 18.61 was superior to the film show method with a mean knowledge score of 13.54.

Analysis of variance showed that there was significant variation in the gain of knowledge by lecture between the trainees with the different levels of education. The mean knowledge scores were 21.33, 18.25 and 16 for categories A, B and C respectively.

There was no significant variation between the categories of trainees under different levels of education with regard to their gain of knowledge from film show. No significant relationship existed between age of the trainees and their gain of knowledge from either of the methods employed which finding was contrary to those of Singh and Akhouri (1966).

Table 1

Relative gain in knowledge from lecture and film show

Trainees	Level of education	Age (Years)	Gain in knowledge (Total score)		Difference
			Lecture	Film show	
1	VIII Std.	21	22	15	7
2	P. D. C.	20	17	13	4
3	S.S.L.C.	21	19	15	4
4	S.S.L.C.	23	17	10	7
5	S.S.L.C.	29	14	7	7
6	S.S.L.C.	24	20	16	4
7	S.S.L.C.	24	21	14	7
8	P. D. C.	18	15	15	0
9	S.S.L.C.	26	16	15	1
10	VIII Std.	31	21	14	7
11	S.S.L.C.	19	19	18	1
12	S.S.L.C.	25	20	10	10
13	VIII Std.	30	21	14	7
Mean		25.5	18.61	13.54	5.07

Computed 't' = 6.0768

Critical value of (0.05) = 2.179

12

't' (0.01) = 3.055

12

Summary

A case study conducted with farmer trainees on the efficiency of lectures and film shows as extension methods showed that the lecture was superior to film show with regard to immediate gain in knowledge by farmers and that the extent of gain in knowledge from lecture method differed among the farmers with different levels of education. But no significant difference was found in the gain in knowledge from film show among the farmers with different levels of education. The age of the farmers was not related to their gain in knowledge on the subject from both lecture and the film show.

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