Research Article

Indian Journal of Extension Education
Vol. 57, No. 3 (July–Septemper), 2021, (77-80)

ISSN 0537-1996 (Print)
ISSN 2454-552X (Online)

Satisfaction Level of Rural Youth Regarding Trainings on Practical Education in Agriculture

Kulwant Singh[1]* and Rajinder Kaur Kalra[2]

[1]Farm Manager, Krishi Vigyan Kendra, Mansa, Punjab
[2]Professor (Extension Education), Department of Extension Education, Punjab Agricultural University, Ludhiana, Punjab
*Corresponding author email id: sidhukulwant009@gmail.com

ARTICLE INFO

Keywords: Satisfaction, Field demonstrations, Transportation facility, Course duration

http://doi.org/10.48165/IJEE.2021.57318

ABSTRACT

The study was conducted to investigate the nature and extent of problems and the satisfaction level of trainees of three month course on 'Practical education in agriculture for rural youth in Punjab'. The data were collected from 80 trainees through a semi-structured questionnaire, pre-tested on 10 respondents. These results revealed that >80 per cent of the respondents were satisfied with the timings of training course, topics covered, time devoted to each topic, lecture-cum-discussion method, distribution of literature, visits of model farms, skills in handling of audio visual aids, relevant and usefulness of the course content. About 82.9 per cent of respondents' perceived lack of provision notes as major problem associated with practical education. The other problems associated with effective execution of trainings were insufficient duration of field demonstration, inadequate availability of audio visual aids, insufficient seating arrangements, inadequate boarding, drinking water and transportation facilities. About 2/3rd of total respondents suggested a ratio of 40: 60 for theory: practical for effective transmission of the information to the trainees.

INTRODUCTION

Farmers training through formally arranged courses are considered instrumental for intensive teaching activity, which is carefully planned and properly executed to educate the participants systematically and thoroughly on a predetermined subject matter (Singh et al., 2019; Sajeev et al., 2021). A systematically organised training programme also aids in the production of desirable changes in the behaviour of people (Narendra-Singh et al., 2021; Yang et al., 2021). Teaching methods play a significant role in conducting any training course (Mussa et al., 2011; Njura et al., 2020). For effective transmission of information through training courses, there are several factors viz. method of training (Chen and Lu, 2019; Troussas et al., 2020), training duration (Singh et al., 2010; Azumah et al., 2018), availability of audio-visual aids (Khan et al., 2016; Yang et al., 2021) etc. well integrated with field visits (Chen and Lu, 2019; Yang et al., 2021) are considered important for the trainers to clarify, establish, correlate and coordinate accurate concepts, interpretations and appreciations and enable him to make learning more concrete effective, interesting, inspirational and meaningful (Mussa et al., 2011; Njura et al., 2020). Khan et al., (2016) reported that a large proportion of participants opined that there was poor use of audio-visual aids in the training. Nonetheless, physical facilities such as boarding and lodging, seating arrangements, library and canteen facilities etc. are also critically important (Twenter and Edwards, 2017). The availability and distribution of relevant literature to the trainees during training course has high significance to provide accurate, motivational, reliable and distortion free information (Wang et al., 2018). Singh et al., (2010) concluded that majority of the respondent in beekeeping and mushroom cultivation training course were fully satisfied with the need based applicability and utility characters of subject matter content and printed literature

Received 13-04-2021; Accepted 17-06-2021

distributed during the training. Chen and Lu (2019) reported that satisfaction of the participants was curtained with respect to the general arrangements and laboratory facilities during the training course. Kaur et al., (2019) reported that duration of vocational training for youth club leaders and personal contact programmes of correspondence course was insufficient. The present study was therefore, conducted to assess the nature and extent of problems being faced by the trainees of the three month course on practical education in agriculture for rural youth of Punjab. The results of the present study would help improving the standards of the trainings and aid in effective transmission of the information among the trainees.

METHODOLOGY

Data were collected from the trainees of three months training at P.A.U., Ludhiana by using distributed questionnaire approach on the concluding day of three months training course for young farmers. The responses of the respondents were transferred on the master-sheets and data were tabulated and analyzed with the help of appropriate statistical tools such as frequencies, percentage, range method, cumulative frequency cube root method. Frequency was worked out by calculating the number of the respondents belonging to a particular response category. The cumulative frequency cube root method was employed to classify the respondents into different categories with probability proportional to their number in each category.

RESULTS AND DISCUSSION

The results revealed that large majority of respondents viz. 88.6, 87.1, 85.7, 84.3 and 82.9 per cent were satisfied with respect to topics covered, timings of training course, size of the class, sequence of lectures and time devoted to each topic of course content, respectively (Table 1). The frequent questions asked by both the teacher and the students provide a means of measuring learning and exploring in depth the key concepts of the course (Saina et al., 2012). However, 67.1 and 32.9 per cent of the selected respondents were fully and partially satisfied, respectively with respect to trainers' performance. Data showed that 74.3, 72.9, 68.6 and 65.7 per cent of the respondents were not satisfied regarding the duration of training course, speed and pitch of voice of presentation and opportunity for discussion after the lecture and replied to the queries, respectively. It was ascribed to the reason that duration of training course was short, and many topics remain uncovered and enough time was not available to trainees for discussion after the lecture. During presentation, volume of voice was slow and not audible to the trainees seated at last lines in the class room. The findings of the study are in line with the earlier observation (Nain et al., 2006; Singh et al., 2010; Chen and Lu, 2019).

The results revealed that a large majority (91.4% and 81.4%) of respondents were satisfied with the package of practices for crops (*rabi* and *kharif*) of Punjab and *changi kheti* magazine, respectively (Table 2). Similarly, 70 and 30 per cent of the selected respondents were highly and partially satisfied with others type of literature such as pamphlets, bulletins and leaflets. The results were supported with the findings of earlier research (Singh et al., 2010; Singh et al., 2021).

Table 3 showed that 82.9, 78.6 and 75.7 per cent of the selected respondents were fully satisfied with the teaching methods viz. lecture-cum-discussion, content and method demonstration, respectively. These results were in agreement with those reported earlier (Charlton, 2006) but contradictory to Nain and Kumar (2001). However, 55.7 and 30.0 per cent of the selected respondents were partially satisfied and not satisfied with group discussion, respectively. It is because of shortage of time, the participation of every trainee has not been possible, and sometimes there was conflicting ideas of the trainees which divert from the main topic of discussion. These results revealed that 85.7, 80.0 and 72.3 per cent of the selected respondents were highly satisfied with visits to model farms, agricultural institutions and research stations, respectively (Table 3). A large majority of the respondents 91.4

Table 1. Satisfaction level regarding various aspects of training course

Training aspects	Highly satisfied		Partially satisfied		Not satisfied	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Timings of training course	61	87.1	7	10.0	2	2.9
Duration of training course	9	11.4	10	14.3	51	74.3
Topics covered	62	88.6	8	11.4	0	0.0
Sequence of lectures	59	84.3	11	15.7	0	0.0
Size of the class	60	85.7	10	14.3	0	0.0
Time devoted to each topic	58	82.9	7	10.0	5	7.1
Discussion opportunity	7	10.0	17	24.3	46	65.7
Trainers performance	23	32.9	47	67.1	0	0.0
Presentation speed	6	8.6	11	15.7	51	72.9
Pitch of voice	8	11.4	14	20.0	48	68.6

Table 2. Reactions of the respondents regarding literature of practical education in agriculture

Type of literature	Highly satisfied		Partially satisfied	
	Frequency	Percentage	Frequency	Percentage
Package of practices (*rabi* and *kharif*)	63	90.0	7	10.0
Changi kheti	57	81.4	13	18.6
Others (pamphlets, bulletins, leaflets)	49	70.0	21	30.0

Table 3. Reactions of the respondents regarding use of teaching methods, field visits, use of audio-visual aids and the course content discussed

Teaching methods	Highly satisfied		Partially satisfied		Not satisfied	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Distribution based on teaching methods						
Lectures	55	78.6	9	12.9	6	8.6
Group discussion	10	14.3	39	55.8	21	30.0
Lecture-cum-discussion	58	82.9	7	10.1	5	7.1
Method demonstration	53	75.8	11	15.8	6	8.6
Distribution based on field visits						
Agricultural institutions	56	80.0	8	11.4	6	8.6
Research stations	52	72.3	10	14.3	8	11.4
Model farms	60	85.7	6	8.6	4	5.7
Distribution based on use of audio-visual aids						
Sufficiency of aids	5	7.1	17	24.3	48	68.6
Skill in handling of aids	60	85.7	6	8.6	4	5.7
Appropriateness of aids	64	91.4	6	8.6	0	0.0
Distribution based on course content of the training						
Organization of content	63	90.0	7	10.0	0	0.0
Relevant	65	92.9	5	7.1	0	0.0
Adequate	26	37.2	39	55.7	5	7.1
Newness	57	81.5	9	12.9	4	5.7
Timely	66	94.3	4	5.7	0	0.0
Understandable	61	87.1	9	12.9	0	0.0
Flexible	17	24.3	45	64.3	8	11.4
Based on facts	67	95.7	3	4.3	0	0.0
Useful	68	97.1	2	2.9	0	0.0

and 85.7 per cent were highly satisfied with appropriateness and skills in handling of audio-visual aids by trainers, respectively. As many as 68.6 and 24.3 per cent of respondents were either not satisfied or partially satisfied with sufficiency of audio visual aids, respectively. It was due to the reason of limited availability of LCD projector because of different training programmes were running simultaneously. The results were in conformity to the findings of earlier research (Khan et al., 2016; Yang et al., 2021).

These results indicated that large majority (81.4-97.1%) of respondents were highly satisfied with the usefulness, based on facts, timeliness, relevancy, organization of content, understandability and newness of the course content, respectively (Table 3). However, 55.7 and 37.1 per cent of respondents were partially and highly satisfied with the adequacy of the course content, respectively. The respondents revealed that topics such as computer subject in the curriculum of the training, subsidies and loan schemes, hybrid seed production and rearing of emu etc. should be included. The findings of the study were in conformity with earlier studies (Khan et al., 2016; Yang et al., 2021).

CONCLUSION

These results revealed that a large majority was highly satisfied with the timings, duration, topics covered, sequence of lectures, content of lectures, lecture-cum-discussion in the three month training course. The trainees perceived that the visits arranged by the organizers to the agricultural institutions and model farms of the innovative farmers were highly instrumental in enhancing the efficiency of the training course. The organization of course content, its relevance, adequateness, novelty, timely accessibility and the understandability was highly satisfied. However, the satisfaction level of the respondents regarding discussion opportunity, presentation speed and the pitch of voice of the trainers was low and needs more focus with the use of audio-visual aids to effective transmission of the information among the respondents.

REFERENCES

Azumah, S.B., Donkoh, S.A. & Awuni, J.A. (2018). The perceived effectiveness of agricultural technology transfer methods: Evidence from rice farmers in Northern Ghana. *Cogent Food and Agriculture, 4*, 1, doi: 10.1080/23311932.2018.1503798

Charlton, B.G. (2006). Lectures are such an effective teaching method because they exploit evolved human psychology to improve learning. *Medical Hypotheses*, *67*(6), 1261–1265

Chen, Y. & Lu, Y. (2019). Factors influencing the information needs and information access channels of farmers: An empirical study in Guangdong, China. *Journal of Information Science*, *46*(1), 3-22, doi: 10.1177/0165551518819970

Kaur, M., Kaur, K. & Sidhu, K. (2019). Impact of vocational training courses conducted by Krishi Vigyan Kendras of Punjab on establishing an enterprise. *Current Journal of Applied Science and Technology*, *32*(4), 1-8, 46725, doi: 10.9734/CJAST/2019/46725

Khan, M.A.J., Iftikhar, M., Ashraf, I. & Hassan, M.Z.U. (2016). Are Agricultural Officers competent to use audio visual aids for extension work in Punjab, Pakistan? *International Journal of Advanced Scientific Research and Management, 1*(10), 86-91.

Moussa, B., Joanfulton, M. & Deboer, J.L. (2011). Effectiveness of alternative extension methods through radio broadcasting in West Africa. *Journal of Agricultural Education Extension, 17*, 3553-3569.

Singh, N., Gupta, B.K. & Gautam, U.S. (2021). Training needs assessment of agro-input dealers in Banda district of Uttar Pradesh. *Indian Journal of Extension Education, 57*(2): 56-62.

Nain, M.S. & Kumar, B. (2001). Trainers training need: An instructional system approach. *Indian Research Journal of Extension Education, 1*(2), 35-42.

Nain, M.S., Bhagat, G.R. & Chauhan, J. (2006). Perceptions of grass-root level extension workers towards in service training. *Indian Research Journal of Extension Education*, *6*(1&2), 17-19.

Njura, H.J., Kubai, K.I., Taaliu, S.T. & Khakame, K.S. (2020) The relationship between agricultural teaching approaches and food security in Kenya. *Education Research International*, 8847864, https://doi.org/10.1155/2020/8847864

Saina, E.K., Kathuri, N.J., Rono, P.K., Kipsat, M.J. & Sulo, T. (2012). Food Security in Kenya: The Impact of Building Rural Farmers' Capacity through Agricultural Education in Secondary School, Department of Agricultural Economics and Resource Management, University of Nairobi, Nairobi, Kenya, http:// www.afma.ke.org

Sajeev, M.V., Venkatasubramanian, V. and Singha, A.K. (2021). Identifying training needs of farmers and rural youth of Nagaland State. *Indian Journal of Extension Education, 57*(2): 115-122.

Singh, G., Singh, P., Sodhi, G.P.S. & Dhillon, G.S. (2019). Critical analysis of farmers' footfall at Krishi Vigyan Kendra for assessment of technological problems. *Journal of Krishi Vigyan, 7*(2), 51-56.

Singh, K., Peshin, R. & Saini, S.K. (2010). Evaluation of the agricultural vocational training programmes conducted by Krish Vigyan Kendras (Farm Science Centres) in Indian Punjab. *Journal of Agriculture Rural Development in Tropics and Subtropics, 111*, 65-77.

Troussas, C., Krouska, A. & Sgouropoulou, C. (2020). Collaboration and fuzzy-modeled personalization for mobile game-based learning in higher education. *Computers and Education, 144*, 103698.

Twenter, J.P. & Edwards, M.C. (2017). Facilities in school-based, Agricultural Education (SBAE): A Historical Inquiry. *Journal of Agricultural Education, 58*(3), 275-292. https://doi.org/10.5032/ jae.2017.03275

Wang, M., Burgess, J. & Xiao, Y. (2018). Literature analysis of the evaluation of public training programmes in the USA, Europe and China: Implications for the evaluation of farmer training programmes in China. *Pacific Economic Review, 24*(1), 69-91. https://doi.org/10.1111/1468-0106.12280

Yang, Q., Zhu, Y. & Wang, F. (2021). Exploring mediating factors between agricultural training and farmers' adoption of drip fertigation system: Evidence from banana farmers in China. *Water, 13*, 1364. https:// doi.org/10.3390/w13101364