

Effectiveness of Training Aids Used by KVK Trainers

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ABSTRACT

The present study is focused on effectiveness of training aids in acquiring knowledge, skill and attitude by farm-women of Rajasthan State. Information was collected from randomly selected 120 women farmers as well as 60 scientists from the IIIrd Agro Climatic Zone of the state using interview schedule. Analysis of data was carried out using frequency counts, percentages, means, weighted mean scores and correlation. A positive and significant relationship existed between effectiveness of training aids with age and level of education. Therefore, it becomes imperative that these significant determining factors to the effectiveness of the training aids in achieving the main tasks of extension service should be kept in mind before selecting any aid for extension training programme.

Keyword: Training aids, effectiveness, knowledge, skill, attitude.

INTRODUCTION

Training is the process by which an individual's efficiency and effectiveness in the given context of a job can be maximized. It equips the individual with needed knowledge, attitude and skills with respect to present and expected future roles and responsibilities, enabling him to reach a desired level of job performance.

In this modern age, training has been considered as one of the important non-monetary inputs in all the spheres of developmental programmes. Training has become an important and integral part of the entire agricultural development strategy. Extension personnel as being the change agents need technical competence and up-to-date knowledge of the farm innovations so that they could perform their functions effectively. Training need areas might vary from situation to situation and from individual to individual depending on their background and several other factors. There are different areas in which training is imparted such as crop production, dry farming, horticulture, plant protection, soil science, home science, soil conservation and water management, communication, extension philosophy *etc.* Training courses are planned and conducted by the various institutes. Aids are used to support and train practitioners in optimal decision-making, these aids have been proved to be effective at improving both professional performance and practice outcomes.

Swaminathan (1977) observed that it is necessary to give close attention to the teaching methods and media

adopted in KVK programmes of skill based trainings and education to adults and to develop a suitable media- mix of materials and methods which meet the objectives of trainings of the KVKs. He further suggested that in the process of developing suitable educational materials and methods, each KVK should associate with an outstanding innovative educational institution in its vicinity which could provide the services of trained specialists in the preparation of instructional material.

Operationally, regular training is needed as part of the linking functions that passes information generated by research through subject matter specialists to field level workers. 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.

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Past studies have shown that most of the attempts of KVKs are limited only to the farmers, thus, the farm-women by and large remain out of the purview, whereas, it is an established fact that the farm-women, in addition to their family and domestic responsibilities, do contribute in the farming operations, right from sowing to the storage of the farm products.

It is unfortunate that the participation of the farm-women in agriculture has not received the due recognition; hence, there is always lack of consideration towards developing their technical competence. In fact, a farm-woman is the key person in the family and her technical development may serve a real asset in affecting rapid transfer of technology, thereby, increasing the agricultural production.

This may immediately help in providing the much needed nutritional security to the nation's teeming population. Meenambigai *et al* (1999) reported that though majority of the farm-women were exposed to all media programmes, the frequency of utilization was found to be somewhat less. It could be, further, concluded that among the radio programmes morning bulletin, women programmes, were listened by majority of farm-women in regular intervals. Among the TV Programmes, the farmwomen were frequently exposed to entertainments, farm programmes and rural art programmes.

The print media utilization was found very less among the farm-women. Few of them were frequently exposed to farm information in newspaper and magazines. In general the media utilization was found less among farm women.

With this background, the present study was undertaken with the following objectives to identify the socio-economic characteristics of the farm-women. Identify the different training aids used by the KVK personnel in imparting trainings to the farmwomen and determine the effectiveness of the training aids in acquisition of knowledge, skill and change in attitude among the farm-women.

METHODOLOGY

The present study was conducted at KVK, Chomu (NGO) and KVK, Ajmer (SKRAU, Bikaner). First KVK is run by NGO and other run by SAU. These two KVK were purposely selected so that the impact of the implementing agency of the KVKs could be visualized. Six villages from each KVK were later selected out of adopted villages of each KVK through a multistage sampling technique. Ten farm-women residents of the

selected villages normally reached by the KVK scientists were randomly selected for the study. Thus, the total sample of the study comprised 120 farm-women.

Also, 60 subject matter specialists from KVKs, Directorate of Extension Education, Swami Keshwanand Rajasthan Agricultural University as well as the SMS from the NGO formed a part of the sample of the present investigation.

A well structured interview schedule was made use to collect relevant information from the farm-women regarding their socio-economic characteristics, training aids used with their effectiveness in acquiring knowledge, skill and change in attitude and improved farm technologies introduced by the KVK. The investigator herself interviewed the farm-women while the KVK trainers filled in the Interview schedule on their own.

Statistical techniques *viz* frequency, mean, weighted mean scores, percentages and correlation coefficient were used to analyze the data. The dependent variable was the effectiveness of extension teaching methods.

It was measured on a four point continuum of Likert type scale, these five points were very effective, effective, fairly effective and not effective with scores of 3, 2, 1, 0 respectively. Maximum score, any respondent could obtain was 48, while the minimum point score was zero.

RESULTS AND DISCUSSION

1. Socio-Economic Characteristics:

The data in Table 1 shows the distribution of farm-women by socio-economic characteristics. Majority (43.3 %) of the farm-women fell in the age range of 31-40 years, 12.5 per cent of them were of the age of 20 years and below, while 6.7 per cent belonged to 50 years and above.

About 48.3 per cent of the farm-women were educated up to primary level, 15 per cent up to secondary school, while 14.2 per cent of the farm-women were literate, 12.5 per cent had education up to graduate and above, but 10 per cent of the them were illiterate. Majority (87.5 %) had their farm size between 1-5 acres.

Results show that majority of the farm-women were middle-aged, educated up to primary level, having farm holding of 1-5 ha. The results implies that these variables would serve as a guidelines to the extension functionaries to determine which of the extension teaching methods should be used for particular group of clientele.

Table 1: Distribution of farm-women based on their socio-economic characteristics

Socio-Economic Characteristics	n=120	
	f	%
Age (Years)		
20 and below	15	12.5
21-30	23	19.2
31-40	52	43.3
41-50	8	18.3
50 and above	8	6.7
Total	120	
Level of Education		
Illiterate	12	10.0
Literate	17	14.2
Primary	58	48.3
Secondary	18	15.0
Graduate and above	15	12.5
Total	120	
Farm Holding (Ha)		
1-5	105	87.5
6-10	6	5.0
11-15	7	5.8
15 and above	2	1.7
Total	120	

f= frequency, %= percentage

2. Training aids used by KVK scientists in training delivery to the farm women:

The data presented in Table 2 showed the distribution of training aids used by the extension functionaries *i.e.* KVK scientists during the training delivery to farmwomen. All the farmwomen identified Chalk Board, Charts, Posters, Literature and Public Address System as these were used for them by the KVK scientists. About 95.0 per cent identified Slides using LCD, while 90.0 per cent identified exhibits. Other training aids identified were Publications (85%), Models (70%), Radio (65%), Specimen (60%), T.V. (50%), Audio Cassettes (30%), and Flash cards (10%).

Similar results were found in the study of Khan (1994) who concluded that majority of the farm-women required training by using different extension methods and aids. The KVK trainers are using various training aids for imparting training to the farm-women as per availability as well as ease of operation. The findings are also in line with the findings of Singh *et. al* (2012) who found that respondents learn new concepts of agriculture through presentation using projector during farmers' training programmes.

Table 2: Training aids used by KVK scientists to train farm-women

Training Aids	n=120	
	f	%
Chalk board	60	100.0
Flash cards	6	10.0
Charts	60	100.0
Publications	51	85.0
T.V.	30	50.0
Audio Cassettes	18	30.0
Radio	39	65.0
Slides using LCD	57	95.0
Models	42	70.0
Exhibits	54	90.0
Posters	60	100.0
Specimen	36	60.0
Literature	60	100.0
Public Address System	60	100.0

f= frequency, %= percentage

3. Effectiveness of training aids in acquisition of knowledge by the farmwomen:

The data presented in Table 3 showed the rank order of training aids based on knowledge acquisition by the farm-women. Chalk board ranked first with a weighted mean score (WMS) of 2.25 followed by Exhibits (2.10). Other aids are in the following order: Models and Specimen(2.05), audio-cassette (1.95), Radio and Slides using LCD (1.85), Charts (1.80), posters (1.78), Literature (1.69), Public Address system (1.65), Publications (1.60), television programme (1.53) and the least, Flash Cards (1.45).

Table 3: Rank order of training aids in acquiring knowledge by the farm women.

Training Aid	WMS	Rank order
Chalk board	2.25	I
Flash cards	1.45	XII
Charts	1.80	VI
Exhibits	2.10	II
T.V.	1.53	XI
Audio Cassettes	1.95	IV
Radio	1.85	V
Slides using LCD	1.85	V
Models	2.05	III
Publications	1.60	X
Posters	1.78	VII
Specimen	2.05	III
Literature	1.69	VIII
Public Address System	1.65	IX

4. Effectiveness of training aids in acquisition of skill by the farm-women:

The data presented in Table 4 showed the rank order of training aids in acquiring skill by the farm-women. Poster ranked at the top with WMS of 2.48. Next is Charts with weighted mean score of 2.35. This is followed closely by Models (2.13) and Audio cassettes (2.10). Others are in the following order: Public Address System (1.90), Chalk Board (1.89), Literature (1.83), Specimen (1.67) Television (1.65) Slides using LCD (1.52), radio (1.40), Flash Cards (1.35), exhibit (1.30) and the least effective was publications (1.18).

Table 4: Rank order of training aids in acquiring skill by the farm women

Training Aids	WMS	Rank order
Chalk board	1.89	VI
Flash cards	1.35	XII
Charts	2.35	II
Publications	1.18	XIV
T.V.	1.65	IX
Audio Cassettes	2.10	IV
Radio	1.40	XI
Slides using LCD	1.52	X
Models	2.13	III
Exhibits	1.30	XIII
Posters	2.48	I
Specimen	1.67	VIII
Literature	1.83	VII
Public Address System	1.90	V

5. Effectiveness of training aids in bringing about change in attitude of the farm -women:

The data presented in Table 5 revealed the rank order of training aids in bringing about the change in attitude of the farm women. Exhibits (2.45) were ranked at the highest position with regards to attitudinal change. This was followed by Public Address system (2.32), Literature (2.25), Charts (2.11) and Posters (2.05). Other aids were in the following order: Models (1.87), Chalk Board (1.85), Audio Cassettes (1.82), television (1.80), Publications (1.75) Radio (1.65), Specimen (1.60), Flash Cards (1.57) and the least Slides using LCD (1.55).

6. Relationship between effectiveness of training aids and socio-economic characteristics of the farm women:

The data presented in Table 6 showed the relationship between socio-economic characteristics and effectiveness of training aids. The results showed that age

($r=0.278$) and level of education ($r=0.147$) had positive and significant relationship with effectiveness of training aids. However, farm holding ($r=0.141$) had positive but non-significant relationship with effectiveness of training aids.

Table 5: Rank order of training aids in bringing about change in attitude of the farm-women

Training Aids	WMS	Rank order
Chalk board	1.85	VII
Flash cards	1.57	XIII
Charts	2.11	IV
Publications	1.75	X
T.V.	1.80	IX
Audio Cassettes	1.82	VIII
Radio	1.65	XI
Slides using LCD	1.55	XIV
Models	1.87	VI
Exhibits	2.45	I
Posters	2.05	V
Specimen	1.60	XII
Literature	2.25	III
Public Address System	2.32	II

Table 6: Relationship between effectiveness of training aids and socio-economic characteristics of farmwomen.

Characteristic	Coefficient of Correlation
Age	0.278*
Level of education	0.147*
Farm Holding	0.141

*Significant at 5 per cent level of probability

CONCLUSION

It can be concluded based on the results that the visual aids gained higher ranks as compared to the audio and audio visual aids. It was also felt that before the commencement of any training camp, the felt needs of the farmwomen of the area must be identified and the course contents should be modified and revised accordingly. Since the use of A.V. aids by KVK trainers was very low, efforts should be made to use more of A.V. aids during training programmes. The whole concept of training should be viewed as problem oriented rather than subject oriented. It means, attention in teaching should be given to those areas where KVK personnel were not able to solve the problems in the field.

The significant relationship between age and level of education with training aids can be explained in the manner that the older the farm-women, the more years of

farming experience, the better the understanding of training aids used for them and the better the decision that such farm women would take in adopting improved farm technologies. Likewise, the higher the level of education, the better and quicker would be the understanding of the training aid and the better would be the decision that such far in adoption of innovations.

Recommendations

Based on the findings of this study, the following recommendations can be synthesized

1. Adequate training must be given to the extension agents as regarding the proper utilization of training aids to bring about the desired results.
2. Extension agents must have adequate knowledge of use of each of the training aids as well as should know the attributes of the respondents. This will enable them to use appropriate aids in efficient and effective way for appropriate groups of clientele.
3. Appropriate training aids must be utilized by the extension functionaries to pass on appropriate technologies.

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