

## RESEARCH NOTE

## Attitude of Extension Professionals Toward Objectives of Extension Education at Bhagalpur District of Bihar

Akanchha Singh<sup>1</sup> and Basavaprabhu Jirli<sup>2</sup>

1. Ph.D Scholar (Agril. Communication), GBPUAT, Pantnagar, Uttarakhand, 2. Associate Professor,  
Department of Extension Education, Institute of Agricultural Sciences, BHU, Varanasi, UP.

*Corresponding author e-mail: singhakanchha3@gmail.com*

*Paper Received on October 09, 2017, Accepted on November 29, 2017 and Published Online on December 22, 2017*

### ABSTRACT

*Extension plays an important role in uplifting the condition of farmers. The objectives of extension education are foundation of extension work because it is defined as the expression of ends toward which our efforts are directed. The objectives of extension education must be taken under consideration by extension professionals while working in field situations. The attitude of extension workers toward objectives is a matter of study so the present study is an attempt to determine the attitude of extension professionals toward objectives of extension education and because the attitude is correlated with independent variables so it is important to determine those independent variables. Data regarding the study were collected through structured interview administered on 100 extension professionals at Bhagalpur district of Bihar. The findings revealed the fact that majority of extension professionals had favorable attitude toward objectives of extension education. Communication behavior (0.243) and extension system link (0.467) of the respondents had significant relationship with their attitude regarding objectives at 1 per cent significant level. Similarly education (0.184) had significant relationship with their attitude at 5 per cent significant level. In order to make attitude of extension agents more affirmative toward the objectives of extension education the paper recommended extension workers to undergo regular exposure to formal, informal and mass-media sources, training, demonstration workshops, and conferences.*

**Key words:** Objectives; Attitude; Variables; Correlation;

Extension plays an important role in uplifting the condition of farmers. The main aim of extension education is to develop the people. There are certain objectives of extension education that provide the foundation for extension work. Objectives are the expression of ends toward which our efforts are directed. The fundamental objective of extension is to develop the rural people economically, socially and culturally by means of education. More specifically the objectives of extension are-

- i. To assist people to discover and analyze their problems and identify the felt needs
  - ii. To develop leadership among people and help them in organizing groups to solve their problems.
  - iii. To disseminate research information economic and practical importance in a way people would be able to understand and use.
  - iv. To assist people in mobilizing and utilizing the resources which they have and which they need from outside
  - v. To collect and transmit feedback information for solving management problems (Ray, 2011)
- According to A. Adivi Reddy (1986) the objectives of extension education are-
- i. To assist people to discover and analyse their problems, their felt and unfelt need
  - ii. To develop leadership among people and help them in organizing groups to solve their problems
  - iii. To disseminate information based on research and/or practical experience, in such a manner that the people would accept it and put into actual practice
  - iv. To keep the research workers informed of the people, problems from time to time, so that they may offer solutions based on necessary research.

According to *Singh et al (2006)* the objectives means direction of movement. The objectives are-

- i. The dissemination of useful and practical information relating to agriculture
- ii. The practical application of useful knowledge to farm and home
- iv. Thereby ultimately to improve all aspects of the life of the rural people within the framework of the national, economic and social involving the population as a whole.

The present study was done on the objectives of extension education. Different social scientists have different views on the objectives of extension education. First of all it focuses on the problems as well as felt and unfelt needs; realizing felt need is quite easy while making them realize the unfelt need is quite tough. Leadership development is the second basic objective of extension education, It is quite important for the extension agents to choose some local leaders and allocate responsibilities to them, this will create a “we feeling” among people and it helps in reinforcing extension work. Providing information in local form is the next basic objective of extension people. Most of the time an extension worker disseminate that information which is not suitable to that particular locality hence this objective get a special emphasis. A consistent feedback to the researchers from the farmers’ side is important hence it should get a strong focus by extension workers.

Attitude can be defined in many ways, *Thurstone (1946)* defined attitude as the degree of positive or negative affect (feeling) associated with some psychological object like symbols, phrase, slogan, person, institution, ideal or ideas towards which people can differ in varying degrees. According to *Kerlinger (1973)*, attitude is an organized predisposition, to think, feels, perceive and behave forward a referent and cognitive object. The paper is all about to discuss the attitude of extension workers and correlation between the attitude of extension workers and independent variables regarding objectives of extension education.

## METHODOLOGY

The study was carried out in Bhagalpur district of Bihar. It is the third largest city in Bihar and the largest city in eastern Bihar. It is one of the major educational, commercial and political centers of eastern India.

Bhagalpur was selected for the study because of the fact that the first post-graduate programme in Extension Education in the country was started from Bihar Agricultural College (now Bihar Agricultural University) Sabour, Bihar.

Extension professionals working in research and teaching institution, KVK and state departments were the respondents. A total of 100 respondents were selected randomly out of 250 respondents.

Sex, age, background, education, experience extension system link, job-satisfaction, communication behavior was taken as independent variable while attitude is considered as dependent variable. Age of the respondents were categorized into young, middle and old as per the recommendations of government of India; variables like experience, communication behavior, extension system link and job satisfaction were categorized into high, medium, low based on descriptive statistics *i.e* mean and standard deviation. Communication behavior, Job-satisfaction and Extension System link were measured on certain scales.

The attitude is correlated with several independent variables. These independent variables have certain impact on the attitude of extension professionals. Measuring correlation between variables and attitude is important as it indicates those factors that make attitude more affirmative toward the objectives of extension education.

In order to measure attitude of respondents a comprehensive interview schedule was constructed based on the interaction with the experts. Interview schedule was scaled on five-point Likert Scale. The respondents were given their level of agreement and disagreement on near about 31 statements. Based on their scores attitude level were categorized *i.e*. ( $\geq x + \sigma$ ) as highly favourable, ( $x \pm \sigma$ ) as favourable, and ( $\leq x - \sigma$ ) as unfavourable. The higher the value on the scale, more favorable the attitude is. If we say highly favorable attitude this shows the strong agreement of extension professional regarding the objectives of extension. They are quite sure that objectives are appropriate for current scenario while a favorable attitude also shows agreement but the intensity is less in comparison to highly favorable. Unfavorable attitude signifies disagreement, it means they consider the objectives are inappropriate for current scenario and it demands change.

The change in one variable is accompanied by change in another variable and definite relationships exist between the two, in order to show that there is a relation between two variables, correlation is used. The correlation coefficient ( $r$ ) is the measure of degree of closeness of the linear relationships between two variables. Interview items were coded and entered as well as analysis was done on excel sheet.

## RESULTS AND DISCUSSION

*Profile of extension professionals:* The analysis Table 1 highlight the fact that out of total respondents ,44 per cent respondents were of middle age group category followed by 42 per cent and 14 per cent respondents from young and old age category. Similar findings were reported by *Al-Subaiee et al. (2005)* in their study “Extension agents’ perceptions of sustainable agriculture in the Riyadh Region of Saudi Arabia” they found that the ages of the respondents ranged from 22 to 60. The mean age was 36.19 (SD= 7.91; N = 124). The majority (52.4%) of the extension agents were 31 to 40 years old.

Majority of respondents in the study were male (84%) and only (16%) were female. *Allahyan et al. (2008)* in their study “Extensionists attitude toward sustainable agriculture in Iran” found that most of the respondents were male (93.7%) and only (6.3%) were female

Equal percentage of respondents (50%) belonged to rural and urban background.

Majority of respondents (47%) had doctorate degree followed by 20 per cent with post-graduate degree and 33 per cent respondents were having graduation degree. Contradictory findings were reported by *Bowen et al. (1994)* in their study “Job-satisfaction and Commitment of 4-H agents” The highest degree held by more than half of the respondents was a masters’ degree (59%), followed by bachelor’s (32%) and doctorate (7%) degrees.

Communication behavior of the respondents had been recorded in terms of formal source, informal source and mass media source of communication. Majority of respondents (68%) had medium level of communication behavior, 26 per cent had high level of communication behavior and 6 per cent had low level of communication behavior. Similar findings were reported by *Deoraj (2009)* in his study *i.e. A study on perception of*

**Table 1. Profile of the respondents**

Profile	No./%
<i>Age</i>	
Old	14
Medium	44
Young	42
<i>Sex</i>	
Male	84
Female	16
<i>Background</i>	
Urban	50
Rural	50
<i>Education</i>	
Graduate	33
Post-graduate	20
Doctorate	47
<i>Communication Behavior</i>	
High	26
Medium	68
Low	6
<i>Extension System Link</i>	
High	41
Medium	31
Low	28
<i>Job-satisfaction</i>	
High	13
Medium	80
Low	7

*extensionists regarding ICTs in extension service,* found that majority of extension researchers (75%) had medium level of communication behavior, 14 per cent had high level of communication behavior and 11 per cent had low level of communication behavior. And in case of extension service providers also majority (65%) had medium level of communication behavior, 11 per cent had high level of communication behavior and 24 per cent had low level of communication behavior.

Extension System Link was operationalized as the participation in activities acquiring information on different concepts of extension education Majority of respondents (41%) belonged to high level of extension system link followed by medium 31 per cent and low level 28 per cent extension system link.

Majority of respondents (80%) had medium degree of job-satisfaction followed by 13 per cent high and 7 per cent low degree of job-satisfaction. Same findings reported the cause of job-satisfaction like *Andrews (1990)* in his

study “An assessment of the interaction of selected personal characteristics and perceptions of selected aspects of job satisfaction” by Wisconsin Cooperative Extension agricultural agents” reported that increasing one’s educational level increases his or her level of job satisfaction. The current study also depicts the same fact that majority of respondents (47%) were having doctorate degree and majority of respondents belonged to medium level of job-satisfaction. So education might be the reason of their job satisfaction.

*Attitude level of extension professionals toward objectives of extension education:* It can be observed from the Table 2 that majority of the extension workers (73%) had favorable attitude toward objectives of extension education followed by 21 per cent had favorable and 6 per cent had unfavorable attitude.

**Table 2. Attitude level of extension professionals toward objectives of extension education**

Criteria	No./%
Highly Favorable	21
Favorable	73
Unfavorable	6

The reason behind the favorable attitude was that they found extension objectives feasible in field situations. The objectives provide direction and guideline to deal the practical situations. The objectives make them clear that what function they have to perform in order to accomplish their extension goals.

**Table 3. Relationship between independent variables with the attitude of extension professionals regarding objectives of extension education**

Independent Variable	Correlation value ‘r’
Age	0.062
Sex	-0.224
Background	-0.231
Education	0.184*
Experience	0.122
Communication Behaviour	0.243**
Extension System Link	0.467**
Job satisfaction	0.001

\*Correlation is significant at 5% level

\*\*Correlation is significant at 1% level

*Correlation between the independent and dependent variable:* A critical examination of the data presented in the Table 3 reveals that in case of respondents’ independent variable i.e. communication behavior

(0.243) and extension system link (0.467) was significantly related to the attitude of respondents at 1 per cent level of significance and education is significantly related with the attitude of respondents at 5 per cent level of significance regarding objectives of extension education.

Age, sex, experience, background and job-satisfaction were again non-significantly related with the attitude of respondents regarding objectives of extension education.

*Education and attitude of respondents regarding the objectives of extension education:* Computed value of coefficient of correlation between the concerned education of the respondents and their attitude regarding objectives of extension was found to be 0.184\* as shown in Table 3. Firstly, relationship showed a tendency in the positive direction. Secondly relationship between the concerned two variables was weak. Thirdly, computed value of ‘r’ (0.184\*) was found to be greater than tabulated value ‘r’ (0.178) with at 0.05 level of probability. Hence the relationship was significant.

Based on the above observation, it was concluded that education of the respondents had significant relationship with their attitude regarding objectives of extension. This indicated that those respondents who were having higher educational level were favorable toward objectives of extension.

*Communication behavior of respondents and attitude of respondents regarding the objectives of extension education:* Relationship between communication behavior of the respondents and their attitude regarding objectives was found to be 0.243\*\* as shown in Table 3. The following observations were recorded i.e.- Firstly, relationship showed a tendency in the positive direction. Secondly relationship between the concerned two variables was weak. Thirdly, computed value of ‘r’ (0.243\*\*) was found to be greater than tabulated value ‘r’ (0.210) with at 0.01 level of probability. Hence the relationship was significant.

It was concluded that communication behavior of the respondents had significant relationship with their attitude regarding objectives of extension. This indicated that those respondents who were exposed to formal, informal and mass-media source of communication were having a favorable attitude toward extension objectives.

*Extension system link and attitude of respondents*

regarding the objectives of extension education: Relationship between extension system link and their attitude regarding objectives was found to be 0.467\*\* as shown in Table 3. The following observations were recorded regarding the relationship between these two variables on the basis of co-efficient of correlation.

Firstly, relationship showed a tendency in the positive direction. Secondly relationship between the concerned two variables was moderate. Thirdly, computed value of 'r' (0.467\*\*) was found to be greater than tabulated value 'r' (0.210) with at 0.01 level of probability. Hence the relationship was significant.

Based on the above observation, it was concluded that extension system link of the respondents had significant relationship with their attitude regarding objectives of extension. This indicated that those respondents who were exposed to demonstration, training, seminars, workshops, conferences, symposia etc. were having a favorable attitude toward extension objectives.

## CONCLUSION

The findings revealed that most of the extension professionals were having favorable attitude about the objectives of extension education.

They showed agreement with the objectives and felt that the objectives provide clarity to accomplish their extension goals. It can also be observed from the findings that communication behavior directly affects the attitude of extension professional regarding the objectives of extension education hence in order to make extension professionals attitude more affirmative, regular exposure with the formal, informal and mass-media source is indeed needed.

Extension system link also showed significant relationship with the attitude of extension professional hence regular participation in demonstration, training, seminars workshops will create a difference in the attitude of extension professionals regarding objectives of extension education.

## REFERENCES

- Allahyan, M. S.; Branch, R., and Rasht, I. (2008). Extensionists' attitude toward sustainable agriculture in Iran. *J. of Applied Sciences*, **8**(20): 3761-3763.
- Al-Subaiee, S. S.; Yoder, E. P., and Thomson, J. S. (2005). Extension agents' perceptions of sustainable agriculture in the Riyadh Region of Saudi Arabia. *J. of Intl. Agril. and Ext. Edu.*, **12**(1): 5-14.
- Andrews, G. L. (1990). An assessment of the interaction of selected personal characteristics and perceptions of selected aspects of job satisfaction by Wisconsin Cooperative Extension agricultural agents (Master's thesis, University of Wisconsin-River Falls, 1990). *Summary of Res. in Ext.*, **5**:151
- Bowen, C. F.; Radhakrishna, R. and Keyser, R. (1994). Job satisfaction and commitment of 4-H agents. *J. of Ext.*, **32**(1):1-22
- Deoraj (2009). A study on perception of extensionists regarding ICTs in extension service. Unpublished M.Sc. (Ag.) thesis submitted to the Department of Extension Education. IAS, BHU, Varanasi
- Kerlinger, F. N. (1973). Foundations of Behavioral Research. New York: Holt, Rinehart and Winston. Inc cl964.
- Ray, G.L. (2011). Extension Communication and Management. Kalyani Publishers, New Delhi.
- Reddy, A. (1986). Extension Education, Shree Lakshmi Press, Bapatta, Andhra Pradesh.
- Singh, A. K.; Singh, L. and Burman, R. R. (2006). Dimensions of Agricultural Extension. Aman Publishing House, New Delhi.
- Thurstone, L. L. (1946). Attitudes can be measured. *American J. of Socio.*, **33**: 529-554.

