ATTITUDE TOWARDS EXTENSION EDUCATION AMONG STUDENTS OF PUNJAB AGRICULTURE UNIVERSITY, LUDHIANA

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Abstract

The aim of present research was to study the Attitude towards Extension Education among students of Punjab Agriculture University, Ludhiana. The sample of the study was 200 students of College of Agriculture, Punjab Agriculture University. A five point Likert type scale was used for data collection. No significant difference was found in respect to gender, locale and landholding status. It was recommended that Extension Education activities should be initiated by the institutions right from the time of advertisement for admissions. Government's officials can encourage extension workers to work in rural and remote areas by sharing resources and information. NGOs can take the help of extension workers for the implementation of their plans and policies.

Education is a third eye of human being. It is not confined to only four walls of intuition. As we know Non-formal education gave the opportunity to learner to put more efforts. It also includes extension education, agriculture extension and farmer's training given outside the formal system. The word 'extension' is derived from the Latin roots 'ex' meaning 'out' and 'tension' meaning 'stretching'. The University Grants commission, in its policy frame on higher education has stated "If the University system has to discharge adequately its responsibilities to the entire education system and to the society as a whole, it must assume extension as the third important responsibility and give it the same status as research and teaching." All universities perform the tasks of teaching and research as the minimum responsibilities expected to be discharged by them. However the acceptance of equal importance in extension education to teaching and research is yet to be achieved. Extension education involves vocational, career oriented, community oriented project based on field outreach with discipline at the under graduate or post graduate level in relations to subject of study for enhancing employability and technology skills. It is the extension of knowledge and material resources of the universities and college to the community and vice-versa to gain insight into the social cultural realities. It is the application of class room knowledge in the community for its benefit by the students through a participatory approach.

Various studies are conducted related to this study like Kaul (1970) concluded in his study on "Attitude towards Extension Education of Under-graduate Agricultural Students" that (a) Academic achievement of students was not related to the attitude towards extension education and (b) In early stages, more favourable attitude towards extension education was observed in students. Lahaia et al. (1999) in their study shows that women farmers, who are supervised by female agents have more access to extension services than women farmers who work with male agents. Specifically, women farmers, who had females for extension agents had relatively higher levels of awareness and participation of the extension activities organised. Dlamini (2007) revealed that secondary agriculture students hold a slightly positive attitude toward agriculture, and that eleventh and twelfth grade students held a statistically significant higher positive attitude than tenth grade students. Olatunji & Etuk (2010) in their study assessed sex influence

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students' attitude to Agricultural science even as females exhibited a more positive attitude to Agriculture than males. However, the differences in mean attitude to Agricultural science by male and female students do not differ significantly. Location of school influence student's attitude to agricultural science. Students from rural areas exhibit a more favourable attitude to Agricultural science than their counterparts from urban areas. The differences are statistically significant at 0.05 levels. Boys and girls from single sex schools showed more positive attitude to Agriculture than their colleagues from mixed sex schools. Differences observed are statistically significant at 0.05 levels. Tiraieyari et al. (2013) revealed that extension workers have positive attitudes on Sustainable Agricultural Practices concepts. It is recommended to find out to what extent extension workers attitudes has played significant role to transfer information to the farmers. Kidane & Steve (2013) found over 90% of students had a positive perception towards farming, agricultural education, high school agricultural knowledge impartation and the importance of practical lessons, but responded negatively ($P < 0.001$) to the delivery process, especially regarding agricultural sessions. A higher percentage (75%) of the respondents showed that they are acquiring agriculture knowledge to target the public institutions. The majority of students had high favourable attitude towards AET. There was significant ($P < 0.001$) attitude score difference between dedicated, urban and rural high schools students' perception towards AET. Dhakre (2014) reported that 69 percent were assisting their families in fodder cutting and 49 per cent revealed they were busy pre cultivation, 43 percent had been found actively in spraying and supervision etc. It was also observed that aspiration of the students towards agriculture enterprise was positively and significantly associated with father education; father occupation; family size and aim of joining.

From the review of related literature it can be concluded that very few studies were conducted on Attitude of students towards extension education. But in some studies like; Kaul 1970, Dlamini B. M. (2007), Namdar & Pezeshki (2010), Abtahi & Hamidi (2011), Kidane & Steve H. Worth (2013), found there was positive attitude of students towards extension education and agricultural activities. The review of related literature revealed that very few studies have been conducted in the subject of extension education at University level. Though many of the researchers have touched upon effect of extension activities, very few researchers conducted their studies on Attitude towards extension among extension worker and students. Some of the researchers concentrated and studied the problems faced by the students and teachers while conducting extension activities. So the present study has its own unique significance. This study can prove to be helpful in the progress and development of extension education. With the help of this study we can understand which actions are required to increase the participation of students in extension education.

OBJECTIVES

- To study the attitude of students of PAU towards extension education.
- To compare the attitude of Rural and Urban students of PAU towards extension education.
- To compare the attitude of boy and Girl students of PAU towards extension education.
- To compare the attitude towards extension education among students of PAU with respect to agricultural land holding status of their families.

METHOD

In the present study, Descriptive survey method was used. The survey was done to know the attitude of PAU students towards extension education.

SAMPLING

The population of the present study consist all the Students of College of Agriculture of Punjab Agriculture University, Ludhiana. The investigator took the sample of 200 students of Punjab Agriculture University Ludhiana for present study. The sample was further divided into two groups; 100 boys and 100 girls out of them 122 students from rural and 78 from urban area were selected in sample for present study.

MEASURES

Measures used to collect data were information sheet and an attitude scale prepared by the investigator. The brief descriptions of the measures are given below:

1. Information Sheet

Information sheet was prepared by investigator to get information from the students pertaining to name, age, gender, address, area (rural and urban) and land holding status etc.

2. Rating Scale

The sample of the study constituted educated people. So the investigator collected data with the help of self prepared rating scale. Because rating can easy to administrate and score as far as assessment of attitude is concerned. After preparing the attitude scale, it was decided to frame the items in five point scale type format. In the first draft of rating scale there were 29 items. With the suggestions of subject experts and language experts 8 items were modified and 7 new items were included. So in the final draft of the rating scale there were 36 items. There were 18 negative items and 18 positive items.

Validity and Reliability of the Rating Scale

The validity of the rating scale was established through face validity and content validity methods. Split-half method was used to find out the reliability. To obtain an estimate of the reliability based on the full- length test Spearman-Brown prophecy formula was used. The co-efficient of full length rating scale test was found to be 0.90.

RESULTS AND DISCUSSION

In order to understand the nature of Attitude of Students' towards Extension Education frequency distribution along with descriptive statistics were desired as given in below tables .

Table No. 1: Distribution of Students' Score of Attitude towards Extension Education

Class Interval	Number of Students	%
160-170	5	2.5
140-160	60	30
120-140	99	49.5
100-120	36	19
TOTAL	**200**	**100%**

Mean= 133.72 SD=13.72

It may also be seen from the table 1 that the mean score of Students' Attitude towards Extension Education came out to be 133.72 with standard deviation of 13.72. Further table No 2 depicts there were 19% students who scored in the range of 100-120, 49.5% of PAU students have score between 120-140 score as compared to 30% being between 140 to 160 and only 2.5% scoring 160-170 in Attitude towards Extension Education.

Table No. 2: Land Holding Status of Students' Family

Group	No.	%
Holding agricultural Land	127	63.5
Not Holding agricultural Land	73	36.5

It may also be seen from the table No. 2 that the out of 200 students only 73 students which is equal to 36.5% belonging to family have not any agricultural land holding. On the other hand 127 students' family which is equal to 63.5% belonging to family have agricultural land holding. So it can be concluded that most of students' family having agricultural land holding (more or less). They are aware about the challenges of agriculture field and aware about purpose and needs of extension education.

Table No. 3: Group Comparison between Boy and Girl Students on Attitude towards Extension Education

Group	No.	Mean	SD	t-value
Boys	100	133.36	13.04	0.707
Girls	100	134.09	14.41	

Table No.3. reveals that the mean value score of boy and girl students on variable attitude towards extension education was 133.36 and 134.09 respectively. The standard deviation of boys group was 13.04 and girls group was 14.41 on the same variable. The calculated t-ratio of Boy and Girl students on variable attitude towards extension education is found to be 0.707 which is found to be not significant at both levels of significance i.e. 0.05 and 0.01 levels. Thus, the proposed hypothesis that stated “there is no significant difference in attitude towards extension education between rural and urban students of PAU” was accepted.

Table No. 4: Group Comparison between Rural and Urban Students on Attitude towards Extension Education

Group	No.	Mean	SD	t-value
Rural	122	135.15	13.67	0.064
Urban	78	131.48	13.57	

Table No. 4 reveals that the mean value score of Rural and Urban students on variable attitude towards extension education was 135.15 and 131.48 respectively. The standard deviation of rural group was 13.67 and urban group was 13.57. The calculated t-ratio of Rural and Urban students on variable attitude towards extension education is found to be 0.064 which is found to be not significant at both levels i.e. 0.05 and 0.01 levels. Thus, the proposed hypothesis that stated "There is no significant difference in attitude towards extension education between rural and urban students of PAU" was accepted.

Table No. 5: Group Comparison with regard to Agricultural Land Holding Status of students' family

Group	No.	Mean	SD	t-value
Belongs to family with Agricultural Landholding	127	132.85	13.72	0.235
Belongs to family not have Agricultural Landholding	73	135.24	13.68	

Table No. 5 reveals that the mean value score of belongs to family with agricultural landholding and belongs to family without agricultural landholding students on variable attitude towards extension education was 132.85 and 135.24 respectively. The standard deviation of group of students belongs to family with agricultural landholding was 13.72 and belongs to family without agricultural landholding was 13.68. The calculated t-ratio of was found 0.235 i.e. is found no significant at both levels of significance. Thus, the proposed hypothesis that stated "There is no significant difference in attitude towards extension education in respect to land holding status of students' family" was accepted.

On the basis of analysis and interpretation of data, following conclusions can be drawn.

- The mean score of Students' Attitude towards Extension Education came out to be 133.72 with standard deviation of 13.72.
- There were 19% students who scored in the range of 100-120, 49.5% of PAU students have score between 120-140 score as compared to 30% being between 140 to 160 and remaining 2.5% scoring 160-170.
- The mean value of the score of boy and girl students on variable attitude towards extension education was found 133.36 and 134.09 respectively. The standard deviation of boys group was 13.04 and girls group was 14.41 on the same variable.
- The mean value of the score of Rural and Urban students on variable attitude towards extension education was 135.15 and 131.48 respectively. The standard deviation of rural group was 13.67 and urban group was 13.57 on the same variable.
- There is no significant difference in attitude towards extension education between boys and girls students of PAU, Ludhiana. That can be considered as difference by chance which is not significant at both level of confidence.
- There is no significant difference in attitude towards extension education between rural and urban students of PAU. That can be considered as difference by chance which is not significant at both level of confidence.
- There is no significant difference in attitude towards extension education in respect to land holding status of students' families.

IMPLICATIONS

The major findings of the study and conclusions drawn helped the researcher to suggest and recommend the following measures for improving the Students' Attitude towards Extension Education.

- Extension Education activities should be initiated by the institutions right from the time of advertisement for admissions.
- The prospectus, the forms for admission and/or any other literature issued to aspirants or admission must clearly mention about the guidelines of Extension Education activities carryout by institution.
- The institutions which are introducing Extension Education activities shall ensure undertaking from the students to bind with Extension activities.
- There should be provision of proper incentives for students taking part in Extension activities.
- Government can play a vital role in the proper

implementation of extension education programme. Government's officials can encourage extension workers to work in rural and remote areas by sharing resources and information.

- NGOs can take the help of extension workers for the implementation of their plans and policies. It will provide practical knowledge about the field to extension workers and prove to be a good collaboration.

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