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RESEARCH ARTICLE

Perception of KVK Professionals towards Principles of Extension Education and Different Components

Prashish Singh[1], Basavaprabhu Jirli[2] and Saikat Maji[3]

1.Ph D. Scholar,
2. Professor,
3. Assistant Professor,
Department of Extension Education, Institute of Agricultural Sciences, BHU, Varanasi, U.P., India

Corresponding author e-mail: *prashishext@bhu.ac.in*

ABSTRACT

The role of extension in uplifting the Socio-economic status of rural people is becoming prominent with the passage of time. Extension educators and extension service providers better deal with a variety of circumstances if they have holistic understanding of the principle of extension. To further ascertain this, it's necessary to know their Perception level about the fundamentals of extension education. The study was conducted in 145 Krishi Vigyan Kendra (KVKs) of 24 State and Union territories all over India in 2021 with the help of structured questionnaire. Random sampling procedure was employed to select 150 KVK scientists. The findings revealed that majority of KVK professionals had favorable Perception toward principles (65.33%) of extension education. While about 18.00 per cent and 12.67 per cent were having unfavorable Perception. About 69.34 per cent of KVK scientists were doctorate. It was also found that job satisfaction, information seeking behaviour, education, background and position had shown positive and significant relationship with perception towards principles of extension. In step wise regression model for finding out significant variance contributors it was found that job satisfaction and position in department contributing around 12.3 per cent of variances in perceptions toward principles of extension.

Key words *: Perception; ATARI; KVK; Extension Service Provider.*

The KVKs provide multidisciplinary and broad-based technological interventions to enable farmers manage their farm in a sustainable and integrated manner (*Sinha et al. 2021*). Worldwide agriculture has witnessed a shift in the past few decades and extension mechanism need to stay ahead and equip the farmers by enhancing their management and decision-making skills (*Singh et al., 2018; Singh et al., 2020*). Krishi Vigyan Kendra is a new notion developed and funded by Indian Council of Agricultural Research (ICAR) (*Patil and Kokate, 2011*). KVKs are working under the administrative control of ICAR, State Agricultural Universities (SAUs), Central Universities and Non-Governmental Organization (NGOs). The basic concept of functioning of KVKs is transfer of technology from laboratory to farmer's field. On recommendation of the Education Commission (1964-66) and discussion of Planning Commission and Inter-Ministerial Committee as well as recommendation by the committee headed by Dr. Mohan Singh Mehta appointed by ICAR in 1973 the idea of establishment of Farm Science Centre (Now, Krishi Vigyan Kendra) was established. The first KVK, on a pilot basis, was established in 1974 at Pondicherry under the administrative control of the Tamil Nadu Agricultural University, Coimbatore. At present there are 731 KVKs established in the country which work under 11 ATARI (Agricultural Technology Application Research Institute). KVKs are grass-roots level organizations meant for application of technology through assessment, refinement, and demonstration of proven technologies under different 'micro-farming' situations in a district (*Das, 2007*). Krishi Vigyan Kendras generally deal with training programmes related to needy areas to be served to both men and women (*Karak 2019*). It provides need based vocational training to farmers, rural youth, women and extension agents with the revised mandate of KVK Technology Assessment and Demonstration for its Application and Capacity Development

(*Sahoo et al. 2021, Paul, 2016*). Each KVK has been provided with a team of multi-disciplinary subject matter specialists for taking up the activities of a KVK. Within the KVK staff KVK professionals (Programme Coordinator/ Head of KVK and Subject Matter Specialist) were taught principles of extension education during their academic period whether these principles are practiced by KVK professionals or not while delivering extension services to stakeholders was the research question with which the study was initiated (*Gaur et al., 2018*). The study intended to measure the perception of KVK professionals toward principles of extension education. A principle is a set of policies that consistently govern our activities. The universal truths in extension are provided, which have been seen and shown to be true under various settings and circumstances (*Ray, 2011*). Perception is defined as the way you think about something and your idea of what it is like; the way that you notice things with your senses of sight, hearing etc.; the natural ability to understand or notice things quickly (*Qiong 2017*)

METHODOLOGY

Extension service providers working in Krishi Vigyan Kendra's were the respondents. The questionnaire was sent to 721 KVKs of which 150 responses were received from 145 KVKs of 24 states and union territories. Age, sex, background, education, experience, position in department, job-satisfaction and information seeking behaviour were taken as independent variable while perception as dependent variable. For measurement of perception a comprehensive structured questionnaire was constructed with the help of experts. To establish the Relationship between Socio-economic characteristics with perception toward principles and objectives of extension education, correlation, Chi-square and Step-Wise Regression were used.

RESULTS AND DISCUSSION

Perception of KVK professionals toward principles of extension education: There are 11 principles of extension education. Perception towards each of these principles was analyzed by using a index developed for this purpose.*Overall Perception regarding each principles of extension education:* If we rank the principles according to the weighted mean score then we can say that (Table 1) Principle of evaluation ranked I, it's because of evaluation prevents stagnation and also evaluation indicates the gaps and steps to be taken for further improvement followed by principles of learning by doing weighted mean score ranked II, it's because of Learning by doing is most effective in changing KVK professionals as well as farmers behaviour. This develops confidence as it involves maximum number of sensory organs KVK professionals as well as farmers should learn what to do, why to do, how to do and with what result and perception toward principle of Indigenous knowledge weighted mean score was 66.22 and ranked XI, it's because lack of documentation and validation of indigenous knowledge. Documentation of Indigenous knowledge system is the need of time, it's because of Indigenous knowledge of each nation has enabled them to supply their needs from natural sources without reducing these sources. Again, KVK professionals develop and deliver new product they kept in mind and follow the all principles of extension education. This might be due to the fact that KVK professionals undergo regular exposure with farmers and in order to deal with them they have to consider principles of extension education. Similar results observed by *Singh (2016)* in his study that the majority of (66.60%) horticulturist was having favorable perception followed by equal distribution (16.60%) in unfavorable and highly favorable perception level category.

Table 1. Distribution of KVK professionals according to overall perception regarding each principle of extension education

Degree of perception	WMS	Rank
Principle of need and Interest	70.66	IV
Principle of leadership	68.66	VII
Principle of Indigenous Knowledge	66.22	XI
Principle of cultural difference	68.22	VIII
Principle of grassroot institution	71.55	III
Principle of learning by doing	71.77	II
Principle of participation	70.22	V
Principle of whole family	69.33	VI
Principle of adaptability	68.44	IX
Principle of satisfaction	66.88	X
Principle of evaluation	72.66	I

Correlational and chi-square analysis between SE characteristics with perception of KVK professionals: For measuring association between independent and dependent variables it was found that the job satisfaction, Information seeking behaviour, education, position and background were having significant association with perception of KVK professionals towards principles of extension education (Table 2). If KVK professionals

Table 2. Correlational analysis and chi square analysis between socio-economic characteristics with perception of KVK professionals toward principles of extension education

Independent variable	r value	χ^2 value	P-value
Age	0.108	-	0.187
Experience	0.052	-	0.531
Job satisfaction	0.295**	-	0.000
Information Seeking Behavior	0.241**	-	0.003
Education	-	11.219a*	0.004
Sex	-	1.266a	0.531
Background	-	5.270a***	0.072
Caste	-	7.233a	0.300
Position	-	7.481a**	0.024

** Correlation is significant at 0.01 level (2-tailed); a*Significant at 0.01 level of probability; a** Significant at 0.05 level of probability; a***Significant at 0.10 level of probability

are satisfied with his/her job and regularly seeking new information then their perception toward principles of extension is positive. Also, if the KVK professionals are senior in KVK then they have taken own decision in development of new program, it's because if the KVK professionals are junior in KVK then some ideas of their neglected by seniors as well as if the KVK professionals belonged to rural background then they are very well know the rural condition, it's because of main stakeholders of extension arte farmers that's why if the KVK professionals are belonged to rural area then have positive perception toward principles of extension.

Relationship between independent variables and principles of extension education (Stepwise Regression Analysis) : Step wise regression was carried out to find out the extent of effect of independent variables on Perception of KVK professionals toward principles of extension education and also to find out the most significant contributor towards the regression model (Table 3). It was found that only two variables job satisfaction and position contributing around 12.3 per cent of variances in Perception toward principles of extension education of the overall Perception of the KVK professionals. The regression model was also found to be significant (p value=.000) within acceptable level of multi-collinearity.

CONCLUSION

The outcome of the study shows that the majority of the KVK professionals were from the middle age group, possessed a doctorate level of education, majority of males and belong to rural areas, having medium range of job satisfaction and having medium range of information seeking behaviour. Findings related to the level of perception reveals that the KVK professionals had favourable perception towards the principles and objectives of extension education. It can be said that there is need of KVK professionals to change their unfavourable perception to favourable perception toward principles of extension education for making KVK programs more successfully. It can also be revealed from the findings that Job satisfaction and information seeking behavior directly affects the perception of KVK professionals regarding the principles of extension education.

CONFLICTS OF INTEREST

The authors have no conflicts of interest.

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Table 3. Model summary of quantum effect of independent variable on perception of KVK professionals towards principles of extension education (Stepwise Regression)

Model Summary[b]										
Model	R	R^2	Adjusted R^2	SE of the estimate	Change Statistics					Durbin-Watson
					R^2 change	F change	df1	df2	Sig. F change	
1	.295[a]	.087	.081	20.26422	.087	14.156	1	148	.000	
2	.350[b]	.123	.111	19.93550	.035	5.921	1	147	.016	2.022

Predictors: (Constant), Job Satisfaction; Predictors: (Constant), Job Satisfaction, Position; Dependent Variable: Principle _C

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