

CHAPTER IV

## CHAPTER IV

## ANALYSIS AND DISCUSSION

The objectives of the present investigation as mentioned earlier in chapter one, were to study the policy of the government of Thailand with respect to extension education activities as perceived by rectors, the highest authorities in teachers colleges. The objectives also included the study of the administrative set up for this programme, the opinions and perceptions of other personnel like vice rectors, instructors, teacher trainees and community leaders and participants regarding the various facets of the programme, the problems as faced by the personnel working in different positions during implementation stage etc. These opinions, reactions and perceptions were gathered through the use of different tools like questionnaire, opinionnaires, structured interviews, informal gatherings and small group discussions which were recorded by the investigator.

The analysis of data has been divided into two parts. The first part has three main sections, viz., (i) policy of the Government and rectors' reactions, (ii) administration and planning of extension education activities, and (iii) the nature of extension education activities. The second

part has two sections, viz., (i) the problems of extension education activities as felt by rectors, vice rectors, heads of faculties and instructors and (ii) the perceptions of personnel involved regarding the various facets of extension education activities.

In the first part, the data as gathered through check-lists survey forms, opinionnaires and interviews of rectors and vice rectors incharge have been analysed quantitatively and then studied qualitatively.

In the second part of analysis the data as gathered through the questionnaires, opinionnaires and discussions with instructors, teachers trainees and community participants have been analysed quantitatively. The mode of scoring and quantifying the data is already discussed in Chapter III. The 'Median Test' has been used to test the significance of the difference of mean scores of different groups of respondents.

The analysis and discussion of the data have been presented in the pages that follow. A schematic diagram of the presentation has been given.

Schematic Diagram of Analysis



Section I : Policy of Thai Government and rectors' reactions.

- A. Policy of Thai Government with respect to teacher preparation programme.
- B. Rectors' opinion regarding policy of the Government, the policy adopted by each teachers college of northern region of Thailand and the inclusion of the extension education programmes in teacher college curriculum.

Section II : Administration and planning of extension education activities.

- A. Nature of administration.
- B. Planning of the programme.

Section III : Nature of extension education activities.

Section I : Problems of extension education activities as perceived by rectors, vice rectors, heads of faculties and instructors.

Section II : Perceptions of the personnel involved in extension education activities regarding the various facets of the programme.

## PART I

4.1 SECTION I : POLICY OF THE GOVERNMENT AND  
RECTORS' REACTIONS.

This section includes (A) the discussion of the policy of Thai Government in general with respect to teacher preparation programme in the context of emerging needs under rural development programme, (B) Rectors' opinions and reactions regarding -

- i) the policy of the government for implementing the programme of extension education activities in the teachers colleges,
- ii) the policy adopted by each teachers college of Northern region of Thailand,
- iii) the inclusion of the extension education programme in teachers college curriculum.

4.1.1 A. The Policy of Thai Government with respect to  
Teacher Preparation Programme.

According to Hall's and Hord's point of view, the policy has been defined as "a rule or guideline that affects the procedures, decisions, and action of an organization and the individuals within it. Guba has also given the meaning of the policy as : (i) policy is an assertion of intents or goals, (ii) policy is the accumulated standing decisions of governing body by which it regulates, controls, promotes, services and otherwise influences

matters within its sphere of authority, (iii) policy is a guide to discretionary action, (iv) policy is a strategy undertaken to solve a problem, (v) policy is sanctioned behaviour, formally through authoritative decision or informally through speculation and acceptance established over time, (vi) policy is a norm of conduct characterized by consistency and regularity in some substantive action area, and (vii) policy is the effect of the policy making and policy implementing system as it is experienced by the client.

The first Teacher Teacher Training School in Thai Kingdom was set up in Bangkok on October 12, 1892. The Teacher Training school was under the Department of Education and the government had emphasised the need for good teacher training programme along with the need for its quality-quantity products for elementary schools. The policy of the government as stated in the educational scheme of 1897 stressed that the quality of education depended directly on the quality of teachers because only good teacher could give good education.

In 1902, the government declared the provision of education to all the citizens. The general aim was to enable them to acquire general educational and vocational skills in accordance with individual ability and interests.

The government also declared that the objective of education was to train people for effective citizenship so that they could make their living meaningful, could progress well and thereby helped in maintenance of peace and stability in the nation. This statement focussed specifically on basic education for all citizens which stressed the demand for qualified teachers particularly for elementary education. At that time the government made an effort to expand teacher training step by step, in order to secure manpower for various fields.

In the year 1932, Thailand changed its form of government from an absolute monarchy to constitutional monarchy. During this period, the government tried to expand elementary education as fast as possible. The expansion of elementary education inevitably increased the demand for teachers.

In the year 1935, Mr. Bhunthin Attagara became the first Director-General of the Department of Teacher Training. Under his leadership the Department of Teacher Training began the long journey towards qualitative and quantitative development of teacher education as the key to success.

In 1954, H.E. General Monghom Promyothi, the then Minister of Education, realized that the question of extension of education was related to both the qualitative improvement and the quantity expansion of teacher education.

It meant that the number of teachers should be increased; and the competency of teachers should be improved. In this period, at the Chombueng Village College in Rachaburi Province, a new kind of teachers institution suitable to the remote areas was established. Its objective was to train the 7th grade students from poor families in the selected backward or sensitive areas in the country as teachers for elementary level.

In 1955, the twilight programme for those pursuing the B.Ed. began in colleges of education. The objectives of this project were to solve the national teacher shortage, to provide opportunities for the graduates of 10th and 12th grades who might want to go for further studies and to solve the critical shortage of elementary school teachers in remote areas.

In 1956, the Thai-UNESCO Rural Teacher Education Project (TURTEP) for improving rural education was launched which was further assisted by UNICEF. The objectives of this project were to provide teaching and working experience to students and people in rural communities. Its introduction aimed at increasing the number of teacher trainees willing to work in rural communities. The project was started in 1956 at Ubol Teachers College in Northeastern

Thailand. By 1967 all teachers training institutions had adopted the principle of TURTEP with very satisfactory results.

In 1962, the master plan of the first Five Year Plan of the Nation, was prepared. All developmental programmes of the nation followed the master plan, which aimed at providing directions for the country's developmental programmes. From 1967 to 1971, the second Five Year Plan of the Nation was put into effect. It laid more emphasis on the expansion of teacher education.

During this period, the government tried to make people aware of the need to increase national income. Five year national economic development plans had served as guidelines for each developmental project. Many projects has been completed, including construction of dams, roads, electrical power-stations, etc. Numerous developmental projects were completed in the provinces. These expansions inevitably brought changes in teacher education.

It can be noted that the First and Second Five Year Plans of the Nation had emphasised material development. The lack of man-power was the main problem at the end of the Second Five Year Plan. So man-power development was strongly stressed in the Third Five Year Plan (1972-76).

In this period, the number of teachers colleges and teacher education programmes increased enormously. As this programme emphasized the academic programmes only, the extension education activities programme of teachers colleges got a set back. The increased number of teachers also posed a problem of unemployment of teachers during the later years.

As mentioned above, the main function of teachers colleges was to produce teachers to implement the policy of the government as outlined in the Third Five Year Plan of the government as outlined in the Third Five Year Plan of the nation. As a result, the community service programme was given secondary importance. There was only one programme which was closely related to community services. It was the Rural Teacher Training Programme which had its main objective of providing second year student teachers with teaching and working experiences by having three months actual practice teaching in rural elementary schools. The idea behind this programme was to acquire knowledge from the actual classroom situation, to understand the problems of rural life which the confronted the schools, and to find out solutions of the problems utilizing the community resources to the extent possible. Thus, inculcating the desire to do well in job, living with the rural people

and helping them in problem solving, were the expected behavioural outcomes of teachers willing to teach in rural areas. This project was neglected for many years but was reorganized again at the end of the Fourth Five Year Plan.

The community services have been strongly emphasised in the Fourth and the Fifth Five Year Plans of the Nation when the policy of rural development was declared. Thus, there has been a clear shift of emphasis in the national policy of teacher education, i.e. from purely training based programme to that of rural development based programme.

#### 4.1.2 B Rectors' opinions and reactions -

- (i) The Opinion of Rectors about the Policy of the Government for Implementation of Extension Education Activities in Teacher Colleges

According to the opinions of the rectors, the policy of the present government was clearer than the previous government (before 1982). They explained that the policy of the former government had emphasised raising of the income of the people at large. For teachers colleges, the policy had stressed on producing more teachers to meet the requirement of the community. At that time, lack of teachers in primary schools, particularly in the remote areas was the critical problem of the national system of education.

The problem was solved by producing sufficient number

of teachers - rather greater number of teachers than the required quota. This resulted into unemployment of trained primary as well as secondary teachers.

The rectors expressed unanimously their satisfaction with the policy of the new government which clearly emphasized the need of trained rural teachers so that the programmes of extension education activities were revived once again in teachers colleges.

With the new responsibility of rural development programmes, implementation of extension education activities became one of the main functions of teachers colleges. Through teachers college Act 1975, the government specified the extension education programmes as one of the five main functions (viz., preparing teachers, inservice training, research, preservation of culture and extension/community services) of teachers colleges. This has given clear direction to teachers colleges.

The rectors, while appraising the policy of the government stated that the implementation of extension education programme was found easier due to this clear directive from the government.

Moreover, the rectors opined that the concern of the government regarding the policy had affected the implementa-

tion of extension education programme in a number of ways, Firstly, there was sufficient allocation of funds to the extension education programme by the government for the Food and Nutrition Project in Rural Areas, Community Leadership Training Project, Supplementary Books for Rural People, etc. Secondly continuous programmes for training the personnel of teachers colleges for extension education was started. Lastly, there was increased cooperation among different government agencies at provincial level.

However, a few rectorors expressed that the policy had increased the burden of teachers colleges in the sense that there were no qualified personnel in teachers colleges for this programme. Most of the personnel were only trained for producing teachers for routine work. The extension education was concerned with the upliftment of rural people so the experiences of the personnel for this task were specific. Secondly, there was a lack of attitude of the existing personnel to work with community. It was because of the feeling among them that teaching was their main duty and the extension education activities increased the burden for them. Hence, they did not want to work with community. Lastly, lack of funds was the critical problem of teachers colleges because the extension programmes were concerned with the remote areas. Hence a lot of funds for various expenditures such as fuel for vehicles, supplying

instructional material, extra allowances to personnel on duty, etc. were needed.

(ii) The Opinion of Rectors Regarding the Policy Adopted by Each Teachers Colleges of Northern Region of Thailand.

All the rectors expressed that the policy of each teachers college was in consonance with that of the government. All the programmes adopted by teachers colleges were with the objective of raising the living standard of the rural poor.

The policy of implementing the programme of each teachers college was almost the same. The responsibility of the programme was given to vice rector No.IV who generally chalkout the programme in consultation with other staff members, Still however, other agencies and voluntary groups like boyscout, Buddhist monks, etc. were involved in executing the programme.

With respect to finance, all the teachers colleges had almost the same problem of shortage of funds. They followed the same pattern of raising the funds from different sources like collegiate budget, off campus agencies like primary education office, Lions Club, and international foundations supporting the extension education activities.

In short, all the teachers colleges had adopted more or less the same policy and pattern for administration and implementation of extension education activities in their respective areas. The basis of the policy of each teachers college was closely in line with the directives of the government.

(iii) The Opinion of Rectors Regarding the Inclusion of Extension Education Programme in Teacher College Curriculum.

School, according to rectors in remote rural areas, did not remain only a beneficiary of the programme of rural development; it became one of the active agencies involved in bringing about social, economic and cultural changes in the society. Teachers in school played a significant role, which was definitely a changed one in the context of new policy of the government. Guidelines regarding this new role of teachers were supplied in plenty through agencies like APEID, resolutions of national seminars and workshops, case studies done at national and provincial level.

Though the rectors found a few limitations in the programme execution by each teachers college due to shortage of staff trained specifically for this purpose, or with respect to the general attitude and initiative of the staff, they agreed unanimously on the point that inclusion of this

programme in teachers college curriculum was highly justifiable from the view point of students, staff as well as community.

With respect to students, they stated that such a programme was useful for the students in a number of ways viz.,

(i) students got the knowledge and experiences concerning community development, (ii) they worked with community confidently when they got a job in rural school, (iii) they felt that they were the change agents for community, and (iv) the programme reduced the problem of procuring teachers at primary and secondary school level. The teachers colleges were in a position to provide courses in extension activities to those who were trained only in academic courses so that it could help them to get job in other occupations like social work, community welfare centres and other voluntary organizations.

With respect to staff development, the rectors opined that the inclusion of extension programme in teachers college curriculum helped staff members in gaining new experience and knowledge from actual situations in community for improving their teaching. At the same time they could apply the knowledge and theory from such experiences to improve the curriculum.

All the rectors stated that the inclusion of extension programme in teachers college curriculum helped teachers colleges in fulfilling their commitment to government and community both by adjusting their curricula harmoniously with needs of community, and uplifting themselves as centres for continuing education and extension education for the neighbourhood areas.

All the rectors agreed that the curriculum provided the guideline for planning extension programme to be practised by students and staff members in rural areas. Certainly, this programme helped rural people in solving their problems. With the help of the staff, students' camps helped the community with respect to sanitation, literacy, library, agriculture activities, etc. These activities were useful for rural people.

These reactions of the rectors are in consonance with the point of view of Irene (1978) that at the college level the lacuna in the formal system must be overcome by a curricula that is relevant to the needs of developing country, especially to the rural realities and mobilizing to the maximum its use in the formal system for constructive community development work.

DISCUSSION :

Rectors of all the teachers colleges completely agreed with the policy of the government with respect to the introduction and implementation of extension education programmes. From the personal discussions with each of them individually, it was found that they favoured such programmes in teacher education as they felt that the utmost need of the Northern Region of Thailand was to raise the standard of living, the level of awareness and sensitivity to social, economic and political problems and the cultural preservation campaign of the people in the remote rural areas.

Though they agreed with the government policy, still, however, they expressed their concern on two important points rather sharply. One was with respect to policy framework by the teachers colleges and other was with respect to provision of necessary funds.

It was found during the interviews with the rectors that, whatever might be the policy of teachers colleges, it was not put into black and white by most of them. It is framed and noted only mentally by the rectors concerned. This lacuna in policy framework generated suspicion, doubts and a sense of insecurity in the minds of the staff with respect to its execution and their own position. As nothing was in printed form, each one, as well as any one could

change or interpret it in a manner favourable to one's own interest.

This has been a weak point of programme framing and functioning both, as it resulted into either non-communication or miscommunication amongst the personnel of teachers college. Such a situation was likely to lead to misunderstanding of objectives, confusion and non-cooperation in the staff.

This reasoning is supported by Beck's study (1973) which also revealed that many of the junior colleges in Alabama did not put the policy adopted by them regarding the community service function in black and white which generally created confusion in the personnel involved at number of points. Each tried to interpret the instructions according to their individual understanding of the matter. The policy needs to be clearly stated and printed and made available to all the members of the staff for, it influences the morale of the personnel working under the projects in different ways. The policy needs clarifications with respect to (i) working hours in this programme to be considered as a part of the total workload, (ii) consideration of such participation during promotion or pay scale rise of the members concerned, (iii) flexibility regarding leave adjustment or transfers etc. Only Piboonsongkarm

teachers college has printed the specific policy with respect to extension education activities in its annual report.

It is necessary for all the other teachers colleges to come out with printed policy framework in the interest of all the administrators as well as implementors.

From the discussions with the rectors, it became explicit that there was a clear need to conduct the extension education activities programme by the teachers colleges and universities as well. These organizations being the institutes of formal learning, are in a position to put forth the programmes in a systematic manner. Davis' (1974) findings of his study in Michigan in this regard clearly stated that universities should increase the amount of time and responsibility for the expansion of such programmes and should provide more funds and extend better facilities so as to serve the community by way of providing life-long education facilities. Findings of Guerrero (1975) convey the same meaning by stating that broad participation of the university for the study of local problems and extension of help for their solutions, remain as pillars of progress and modernization.

From the discussion with the rectors the impression that one got was that the extension education activities

usually depended on the policy of the government decided over a longer duration. In Thailand the policy of different governments did not give a meaningful priority to the extension education activities continuously though this programme was quite popular in the beginning when it was first launched. This phenomenon of negligence affected the extension education activities very seriously. For example, the Rural Teacher College Project had been a popular activity in 1962-65. After that it had stopped for more than ten years deplorably because of the lack of financial support. This activity started again in the beginning period of the Fifth Socio-Economic Plan (1982-86). This uncertainty of the policies affected the development of extension programme of teachers colleges. These teachers colleges produced teachers for profession in general. No attention was paid to train personnel for extension education activities. As a result, the community had to face two types of problems. One was excess of trained teachers resulting in unemployment of the trained manpower and other was the absence of required personnel for extension education activities programme which required special training in certain skills and attitude. Community development depends on the long term continuous and steady programme, because it is through such programmes that necessary values and attitudes are inculcated in the people. Such programmes

should be studied and followed up constantly and continuously for necessary modifications. This necessitates a uniform, stable policy declaration by the government.

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#### 4.2 SECTION II : ADMINISTRATION AND PLANNING OF EXTENSION EDUCATION ACTIVITIES

This section consists of two parts, viz., (A) Nature of administration, and (B) Planning of the programme.

##### 4.2.1 A. Nature of administration.

(i) Administrative setup : The success of any endeavour of an organisation or an institution depends largely on the fabrics that give strength to the whole edifice. These fabrics are found in various forms, viz., the quality of personnel working, their morale, their commitment to the institutional objectives, the norms and values defined by the institution, the freedom enjoyed by the members, the authoritation democratic management style, the institutional climate created or developed. In short, these refer to the administrative set up and managerial

aspects of the organization. Of all these different components, the number of persons involved also plays an important role, for when the number is too small i.e. insufficient, the burden gets increased on a few shoulders which results into delay and a choked feeling among the members which creates constant tension. Even when the number is quite large but the persons are non-committed and indifferent, the final outcome will be no better. Hence the study of any programme asks for the scrutiny of the administrative set up of an organization as a whole as it implies the coordinated efforts of a group of persons in pursuit of common goals.

While studying the administrative set up of the eight teachers colleges of the Northern Region, it has been found that the rector is the highest authority who dispenses with different responsibilities to different persons. Extension education activities comprise a number of units including the rural development unit, public relation unit, programme evaluation unit, planning unit, correspondence unit, etc. The rectors in all the eight teachers colleges delegate the power of implementation of extension education activities to one of the four vice rectors, generally vice rector IV.

For executing the programmes, there is always the need for a separate office. Two types of office control have been

found. In one type, there is a rector's office which delegates powers to other three vice rectors also. Here, the decisions are taken by the rector in the teachers college regarding extension education activities but the different units of the entire faculty get involved. The work is rather over decentralized. The difficulty that arises here is regarding coordination in the programmes. The vice rector IV, though in charge to a greater extent, is not in a power or position to take the work from other three vice rectors directly as the responsibilities are directly given from rector's office. This comes in the way of speedy implementation of the extension programmes.

In the second type, there is a separate office for the extension education activity unit. Here the direct control of vice rector IV is exercised while planning and executing the extension programmes. The vice rector in consultation with other agencies related to educational programmes, viz., office of the governor of province, office of provincial head of elementary schools, troops (army office), village boyscouts and voluntary organizations, etc., plan out the entire programme under the chairmanship of the rector. The planning is done by an administrative committee of teachers college which is comprised of the head of academic faculty, head of other departments and all vice rectors. As there is a separate office for the extension education programme, the vice rector IV is in a position to devote more attention

as well as is in a position to control the programme execution rather independently. This power helps him in having close coordination with other centres, viz., rural development centre, technology centre, research centre, teaching service centre, etc.

These two different types of administrative set up, reflect the planning, organization, coordination and implementation of extension education activities programmes.

(ii) The personnel recruitment : As extension education activities are related to a variety of subjects provided for community along with pedagogical ones, the recruitment of personnel is very critical. Since teachers colleges have undertaken teacher training for a long time, the required personnel for community work specially, is one limitation in programme implementation. Consequently, the personnel involved in the extension education activities come from various groups of persons in each teachers college. An attempt is made in the present investigation to study the nature of academic as well as professional qualifications and experience of personnel involved in extension education activities. The data is presented in the following tables.

Table 4.1 : The academic personnel involved in extension education activities in the eight teachers colleges.

Position	Number
Professor	-
Associate Professors	1
Assistant Professors	19
Lecturers	255
Total	275

Table 4.2 : The qualifications of personnel involved in the extension education activities in the eight teachers colleges.

Qualifications	Number
Academic qualifications	
Certificate or lower	7
Bachelor Degree	57
Masters' degree	81
Doctoral degree	-
Professional qualifications	
B.Ed.	25
M.Ed.	93
Ph.D.	12
Total	275

Table 4.3 : The experience of personnel involved in the extension education activities in the eight teachers colleges.

Years	Total
1 to 3	31
4 to 6	59
7 to 9	107
More than 9 years	78
Total	275

(iii) The budget provision for extension education activities in teachers colleges : Extension education programme, proper provision in the budget for its programmes is to be taken care of as such activities require more funds by way of travelling expenses, providing instructional materials, extra allowances for the personnel when off campus accommodation is to be made, fuel charges for vehicles, etc. This provision has been made by each teachers college mainly in three different ways, viz., allocating separate funds . at the central office, providing it through the academic faculties and providing it through the academic departments. Generally, all the teachers colleges prefer to have their budget allocation provision through academic faculties as it ensures smoother procedure to get the funds well in time.

The main sources of finance are

- i) government grant,
- ii) tuition fees (partially)
- iii) emergency fund of department of teacher education.

The supplementary sources of finance are

- i) private sector donations from banks, industries, etc.
- ii) international funds such as UNICEF, UNESCO, UNDP, etc.
- iii) government agencies such as university, supervisory unit, etc.

It has been observed that generally each teachers college tries to find sources of finance outside the campus by way of university grants or from supervisory units which conduct the research programme and provide funds for the same. The same way the teachers colleges find it convenient to get funds from voluntary organizations also.

(iv) Provision of physical facilities : Any activity, especially the social service one in nature depends for its success on the morale and commitment of the personnel working for the same. It also depends to a great extent on the supply of necessary physical facilities, office supply, instructional material and other things like fuel or petrol for vehicles as the personnel have to move from place to place in the commitment area. In absence of these, there is unnecessary delay in the implementation process which many

a times affects the morale of the working staff. When these facilities are not available with considerable ease and if one has to go into a long tiring procedure to get them, it creates frustration in the staff which leads to indifferent attitude and apathy towards the responsibility assigned.

It has been observed that there are three main procedures of providing the office supply for the extension education activities, viz., making special provision, taking it from sector office and utilising it from special maintenance department. The position is little different among eight teachers colleges. Petchaboon Teachers College did not use the office supply from the rector's office and Nakorn Sawan Teachers College had no special maintenance department for providing facilities for the extension education activities. So they used the office supply only from the provision made for extension education activities.

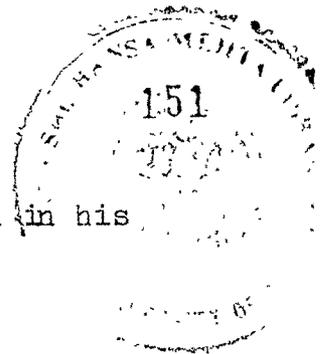
For the instructional materials, it is very clear that majority of teachers colleges utilised the instructional material for the extension education activities from three sources viz., the rector's office, the academic department and the office that was specially organised for this activity. Of these it has been observed that all the teachers colleges utilized the instructional material supply from all the three sources, only Chiangrai Teachers College did not use

the instructional materials from the academic departments/ faculties but fully depended on special provision or rector's office.

As far as vehicle, petrol and fuel are concerned, all the eight teachers colleges provided them through the rector office and the special office.

(v) Measures for motivation : As stated earlier, the morale of the working staff in any institution or organization depends on the concern shown by the authority, encouragement given by the leader, understanding extended by the person in position, and lastly the motivation provided from the top.

In extension education programme, the personnel involved have to work outside their campus. They come across a number of situations which may not be always palatable, e.g., they have to stay away from their own families, the problem of food and other homely comforts will be always there; they come across people with different behavioural norms, beliefs, culture and nature. It requires lot of patience, tolerance, understanding, sympathetic attitude as well as broadmindedness to let go certain unfavourable incidents. It is but natural that when so much is expected from a person while performing his duties, the person definitely expects encouragement,



sympathy, understanding, etc. by way of motivation in his work.

Writing about the motivational aspects, Maslow suggested that motivating the personnel should be based on a hierarchy of human needs as under : physical needs, safety needs, need for love and belonging, need for esteem and need for self-realization.

Regarding this motivational measures as adopted by the teachers colleges with respect to extension education activities programme, it has been found that generally all the teachers colleges have adopted three types of motivational measures, viz.,

- i) motivation by giving promotion and increasing the salary,
- ii) motivation by decreasing the routine work-load, and
- iii) motivation through open appreciation of the instructors.

On investigation, it has been found that only four out of eight teachers colleges could lighten up the routine work as a measure for motivation but six out of eight teachers colleges adopted the other two measures only.

#### 4.2.2 B. PLANNING OF THE PROGRAMME.

Whatever might be the lofty ideals or cherished objectives while introducing a new programme, however best might be the quality of personnel employed for its execution, whatever might be the amount of funds reserved and facilities extended, the project or the programme many a time meets with an unnatural or prematured death just for want of wise planning. By planning is meant not the initial chalking of its framework or blue-print. It means the planning in its totality, its administration - the way the project/programme is led; its organization - the way the project/programme is scheduled - timewise, personwise, resourcewise and finally the way it is implemented - the commitment and determination, the power and the push.

The programme of extension education activities has been taken up as one of the main five functions of teachers colleges as per the policy of the government. All the eight teachers colleges have almost the same pattern of administration and other facilities, still however it is very likely that their method of planning and organizing the programme might differ from college to college in the context of the commitment area.

In order to go deep into the entire procedure of administration of extension education activities, a check-

list with twenty four items was administered to eight vice rectors or the person in charge of the extension education activities. The instrument has been divided into four parts with six items in each. They are procedure of planning, administering, organising and implementing the extension education activities. The data have been presented in the following pages.

Table 4.4 : The procedure of planning the extension education activities.

Statements	Respondents			
	Yes		No	
	No.	%	No.	%
1. I plan the programme totally by myself.	2	25	6	75
2. I give only the frame work to the staff for preparing the programme.	6	75	2	25
3. I plan the programme jointly with the staff members concerned by having continuous discussions.	7	90	1	10
4. I plan only the long-term programme.	4	50	4	50
5. We usually study the community needs for planning the programmes.	5	63	3	37
6. We prepare the blue print for the programme well in advance.	7	90	1	10

The data presented in the above table draws a very positive picture with respect to the procedure of planning

The first three items reveal that the planning is done with due consultation and cooperation of other staff members. Community needs are kept in mind (63%) and blue print is (90%) prepared before planning out the activities which takes care of all the points of concern and eventualities too.

Table 4.5 : The procedure of administering the extension education activities.

Statements	Respondents			
	Yes		No	
	No.	%	No.	%
1. I make the objectives of the programme clear to each of the persons involved from the beginning.	6	75	2	25
2. I make the duties and responsibilities of every member clear to him in writing from the beginning.	8	100	-	-
3. I go strictly according to the blue print.	3	37	5	63
4. I insist on completing the work within the stipulated time by means.	6	75	2	25
5. I allow the persons to take initiative and take decisions on their own, whenever it is needed.	7	90	1	10
6. Once I leave the responsibility of the programme to the person in charge, I do not interfere at all.	6	75	2	25

The procedure of administering as it appears from the above table puts before us a democratic style of administration. 75 to 90 per cent of the vice rectors allow their staff to take initiative and enjoy the freedom of work. This infuses a sense of responsibility in the personnel involved and develops creativity and leadership qualities in the juniors which can provide responsible administrators in the long run for the institutions. Another good point of administration that one reads from the table is, the sensitivity in the administration regarding time. Seventy-five per cent of the vice rectors insist on completing the work within stipulated time. It has been generally observed that people take up projects with great zeal in the initial stage but later on remain so lethargic that the zeal of the persons working and meaning of the project, both get lost due to its lingering over years.

Still however, item No.3 presents a point of debate. Thirty seven per cent of the vice rectors expressed that they go strictly according to the blue print, come what may; while 63 per cent do not stick to the blue print. Will it mean rigidity on the part of 37 per cent vice rectors and flexibility on the part of 63 per cent vice rectors? Programmes which are of social service type come across a number of varied situations and persons when it becomes imperative on the part of administrators to relax their

plans, remain flexible enough to redesign and modify in the context of the existing circumstances. Still however, once the objectives are made clear, responsibility given, time target is fixed, insistance to stick to the blueprint of the programme prepared earlier with some flexibility is a necessary evil in administration to achieve the target.

Table 4.6 : The procedure of organizing the extension education activities.

Statements	Respondents			
	Yes		No	
	No.	%	No.	%
1. The members are generally assigned the work as per their attitude and interest.	7	90	1	10
2. I motivate the members continuously to put in their best in the programme.	8	100	-	-
3. I do not wait for prior sanction from the higher authority in case of any emergency.	6	75	2	25
4. I take up even those activities which are not scheduled but are found necessary in the interest of the community while working with them.	7	90	1	10
5. I am generally concerned with the final outcome of the programme.	7	90	1	10
6. I go even out of way in providing necessary facilities to the staff when required.	8	100	-	-

Table 4.6 reveals that the organization is quite systematic for, (i) the interest as well as aptitude and ability aspects of the members are taken into consideration. The activities are being taken up immediately, whenever the need is felt in the context of the environment, (iii) the facilities, comforts and motivational aspects with respect to working staff are looked after well by almost all the vice rectors.

Table 4.7 : The procedure of implementing the extension education activities.

Statements	Respondents			
	Yes		NO	
	No.	%	No.	%
1. I have periodic meeting of the staff to clarify the procedure and give needed guidance.	7	90	1	10
2. I do not hesitate in taking help from the community people in the areas where I do not have required manpower.	6	75	2	25
3. I prefer contacting the different agencies and persons working with us across the table rather than through a circular.	6	75	2	25
4. I have periodic orientation sessions for the different agencies/persons working in the programme.	6	75	2	25
5. I keep self-evaluation session frequently during the execution of the programme.	7	90	1	10
6. I allow the persons to work in their own way after conducting the first formal session.	7	90	1	10

For conducting such extension education programmes which are social in nature, the first prerequisite of such programmes is the cooperation and mutual understanding of different personnel and agencies working for the same cause. Table 4.7 clearly shows that 75 per cent of the vice rectors go out for mutual exchange of views with other agencies. Ninety per cent of them adhere to self evaluation procedure periodically so as to get necessary feedback. As it appears from the table, the implementation of the programme is done by the administrators keeping the human psychology in mind so as to get maximum benefit from the resources available.

#### DISCUSSION :

Reviewing the data presented with respect to administration, personnel recruitment, budget provision, provision of physical facilities, and measures of motivation adopted, one can say that all the eight teachers colleges work almost on the same line of thinking. All of them have rector as the highest authority and vice rector IV as the person in charge of extension education programme in general. Still however, Chiangmai, Lumpang and Kampaengpetch teachers colleges have rather over decentralized system of administration which at times becomes instrumental in causing unwanted delay in the execution of the programme.

The qualification of personnel recruited ranges from persons having Higher Secondary School Certificate to Ph.D. degree. The personnel employed are highly trained professionally (93 per cent M.Eds.). Still however, the concentration is more at the lecturer level. There is no professor and only one associate professor in the total sample of eight teachers colleges. This should be a matter of concern. If the programme is to have quality, more persons in the higher cadre who can work out perspective planning for ten to fifteen years in advance, who can design the infrastructure to materialize the entire programming and who through the sheer weight of their power and position can get the things done at all levels without unnecessary delay or disturbance of any sort must be recruited in due course. Nature of budget allocation, provision for physical facilities as well as motivational measures more or less remain the same in all the eight teachers colleges. It can be presumed that as they work uniformly according to the policy of the government, they remain almost the same in style of their administration.

It remains to be seen as to whether they differ in their planning of the programme and deciding the nature of activities in the context of their respective commitment areas.

Planning of extension education activities involves long term perspectives and hence cannot be done single handedly by anybody though in-charge. While planning such programmes which are more of social nature, they are to be thought out and examined from different angles and viewpoints. For this, as Patel (1970) Kelly (1973) and Suwit (1973) have suggested, the local needs and available resources are to be kept in mind while planning.

The vice rectors in all the eight teachers colleges have kept this point in mind that inadequate planning as Chaube (1963) has put, results into much less achievement in the programme. Fifty per cent of vice rectors disclosed that they plan out only the long term programmes. One would wonder as to how these people can cater to the immediate needs of the community if they take only long term plans? Certain immediate needs of the local community can be met with short term programmes only. This specific point needs further exploration.

The involvement of the personnel right from the planning stage presents a strong point of the planning procedure as expressed by the vice rectors. This is in conformity with findings of Michael's Ohio study (1978). It helps in developing proper attitude and a sense of responsibility among the personnel involved in the programme activity.

The administration procedure followed by the vice rectors is much in line with the suggestions done by Slamet (1973) Stephens (1973), Erozer (1978), Maninus (1978). Needed orientation with respect to objectives and procedure to be followed, results into clear understanding on the part of the personnel involved. This avoids confusion and complications. Though the administrators make it a point to go strictly according to the blue print of the programme, however it is necessary to keep it flexible enough to meet with the<sup>m</sup> on the spot situational needs. This helps in carrying out the work to the maximum satisfaction as there will be no rigid insistence on its completion in time by any means. Freedom to take initiative as well as to make necessary changes reflects the democratic management style of the administrators.

Organization and implementation of such programmes need a wide network of coordination. As Ansari (1969) and Otto (1973) have expressed at the end of their respective studies that coordination with agencies outside the campus for such types of programmes, enhances the level complementarily which finally leads to promising results. On the whole the vice rectors have adopted such measures quite consciously. They remain in close touch with outside agencies by having visits and frequent meetings with them Self-

evaluation technique as adopted by the vice rectors gives them necessary feedback as expressed by them during their interview sessions.

On the whole, the entire procedure of administration right from planning to implementation presents a healthy picture of the institutional climate. With so well planned procedures, it remains to be seen as to which activities the teachers colleges are in a position to take up to fulfill the national objectives of developing the commitment areas.

#### 4.3 SECTION III : THE NATURE OF EXTENSION EDUCATION ACTIVITIES.

The present section contains the details about the nature of the extension education activities as organised in the Northern teachers colleges. The details are given under eight heads. They are :-

1. The rationale for taking up extension education activities in general.
2. The areas of extension education activities of teachers colleges.
3. The rationale for taking up the activities by all the eight teachers colleges.
4. The nature of common programmes.
5. The group and nature of special activities.
6. The duration and the budget of the projects.

7. The role of different agencies in extension education activities.
  8. The sources of finance for conducting the activities.
- 
1. The Rationale for Taking up Extension Education Activities.

The efforts of the Thai government in the direction of national economic growth and development resulted into widening the economic and income gap between the rural and urban population as well as between different regions. Rapid expansion of industrial activities and modernization generated material progress but have also caused social changes in norms and values, discipline and relationships in the society. The government strongly felt that the economic, social, educational and political imbalances are to be controlled and minimized drastically if they can't be abolished permanently. Government policy, as studied in earlier pages, clearly emphasizes the development of human resources by providing additional skills and knowledge regarding their occupations, personal life, health and hygiene, social responsibilities, political awareness etc. This requires development of human resources by way of providing necessary education and needed vocational guidance and training. It can be done through perspective planning by different ministries viz., Home, agriculture, public health and education. Ministry of education plays a vital

role as it controls the educational institutions imparting knowledge in a systematic, formal as well as in informal manner.

The problem of developing the human resources is more acute in backward areas of Northern region of the country. The needs and requirements are almost the same in the different communities in this region. Hence, certain common programmes which can help in the overall development of the region by way of developing human resources, production, social awareness in the general population etc. were to be taken up to be disseminated systematically. Teachers colleges through their curricular, co-curricular as well as extension education activities programme are in a position to reach the remote areas of the region and thus can help government in achieving its goal of rural development.

Extension education activities are some of the means for achieving this goal of uplifting the backward rural areas of Northern region. Keeping the local needs in mind, the Ministry of Education has divided extension education activities into 7 areas, viz.,

- i) the plan for primary services,
- ii) the plan for basic economic service,
- iii) the plan for enhancing production and occupation,

- iv) the plan for development of rural organisation and rural leadership,
- v) the plan for development of women and girls,
- vi) the plan for educational service in rural area, and
- vii) the plan for cultural, artistic and spiritual development.

These areas remain as the guidelines for the programme of each educational institution.

2. The areas of extension education activities of teachers college

If one studies the different activities based on the guidelines given by the Ministry of Education as undertaken by the colleges, one will find that all the activities are more or less divided into five major groups. They are :

- a. the plan for primary services,
- b. the plan for enhancement of production and vocation,
- c. the plan for development of rural organization and rural leadership
- d. The plan for educational service in rural areas, and
- e. The plan for cultural, artistic and spiritual development.

Each group has been discussed in the following pages :

- a. The plan for primary services: Poverty and low standard of living of rural people are closely related.

Medical research findings on nutritional aspect of rural people revealed that 70-80 percent of preschool children get insufficient food. Undernutrition in children increases the rate of mortality and low resistance power. Unless the problems of illhealth and malnutrition are not solved by providing minimum education, social and political exploitation is bound to occur, people are bound to remain below poverty line and suffer deprivation of social and economic status in the society.

The objectives of this activity are (i) to educate the rural people about general principles of health and hygiene, (ii) provide knowledge regarding nutrition, (iii) increase their awareness with respect to social and political situation by providing minimum education which can help them in understanding their problems and find solution of the same and (iv) enlightening them in good citizenship.

Under this group, the activities undertaken by the Northern teachers colleges are :

- i) Supplementary book production for rural poor,
- ii) Food and nutrition project for the mid-day meal in rural schools,
- iii) Project to fight against drug abuse,
- iv) Family planning project etc.

The personnel of teachers colleges also train and

help rural intelligensia in developing easy reading material and in arranging exhibitions on social themes, health problems, drug abuse etc.

b. The plan for enhancement of production and occupation: The results of a number of studies mentioned in the Fifth Socio-Economic Plan of Thailand indicate that there are nearly 10 million rural people who invariably suffer from economic hardship. They are scattered over all regions having concentration in the upper North. It is necessary to provide education and training that is relevant for increasing the productive ability of these people in the backward rural areas. Thus, the technique of investment which can be adopted easily by the majority of the rural people should be made known to the children in rural schools.

The objectives of this activity are (i) making the rural people aware of the technique which can be adopted easily for occupation and increasing production, (ii) helping the rural poor in increasing their agricultural production by utilising the local natural resources, by seeking a new low cost production technique, and by orienting them with sample operation for wider application.

The nature of the programme for this purpose is concerned with the activities that can give the rural people knowledge and skill for increasing the agricultural

productivity by utilising the local natural resources. Moreover, the activities for production are concerned with the selfhelp technology and use of seeds of high yielding varieties.

Under this group, following are the activities conducted by the Northern teachers colleges.

- i) The project for establishing distribution centre for distributing fruit bearing trees and flowering plants.
- ii) Village technical and vocational assistance project, etc.

c. The plan for development of rural organization and rural leadership : Rural organization and rural leaderships are the main components in community development. In rural areas, one finds several rural organizations, viz., rural school, Tumbol Council, Buddhist Temple, etc. One also finds different forms of community leadership, viz., rural school teachers, chief of villages, Buddhist monks, farmers' group, youths' group, housewives' group, etc. They have specific role for rural development but the limitation they face is the lack of knowledge regarding effective techniques for rural development.

The objectives of this activity are : (i) to enlighten the rural leadership to improve their net work and their

role for rural development, (ii) to stimulate the various groups in the villages and sub-districts like rural school teachers, housewives' group, youths' group, formers' group, etc., to organise activities for rural development on self-help basis.

The programmes under this activity call for developing the rural organization as an effective organization for rural development and training in rural leaderships as a leader who believed in and understands the democratic principles, perceives the villagers' problems, is willing to accept responsibility of village development and understands the process of development. The activities call for, are training programmes, meetings, informal discussions and camps.

Under this group, following are the activities undertaken by the Northern teachers colleges :

- i) Educational and inservice training project for teachers and educational personnel,
- ii) Rural teacher training project,
- iii) The promotion and development project for training in the cooperative principles for practice in rural areas,
- iv) The local leadership training and development project,
- v) The project of "Interface Team Identification and Training for Rural Areas under the Basin of Mae Jam River".

d. The plan for educational service in rural areas :  
The problems regarding increasing population, environmental population, economic and social disparities are closely related to the national development of every country. Education for rural development as a new concept in education had been introduced to solve several such problems in Thailand. The plan for educational service covers activities where rural teachers, community leaders and leaders of other groups are trained for rural development.

The objectives of the project are (i) to provide them sufficient knowledge regarding the local environmental conditions, (ii) make them aware of the social implications of rural customs and traditions and (iii) train them to help the people in understanding their own environment. This project is educational in nature.

The activities here include both on the campus and off the campus activities like conducting training courses, mobile library, mobile museum, comprehensive education course, radio broadcast, camps, etc.

Under this group following are the activities undertaken by the Northern teachers colleges :

- i) The Qualitative Development and Improvement of Schools situated in the Border Areas,

- ii) Training programme for educational planning in primary school,
- iii) Villagers' college project,
- iv) Basic training in the use of electricity,
- v) Distant learning by telephone : a pilot project,

e. The plan for cultural, artistic and spiritual development : The transmission of culture has developed from ancestral to applied culture and has expanded to include universal culture which influences the world as a whole. The practice of the later has brought forth some positive as well as negative changes to the original pattern of life. The important role of educational institution lies in transmitting the culture to the new generation and helping them in preserving the same for national identity.

The objectives of this activity are : (i) to encourage people for organising various cultural activities and thus preserve it over generation, (ii) to organise the activity for spiritual development through sports.

The nature of the activity in this group consists mainly of cultural, artistic and recreational activities as well as the activities that are planned for spiritual development, viz., sports, folk games, etc.

Following are the activities undertaken by the Northern teachers colleges :

- i) Thai cultural promotion project,
- ii) The project for inculcating desirable values and norms befitting the culture,
- iii) Summer group of novices programme,
- iv) National cultural exhibition week, etc.

3. The Rationale for Taking up the Activities by All the Eight Teachers Colleges.

A number of extension activities are organised by the Northern teachers colleges. To study the nature of extension education activities in depth, these programmes can be divided into two main groups, viz., common programmes and special programmes. The common programmes mean the programmes that are organised by every teachers college. The special programmes are the programmes that are organised by the teachers colleges as per the local needs. The rationale for taking up these activities by all the eight teachers colleges according to the vice rectors incharge is that they lie within the functions of teachers colleges according to the directives of the policy of the government. It is also due to the agreement among the Northern teachers colleges to undertake programmes which are of utmost importance in the context of the region, e.g., to promote the professional and academic status of teachers and educational administrators is one of the functions of

teachers colleges. Based on this function, all teachers colleges have organised the programme entitled 'Education and Inservice Training Project for Teachers and Educational Personnel.'

Secondly, the policy of the government and the directives from the King and Princess, certainly, influence the organization of extension education activities in the teachers colleges as the teachers colleges are under the control of the Department of Teacher Education, Ministry of Education. So, teachers colleges have to perform their roles according to the policy of the government. Thus, a number of common programmes were created at Department of Teacher Education by the representative of teachers colleges. As a result programmes like Food and Nutrition Project for the Mid-day Meal, Supplementary Book Production for Rural Poor, Local Leadership Training and Development Project, etc., have originated from the Ministry of Education.

As mentioned in the first chapter, the teachers colleges in Thailand are divided into six clusters of academic administration. Northern teachers colleges from where the data have been collected for the present study, is one such cluster. There are many programmes of extension education activities planned and undertaken commonly as per

the agreement by the cluster of Northern Teachers Colleges. The Project for establishing distribution centre for distributing fruit bearing trees and flowering plants is one such project.

4. The Nature of Common Programmes.

The programmes under the common group are as under :

- a. Village technical and vocational assistance project.
- b. Food and nutrition project for mid-day meal in rural school.
- c. The project for establishing distribution centre for distributing fruit bearing trees and flowering plants.
- d. Education and in-service training project for teacher and educational personnel.
- e. Rural teacher training project.
- f. The promotion and development project of training the cooperative principle for practice in rural areas.
- g. Project to fight against drug abuse.
- h. Supplementary book production for rural poor.
- i. Thai cultural production project.
- j. The qualitative development and improvement of schools situated in border areas.
- k. Rural leadership training and development project.
- l. The project of interface team identification and training for rural areas on the basin of Mae Jam river.

The nature of the above programmes is discussed below :

a. Village technical and vocational assistance project : This project is organised by the teachers colleges in order to help the rural people to improve the skill and quality in their occupations for better income. The project aims at (i) serving the people with proper knowledge for improving their occupations, (ii) promoting the habit of reading and helping in utilising leisure time for improving standard of theirs as well as their families' general knowledge.

All the activities in this project are to prepare the people with skill and knowledge in the rural educational centre during holidays or vacations. The activities are in the form of training courses, demonstration, lectures, work-shops etc.

b.) Food and nutrition project for mid-day meal in rural school : Number of children in rural schools do not get nutritive food and some of them suffer from malnutrition which affects their productive capacity in the long run. So, providing nutritive food to the children in their young age is necessary. The objective of this project is to support the children in rural schools with mid-day meal through collaborative programmes between teachers colleges and the villagers.

Motivating the rural schools and villages to participate

in the project is the first step. Teachers colleges provide the equipments for preparing food for rural schools. These equipments come from different private agencies like banks, shops, factories, etc. Agricultural activities, viz., poultry farming, vegetable and seed production are planned in the long-term programme by schools, villagers and teachers college.

c. The project for establishing distribution centre for distributing fruit bearing trees and flowering plants : The Fifth National Social and Economic Plan (1982-86) has emphasized development of rural areas, the poorest region. To serve this plan, Chiangmai University and the Northern teachers colleges initiated the project to help the farmers in increasing their agricultural production. This project undertakes the study of the local fruit bearing trees and flowering plants and nourish them for distributing them to rural poor so that they may try to develop themselves independently.

This project is the collaborative project of Chiangmai University and the Northern teachers colleges. The functions of Chiangmai University are to study and nourish the fruit bearing trees and flowering plants as well as some necessary materials like fertilizer and provide the findings to teachers colleges. Teachers colleges organise the centre

for developing the stocks of plants and distribute them to the rural people.

d. Education and in-service training project for teachers and educational personnel : The teachers college Act 1975 has specified that teachers colleges are educational institutions for promoting the professional and academic status of teachers and educational administrators. Hence the objective of the project is to organise in-service training programmes for teachers and educational personnel for their further educational development. The improvement of status of teachers and modernization are among the functions of teachers colleges. Training courses both on the campus and outside the campus on Saturdays, Sundays and during vacations are organised under this project. The duration of the programme ranges from seven to nine semesters. As need be, sometimes it is organised at a place where the clientele stay in great number. Those who complete the course can get the Higher Certificate of Education and Bachelor's Degree too.

e. Rural teacher training project : Department of Teacher Education has the policy for rural development through the rural teacher training project. The practice teaching programme of teachers colleges is transformed in the form of rural teacher training project for this purpose.

The objectives of the project are (i) to train teacher trainees in community development activities, and (ii) to help the rural people in solving their problems. Teachers colleges encourage their staff members and teachers trainees to work with rural communities during practice teaching. Rural primary schools are selected for inclusion in the centre of rural development. Many activities like, teaching in classroom, participating in growth related activities, building houses, and participating in other educational activities for rural community, such as sports, explaining local customs and tradition, agriculture, family planning, etc. are included in this project.

f. The promotion and development project of training the cooperative principle for practice in rural areas : About 80 per cent of Thai people are farmers and their products are rice, vegetables, fruits and animals. They usually sell the products to the local traders for low price while the traders can get high profit in their transaction. With such exploitation, the villagers cannot improve their standard of living. The cooperative organization is a way of solving this problem. The objective of the project is to educate the villagers and school personnel about the cooperative organization. The course is both for long-term and for short-term training. The activities are

conducted both on the campus and outside the campus. On campus training is provided for school administrators and off campus training for school personnel, local leaders and villagers.

g. Project to fight against drug abuse : Drug addiction in the youth, particularly in the educational institutions is a growing problem of Thailand. This problem induces other problems like increasing crime rate adultery, theft etc. To reduce this problem, teachers colleges have evolved the programme by setting up the centre, 'Fight Against Drug Abuse' in teachers colleges, where they organize information service to the people. The project aims at (i) investigating into conditions that promote drug abuse and study the attitude of youth towards the same in educational institutes and (ii) organising exhibitions on ill effects of drug addition. The activities under this project are like conducting research, setting up of information service centres, arranging exhibitions, running counselling bureaux etc.

h. Supplementary book production for rural poor : Illiteracy is a major problem of rural areas. The government has stressed development of these areas in a number of aspects. But illiteracy is a basic problem that comes

in the way of any development. To solve this, the project, "Supplementary Book Production for Rural Poor" was started by the government. The objective of this project is to produce easy books for the rural people and children in rural primary schools. Under this project easy book for rural poor are produced. The content of the book consists of short stories which provide tips on life, family, economy, health, environment, etc. Furthermore, the books serve as introduction to several projects of the government like Cattle Bank, Village Fishery Project, Village Water Resource Development Project, etc., and their utilisation for uplifting the life of villagers. These books are produced by teachers colleges.

i. Thai cultural promotion project : Culture is the essence for national unity. At present Thai people particularly the youth, are interested in the culture of foreign countries more than the Thai culture. This affects the social life of people and security of nation. Hence, the need for campaigning for conservation and promotion of culture has been felt very strongly. The project aims at (i) establishing the cultural centre in teachers college, and (ii) directing the interests of the children, youth and people in Thai culture. The activities are meant for preservation and promotion of culture. The activities are

exhibition, drama, demonstration information service, debate and conferences on Thai culture. These activities are planned by teachers colleges. Mass media like radio, television, newspaper are used in the project.

j. The qualitative development and improvement of schools situated in border areas : This project has been launched by the Sirinthorn Princess's directives, when it was observed that a number of children in remote primary schools were suffering from health problems. This was due to the lack of food and low level of education. The princess wanted to help the children in all border patrol operated schools. To fulfill this objective, teachers colleges were involved in the project. The objectives of the project are mainly (i) to improve the quality of education in border areas, (ii) to solve the health problems of the children in border patrol operated schools, (iii) to improve the school building, classroom and school environment, and (iv) to develop the school as community centres. Student camps in vocations are organised. Many activities like building roads and other constructions growing trees and improving the school environment, health check-up activities, setting up of library for villagers conducting adult education classes and recreation centres are organised under this project.

k. Rural leadership training and development project :  
Local leaders form the main sources for community development because they are respectable persons in the villages. Rural leadership consists of chief of village, Buddhist monks, principal of rural schools, rural teachers, leaders of different groups as youths' group, housewives' group, etc. Most of them are not highly educated. They should be trained to become good change agents for bringing necessary social and economic changes in the community. The aims are (i) to train the rural leadership for the role of change agents for rural development, and (ii) to stimulate rural leaders' awareness.

Three rural leaders and Buddhist monks are selected as the participants from the community. The procedure of training consists of practice in the target village as pilot project, then they are followed-up, assessment is done, necessary guidelines are further given and the programme is presented as the model for rural development. All activities are organised by teachers colleges.

l. The project of interface team identification and training for rural areas on the basin of Mae Jam river :  
The people who dwell in rural areas near Maejam river are mainly hill tribes, poor and less educated. Their major product is opium which is the critical problem of Thai

government. Furthermore, they do not want the government help in any form for improving their conditions. This is the big gap between the villagers and government officials. Interface Team Production was thus considered a step towards solving this problem. The objective of the project is to produce a group of persons to work in rural areas near Maejam River who can help in developing a common platform of mutual understanding between the villagers and the government.

Training programme consists of training in managing the problem situations in rural area. The participants are selected from those who have completed at least standard XII. They are to serve as bridges between government authority and the villagers. The training activity is conducted on the campus and practical work is done in rural areas. Evaluation is done from time to time and necessary modifications are done continuously.

##### 5. The Group and Nature of Special Activities.

The group of specific activities consists of those activities which have emerged from the local needs of the community. Each teachers college in that particular area has started one or two such activities over and above the activities of general group. Thus one can see that the

teachers colleges really try to maintain their status as change agents.

The specific extension activities as organised by the Northern teachers colleges under this group are :

- a. The basic training project in the use of electricity.
- b. The training project for nurse-maid for self-defense.
- c. The programme for educational planning in primary schools.
- d. Villagers' college project.
- e. Distant learning by telephone: A pilot project.
- f. The programme for improving the villagers' newspaper reading centre.
- g. School academic development programme.
- h. The national cultural exhibition week.
- i. The maintenance and development project for Buddhist temple.
- j. Student's trade union project.
- k. The multi-purpose building in community development project.

All activities mentioned above have one of the following three specific objectives :

- i) To serve the community through educational service.
- ii) To preserve and promote Thai culture.
- iii) To improve the rural organization.

a. The basic training project in the use of electricity: The project was started by Chiangrai Teachers College. The objective of the project is to educate the rural people falling within the area of rural electric project of the government by giving knowledge of basic electricity such as the safety from electricity, utilising electric instruments etc. The duration of the training is for two days.

b. The training project for 'Nurse-Maid for self-defences: This project was launched by Chiangrai Teachers College. The purpose of the project is to train the Nurse-Maids for self-defence. The villages in which this project is organised are in sensitive areas and are generally disturbed by opposit groups. To solve this problem the government has declared these villages as "Self Defence and Development Voluntary Villages" for proper attention. The villagers are being trained for self defence. Activities are being undertaken by different agencies, viz., army, social work, public health, educational institutes, etc., under this project. The teachers colleges has undertaken the responsibility of training nurse-maids for self-defence.

c. The programme for educational planning in primary schools : This project was undertaken by Piboonsongkurn Teachers College. The purpose of the project is to provide

knowledge about school planning to primary schools. The rationale for this project is that planning is the first step of administrative procedure and is necessary in educational organisation. All activities of this project are planned by teachers college and provincial educational office.

d. Villagers' college project : This project was started by Piboonsongkarm Teachers College. The purpose of this project is to provide academic and vocational service for people in 12 provinces, viz., Pisanuloke, Nakorn Sawan, Utaradit, Uthai-Thani, Chainat, Singburi, Kampaengpeteh, Sukotai, Pichit, Prae, Nan and Petchaboon Provinces. The nature of activities in this project are radio broadcast, published information and training courses in vocations.

e. Distant learning by telephone: A pilot project : This project was planned by Piboonsongkarm Teachers College. The purpose of this project is to develop the model of distant learning by utilising the telephone as a teaching media for administrators and teachers staying in remote provinces. This project involved teachers and educational personnel who applied for further study at Piboonsongkarm Teachers College in the "In-service Training Programme". As it was difficult for them to attend classes at the teachers college because of the distance for attending the same, the project was started at

their base only. The participants could learn while being in their own province and districts.

f. The programme for improving the villagers' newspapers reading centre : This project was undertaken by Petchaboon Teachers College. The purpose of this project is to help the villagers in improving their newspaper reading centres. The knowledge about library system as well as books and journals which come from the donation are provided to them. The activities were organised in holidays and vacation by group of staff members and teacher trainees.

g. School academic development programme : The project was organised by Nakorn Sawan Teachers College. The purpose of the project is to serve the rural school by imparting the knowledge of methods of teaching, teaching aid production, educational evaluation, library, etc. This is a collaborative programme of teachers college and provincial primary education office. All academic activities are prepared by teachers college and finance is provided by the provincial primary education office.

h. The national cultural exhibition week : The project was launched by Kampaengpetch Teachers College. The purpose of the project is to disseminate culture through language, arts, customs, recreation, etc., to

people. Various activities like exhibition, drama, sports, information service are included in this project. This is a collaborative project of teachers college and other government agencies in the province.

i. The maintenance and development project for Buddhist Temple : The project was launched by Chiangmai Teachers College. The purpose of the project is to encourage the rural people to develop their community through participatory activities. Buddhist temple is the centre of religion and education for villages. So the activities were started at Buddhist temples like repairing the building, cleaning the boundary of a monastery, etc. After these activities, other activities like health service, occupation counselling service and recreational activities are organised for the villages.

j. Students' Trade union project : The project was undertaken by Utaradit Teachers College. The purposes of the project are (i) to disseminate knowledge about trade union i.e. cooperative movement activity in rural schools and (ii) to stimulate the rural school teachers, pupil and rural people to organise such unions in schools and villages. The reason for organising this project is that trade union organization is considered by the government as one capable of solving the economic problem of the people. This concept

of cooperative trade union was not popular in Thai society because most of the people do not understand the principle of trade union very clearly. Unless they think that such unions are for their benefit, such movement for their economic upliftment cannot gain grounds. Hence this project has been adopted by almost all the teachers colleges.

k. The multipurpose building in community development project : The project was undertaken by Petchaboon Teachers Colleges. The aim of this project is to improve the existing building in rural community such as school building, Buddhist Temple, etc. These buildings are utilised for various activities of the village, like general meetings, adult education, wedding, training activities and as classrooms also. This project is planned by teachers college and village community in collaboration. Students' camps are planned for this activity.

#### 6. The Duration and the Budget of the Project.

The duration and budget of the projects are closely related to the nature of utility of the activities of the project as perceived by the authority as well as consumers.

It has been found that majority of the projects are

the short term programmes, and were of about 6 months to one year duration. Besides, the 'villagers college project' and 'Distant Learning by Telephone of Piboonsongkarm Teachers College' which were the long term programmes had duration of 3 and 6 years respectively. It can be said that the differences of duration of the project were related to the nature of activities of the project. For instance, villagers' college Project is for mass education and has to be conducted continuously over a longer duration. The Distant Learning by Telephone was the pilot project utilised for in-service training and had a longer duration. The others were the projects for educational services for short time. They were short term projects because they were organised during the leisure period of villagers during vacations.

As far as budget is concerned, most of the projects used funds between 2,000-5,000 bahts. However, a few projects utilised more than 6,000 bahts. Regarding the sources of funds, it was found that the funds for specific activities came from three sources, viz., teachers college, off campus agencies, and the community. Teachers college provided the funds for certain expenditure like fuel, office supply and teaching materials. The off campus agencies that were involved in specific activities provided the funds for organising the activities. The community or consumers who

got the benefit from the project provided the funds for necessary materials for the project such as construction materials in Multipurpose Building in Community Development Project etc.

#### 7. The Role of Different Agencies in Extension Education Activities

In order to bring about rural development, the government has assigned the function of development to four main ministries. These ministries are the Ministry of Home, Ministry of Agriculture, Ministry of Public Health and Ministry of Education. These ministries are directly responsible for rural development. Each ministry has made its policy framework clear at ministerial level.

At the provincial level, there are representatives of various divisions which are under the control of the four main ministries, for designing the common plan (Rural Development Plan of Province) for action. Every plan of extension programme of each agency is collected before making this plan. By this process, programmes of each agency can be included in the main plan and resources can be shared. The details of the activities, commitment areas, duration and budget are also clarified in this plan. So the coordination among the agencies can be ensured because every agency

Understands the common purpose, process and their role in rural development.

In order to mobilize the resources in different provinces, agencies which are not under the direct control of the four main ministries like universities, army, private agency, community organizations are also involved in extension activities.

For the extension education activities of the Northern teachers colleges many agencies are involved like the Northern Institutions, the provincial agencies and the rural agencies.

The Northern Institutions mean institutions of higher education which are located in the Northern provinces. They are Chiangmai University, Technology Institute, Agriculture Institute and Teachers Colleges. They are involved in this activity because one of their functions is community service and they have the common plan, viz., The Project of Fruit Bearing Trees and Flowering Plants Nursing and Distribution, to help the rural people in the northern part of Thailand.

The provincial agencies mean various agencies in the province, viz., police, army, provincial primary education office, Amphoe primary education office, provincial superintendent's office, etc. These agencies are involved in these

activities because the areas in which the activities are to be conducted fall within their areas of responsibility such as sensitive areas, border patrol operated schools, primary schools, etc.

The rural agencies which are involved in the extension education activities consist of rural school, Buddhist Temple, Tumbol Council, groups of rural schools, etc. These organizations are situated in rural areas and are concerned with rural development.

The role and nature of work of above mentioned agencies differ from one another. It is as under :

Table 4.8 : The roles of different agencies involved in the extension education activities of teachers colleges.

Agencies	The roles of different agencies
1. The Northern Education Institutions	1. Organise the programmes like seminars, planning the project, and evaluating the programmes. 2. Seek the funds from different sources for extension education activities. 3. Provide expertise to the teachers colleges whenever necessary. 4. Supply the necessary material and finance to teachers colleges.

Agencies	The roles of different agencies
2. The Provincial Agencies	<ol style="list-style-type: none"> <li>1. Supply the expert from each field.</li> <li>2. Provide the accommodation and security to the personnel who are conducting the activities.</li> <li>3. Supply personnel, equipments and finance for the common programmes.</li> </ol>
3. The Rural Agencies	<ol style="list-style-type: none"> <li>1. Providing building and equipment for the lodging of personnel and for conducting the programmes.</li> <li>2. Supply expertise and finance when needed.</li> </ol>

#### 8. The Sources of Finance for Conducting the Activities

As mentioned in the first chapter, procuring finance is a major problem of the extension education activities. However, teachers colleges try to find ways of solving this problem. Some colleges allotted the funds for the activities from the tuition fees of the regular students and students in the in-service training programmes. Others seek the funds from off campus agencies to support the extension education activities. It was found that the funds for extension activities came from sources like -

- i) The government budget,

- ii) Teachers colleges,
- iii) Private agencies,
- iv) Unions and clubs,
- v) Donation,
- vi) Community, and
- vii) International foundation.

These sources of finance have been described in the following pages :

(i) The government budget : Government budget is the main source of finance for the extension education activities. Many projects which ask for larger funds and launched by Department of Teacher Education are included in the major plan for rural development of the government. For finance from the government budget, there are projects like Supplementary Book Production for Rural Poor, Local Leadership Training and Development Project. The projects like Thai Cultural Promotion Project, and National Cultural Exhibition week which are initiated by the teachers colleges are supported by the Office of National Committee on Culture because these activities come under the responsibility of the committee.

(ii) Teachers colleges : Although teachers colleges have their limitations for financing, they have funded

certain projects from the tuition fees of students who attend in-service courses. These courses are organised for school teachers and educational personnel on Saturday, Sundays and during vacations. This money can be freely spent for suitable activities of teachers colleges like extension education activities. However, this is sufficient only for the fuel of the vehicles, office supply and teaching materials.

(iii) The private agencies : There are many private agencies in the province, viz., banks, factories, industries, companies, etc. Some of them provide funds for public service activities such as research work, cultural activities, community development etc. Some extension education programmes like the National Cultural Exhibition Week of Kampaengpetch Teachers Colleges are supported by these funding agencies.

(iv) Unions and clubs : Another source of finance for the extension activities are the unions and clubs in the provinces like Rotary, Lion, Alumni, Village Boy Scout, etc. Their roles are mainly of public service. They have their own money for public activities. Some extension education activities of teachers colleges and the activities of these organizations are coordinated, and the funds are provided by them. These activities are Food and Nutrition Project

for Mid-day Meal in Rural Schools, the Maintenance and Development Project for Buddhist Temple, etc.

(v) Donations : Donation is another way of seeking funds for extension programmes by teachers colleges. The donation may be in the form of money and materials that are necessary for activities of the programmes. The sources of donation are private agencies, companies, shops, businessmen and people at large. The programmes that are supported by donation are Food and Nutrition Project for Mid-day Meal in Rural Schools, The Qualitative Development and Improvement of School situated in the Border Areas, etc.

(vi) The Community : The financial resources in the community have supported many extension activities of teachers colleges like the Multipurpose Building in Community Development Project. The maintenance and Development Project for Buddhist Temple, Basic Training Project in the use of Electricity, etc. These programmes have been supported by villagers in the community by providing money and materials.

(vii) The international foundation : Some programmes of teachers colleges are presented to the national foundation for funds and are supported from this fund. The project of Interface Team Identification and Training for Rural Areas on the Basin of Maejam River, and the Project of Fruit Bearing Trees and Flowering Plants Nursing and Distribution

are among such programmes. The first project is supported by the World Bank and the second is supported by UNDP.

#### DISCUSSION

On studying the nature of activities in detail, right from their nature to rationale and financing, the infrastructure and funding agencies, the picture of well thought out planning for the growth and development of rural poor emerges out of the same.

The selection of activities under such social service scheme asks for certain prerequisites. They are the pilot survey to know the needs of the community to be served the decisions regarding the objectives to be achieved through the introduction of these activities, the vision to acquire needed funds and tap the local as well as outside resources etc., over and above the well thought of perspective planning and organization to carry out the same. Dickinson (1972) and Goldberg (1974) in this context have emphasized that community service programmes should be developed according to the needs of the community, should be evaluated and re-modified from time to time. They should cover the interest and values of all socio-economic groups in the community. For, according to Khurana (1970), Bishnoi (1978) and Nagwekar's (1972) studies, people prefer attending the

programmes only according to their requirements. Any programme however similar may be the situations, cannot be a one shot programme. The same activity has to change its colour, its degree of intensity from community to community.

The activities have been undertaken by the Northern teachers colleges in two different manners. Over and above taking up certain common activities in order to meet with the requirements of the depressed region in general, they have also taken specific activities in order to meet with the specific demands of the local community. The activities undertaken by the teachers colleges are of varied nature, attempting to uplift the standard of living of the rural poor on one hand and taking them slowly to the roads of modernization on the other. In between these two objectives the administrators have kept the importance of preservation of Thai culture in mind very seriously. Inculcating of national spirit, proper values and making the people self-reliant remain as the core objectives in almost all the activities.

One thing that draws the attention of the reader with respect to the nature of activities is that the teachers colleges have kept the needs of grown ups rather more seriously in mind. They offer a number of programmes in the area of agriculture, like distributing seeds and plants

imparting knowledge of fertilizer and pesticide to farmers, orienting them with modern methods of increased production, cooperatives for regular savings etc. The authority seems to be very clear that inspite of all the efforts of uplifting them economically, if necessary measures are not taken with respect to basic literacy programme, they will never understand the value of education which will affect the future generation literacy rate and they are likely to be exploited by the rural rich. Hence programmes like 'in-service training to teachers to become real change agents in the fast developing society, rural leadership and training programmes, Interface Team Identification programme, are well taken up by the colleges. Under the major projects, a number of activities as described earlier are there which motivate the adults to read, to learn and to know more with respect to their personal, social, economic and political life and participation in society as a responsible citizen. The programme towards increasing their awareness regarding political situations in the country, regarding the trade union activities, regarding the cooperative societies are of great importance and are inevitable ones for a developing country like Thailand and rural area like Northern part which has been declared as the commitment area by the governmental authorities. While interviewing the rector, they in the context of the nature of activities expressed that

certain areas of activities are beyond their control, e.g., marketing of product, fixing of prices etc. which are the areas which affect the life of the rural poor in economic terms. Hence activities to help people with respect to these aspects are difficult, at times impossible for them to take up. However, they suggested that for this, other agencies like 'development department', social work department, 'transport service department' are to be closely contacted.

Another point that the rectors stressed was that the teachers colleges do not go out much for practical aspect. They try to orient or motivate the village poor through lectures and at times informal talks. This does not help much. Unless they involve them too in the programme execution by introducing such activities which require actual practical work participation of villagers, the services offered by teachers colleges will not have much impact. Hence they stressed the need of pilot survey of activities which can hook up the rural poor too in actual implementation of the programme. This can give better results and meaning to the activities undertaken.

The sensitivity of the present government to bring up ideal citizenary for future is well noted from the measures they have adopted in the form of activities like 'Mid-day Meal Programme'. 'Fight against drug abuse', 'Cultural

development programme, 'Leadership training programme'. A country that is on roads to modernization is likely to lose its identity if necessary precautions are not taken. The inhabitants generally like to run after easy comforts, outward pomp and sophistication, drug abuses, extravagance due to sudden spurt of economic assistance etc. At this juncture the need to preserve culture and tradition is very important. Such programmes are specially emphasized by the authority by way of government policy.

The status of teachers, the new role that he has to play has not remained out of the mind of administrators and hence continuous programmes of in-service training of the rural teachers has remained in the focus. More and more teachers even from urban communities are made to have the experiences of rural life as a part of their training programme. This helps the teacher trainees in understanding the rural environment, their responsibility as change agents in society, their commitment towards their fellow brothers who are poor, uneducated and deprived socially and economically. This installation of such healthy feeling and attitude in teachers pay well in the long run.

However lofty may be the objectives of the authority, if necessary facilities in form of finance and material required are not provided, the programmes do not achieve

their target. Earlier researchers like Trivedi (1966), Dickinson (1972), Stephens (1973), have come out with the findings that very well thought out programmes of extension services could not achieve their target for want of timely assistance with respect to financial help.

A number of activities taken up in this Northern region are of short duration and do not require big funds. Still however the problem of shortage of funds was of great concern with the rectors and vice rectors as well as head of faculties. Rectors during their informal interviews with the investigator clearly expressed that getting sufficient funds for the activities on hand was always a problem for all teachers colleges. The amount required for each activity may not be great as a number of them are of short term duration, still however all of them taken together pose a problem. The funds or grants of the government go for the major projects, which too is insufficient as much of the resources are consumed mostly in vehicle and fuel as the places to be looked after are quite interior. For the activities which are taken up to cater the immediate needs of the community, funds are to be sought from other sources like private donations, bank loans, students fees, voluntary organizations like rotary or lions' clubs and the community. This being a poor area economically, to hope for considerable assistance from the community and other outside agencies is

just hoping against hope. Rectors and vice rectors have to strive hard through persuasions with governmental agencies and other agencies like UNICEF, UNDP to get necessary funds. During interviews, they expressed their disappointment that at times just for want of required and timely amount, certain projects have been left half way. Moreover, delay in funds mean delay in providing other facilities too like instructional material, improvised aids etc. which creates frustration among the working staff.

Researches have confirmed that activities of such social nature cannot be undertaken by one agency only. (Trivedi (1966), Ansari (1969), Dickinson (1972), Otto (1973)). A number of other agencies over and above the governmental ones like citizens' advisory council, Mahila Mandals, business and industrial groups, voluntary organizations, youth forums are to be involved. This involvement over and above saving a smooth way for implementation of the programmes, brings the institutes of higher education and community into closer contacts.

The unique feature of the extension education programme in Thailand is that as this programme is launched to fulfill one of the national objectives for rural development, the different ministries viz., Ministry of Agriculture, Public Health, Home, and Education are all involved in planning of

the programmes. This process helps in getting necessary cooperation and in allocation of funds under special considerations (though found inadequate). Moreover, the coordination is ensured as every agency understands the common goal, and its role in rural development programme.

From the study of nature of activities undertaken, the agencies involved, the resources tapped and the budget provisions made, the extension education activity programme presents quite a promising picture of the country's attempts for rural reconstruction in response to needs of the community as revealed by the findings of Noppadol's study in 1976 in 10th region of Thailand.

## PART TWO

4.4 SECTION I : PROBLEMS OF EXTENSION EDUCATION ACTIVITIES  
AS PERCEIVED BY RECTORS, VICE RECTORS, HEADS  
OF FACULTIES AND INSTRUCTORS.

The activities undertaken by Northern teachers colleges in their extension education programme are of varied nature which involve adults as well as children, mothers as well as maids, farmers as well as industrialists, village scouts and illiterate village poor. They further involve personnel from various agencies, viz., government, private sector, business sector, etc. To work with such a mosaic group is a stupendous task. Problems are bound to occur and hamper the working. The gravity of the problems depends on how you perceive them. These perceptions play a vital role in carrying out one's responsibility. These perceptions also help in giving necessary clues to the authority in restructuring the programme on hand.

As stated earlier, perceptions being a psychological phenomena differ from person to person and hence two different persons especially those working in hierarchy, perceive the same situation in different manners. This difference cannot be ignored totally. It needs to be looked into, for it is likely to throw light on its planning, organisation, etc. In Section II of Part ONE, the administra-

tive procedure as followed by vice rectors and heads of faculties has been discussed. Apart from these administrators perceiving problems in the set up, it remains to be seen whether the instructors, the very personnel who have to carry out the programmes find any problems in the set administrative frame?

The following pages present the data regarding the problems as perceived by these two different groups of personnel, viz., (i) vice rectors and heads of faculties and (ii) instructors with respect to different facets of administrative aspect of extension education activities - planning, organization, coordination and personnel.

Each of the tables in the pages that follow, gives the average score of a respondent from each group on each item as well as his average score on the group of items taken together. It is required to test whether there is any significant difference between the average scores of these two groups of respondents on the items taken together.

The median test is used to compare the perceptions of these two groups. For this, the common median has been found out. The number of vice rectors and heads of faculties and instructors scoring above and below the common median have been calculated and presented in separate tables.

Chi-square test was applied using the formula

$$\chi^2 = \frac{N(AD-BC)^2}{(A+B)(C+D)(A+C)(B+D)}$$

where A and C are the number of two categories of respondents below median and B and D are the number of respondents above median. N is the total of A, B, C, D.

a. Problems perceived by vice rectors and heads of faculties and instructors with respect to PLANNING of extension education activities (EEA).

Table 4.9 : Problems as perceived by vice rectors, heads of faculties and instructors with respect to PLANNING of extension education activities.

Item	Vice rectors and heads of faculties			Average score per vice rector head of faculty			Instructors Agreement			Average score per instructor
	GE	SE	NA	GE	SE	NA	GE	SE	NA	
1. Absence of pilot survey to know the community needs before planning.	20	12	-	1.625	70	95	6	1.374		
2. Inadequate experience of personnel involved in planning the programmes.	13	19	-	1.406	49	110	12	1.216		
3. Absence of cooperation from other government agencies during planning.	13	16	3	1.312	51	99	21	1.175		
4. The goals of extension education activities are not sufficiently clear with the authority while planning.	21	8	3	1.562	71	84	16	1.321		
5. The administrators are rather rigid in their planning.	3	16	13	0.687	34	87	50	0.906		
AVERAGE SCORE OF EACH VICE RECTOR, HEAD OF THE FACULTY AND INSTRUCTOR ON THE FIVE ITEMS TAKEN TOGETHER.										
				6.592				5.992		

## MEDIAN TEST :

The common median was 5.85

Table 4.9(a) : Median test applied to the groups of vice rectors, heads of faculties and instructors.

Respondents	Below Median	Above Median	Total
Vice rectors and head of Faculties	7 A	25 B	22
Instructors	66 C	105 D	171
Total	73	130	203

$$\chi^2 = 3.27$$

P lies between .05 and .10

∴ Difference is not significant.

It is seen that the group of vice rectors and heads of faculties and that of the instructors do not differ in their perception of problems with respect to planning of extension education activities. The most acute problem as perceived by the vicerector is 'the absence of pilot survey'. The second acute one to the vice rectors is 'the lack of clarity of the goals of extension'. Both the above mentioned problems have been found acute with the instructors also. But the instructors find them less acute than the vice rectors and heads of faculties.

If we consider the rank order of the acuteness of the

felt problems with vice rectors, heads of faculties and instructors, both have the same rank order. In other words, there is a commonalty in their perceptions. This offers them the opportunity to find out common measures to solve the problems perceived.

If the average scores on each item of the two groups are examined, we find that there is a tendency for the average score of the vice rectors and heads of faculties to be more than the average score of the instructors on first four items. In case of item No.5, regarding the rigidity of planning, the instructors have felt this problem rather more acute as compared to the perceptions of vice rectors. The item hints at rigidity among administrators in planning. As objective observers, the instructors feel the rigidity in planning as rather more acute.

This finding is in conformity with the one in Table 4.2, where 37 per cent of the vice rectors have accepted that "they go strictly according to the blue print."

From the view point of vice rectors they might find their stand as normal but when the instructors - the personnel who have to carry out the planning on actual field, if they find it rigid, it means that they are likely to feel some sort of chocking in imparting their duties. It is therefore a point of caution to administrators which should be carefully looked into.

(b) Problems perceived by vice rectors and heads of faculties and instructors with respect to ORGANIZATION of extension education activities (EEA).

Table 4.10 : Problems as perceived by vice rectors, heads of faculties and instructors with respect to ORGANIZATION of extension education activities.

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Items	Vice rectors and heads of faculties Agreement			Instructors Agreement			Average score per instructor
	GE	SE	NA	GE	SE	NA	
1. The staff is not properly oriented to the aims and objectives of the extension education activities.	12	13	7	61	96	14	1.274
2. The assignments given to the staff are not clearly stated.	12	20	-	38	107	26	1.070
3. Motivation by way of academic facilities like textbooks, handbooks, stationery not provided in time.	14	17	1	73	88	10	1.368
4. The instructors lose their motivation as the physical facilities like vehicle, fuel, etc. are not extended.	9	23	-	69	85	17	1.304
5. The instructors lose their motivation as no incentive either by way of increase in salary or promotion is offered.	16	15	3	71	85	15	1.327
6. Hardly any freedom is given to the instructors for experimenting out their own ideas in the field.	10	17	5	39	93	39	1.000
7. There is unnecessary delay in providing necessary feedback to the instructors.	4	15	13	61	92	17	1.257

## MEDIAN TEST :

The common median was 8.03

Table 4.10 (a) : Median test applied to the groups of vice rectors, heads of faculties and instructors.

Respondents	Below Median	Above Median	Total
Vice rectors and heads of faculties	18 A	14 B	32
Instructors	78 C	93 D	171
Total	96	107	203

$$X^2 = 1.223$$

P lies between .20 and .30

∴ Difference is not significant.

The results of the above table show that the difference in the perceptions of vice rectors and heads of faculties and instructors, with respect to overall organizational aspect of EEA is not significant. If scores on each item are examined, the average score of instructors on item No.7 regarding 'the unnecessary delay in providing necessary feedback to the instructors' is substantially higher than that of the vice rectors and heads. It means that instructors experience this limitation in organization. This result is further substantiated by the score of item regarding the

instructors losing motivation due to delay in providing physical facilities wherein though the difference is rather negligible, but it is there on the point which is of somewhat similar nature. With the two items taken together, it can be interpreted that there is unnecessary delay in providing necessary feedback and physical facilities which results into dampening of the motivation on the part of the instructors. It is interesting to note that the instructors show less concern regarding incentives by way of increase in their salary or promotion. These together speak of academic fervour on the part of the instructors.

c. Problems perceived by vice rectors and heads of faculties and instructors with respect to COORDINATION of extension education activities (EEA).

Table 4.11 : Problems as perceived by vice rectors, heads of faculties and instructors with respect to COORDINATION of extension education activities.

Items	Vice rectors and heads of faculties			Average score per vice rector/head of faculty			Instructors			Average score per instructor
	Agreement	SE	NA	Agreement	SE	NA	Agreement	SE	NA	
1. There is absence of proper coordination between different activities to be carried out.	12	18	2	1.312	76	87	8	1.398		
2. The extension education activities are not scheduled according to the convenience of time and work of community.	14	18	-	1.437	43	112	16	1.158		
3. Periodical evaluation system is not developed for continuous feedback to the instructors.	16	15	1	1.469	93	74	4	1.520		
4. Support from the community is negligible.	13	16	3	1.312	85	84	2	1.485		
AVERAGE SCORE OF EACH VICE RECTOR, HEAD OF FACULTY AND INSTRUCTOR ON FOUR ITEMS TAKEN TOGETHER										
				5.53				5.561		

## MEDIAN TEST :

The common median was 4.26

Table 4.11(a) : Median test applied to the groups of vice rectors, heads of faculties and instructors.

Respondents	Below median	Above median	Total
Vice rectors and heads of faculties	9 A	23 B	32
Instructors	60 C	111 D	171
Total	69	134	203

$$\chi^2 = 0.58$$

P lies between .30 and .50

∴ Difference is not significant.

Both the groups do not differ in their perception of problems with respect to coordination of EEA. The most acute problem as perceived by the vice rectors and heads of faculties and instructors is 'the absence of the system of periodical evaluation'. Except for the item regarding 'scheduling of activities', they are very close in their perceptions. In that case, they together may work in the direction of seeking better support from the community, which is very essential for such programmes.

d. Problems perceived by vice rectors and heads of faculties and instructors with respect to PERSONNEL of extension education activities (EEA).

Table 4.12 : Problems as perceived by vice rectors, heads of the faculties and instructors with respect to PERSONNEL of extension education activities.

Items	Vice rectors and heads of faculties			Average score per vice rector/head of faculty			Instructors			Average score per instructor	
	GE	SE	NA	GE	SE	NA	GE	SE	NA		
1. Indifferent attitude of the staff working for the programme.	19	18	4	1.187	79	85	7	1.421			
2. Inadequate number of the staff.	19	13	-	1.594	86	80	5	1.474			
3. It creates problems in instructor's family as they are out for a long-time.	13	19	-	1.406	47	104	20	1.158			
4. It takes away much of their time from their leisure hours.	12	19	1	1.344	53	91	27	1.152			
AVERAGE SCORE OF EACH VICE RECTOR, HEAD OF FACULTY AND INSTRUCTOR ON FOUR ITEMS TAKEN TOGETHER.										5.531	5.205

## MEDIAN TEST :

The common median was 4.40

Table 4.12 (a) : Median test applied to the groups of vice rectors, heads of faculties and instructors.

Respondents	Below Median	Above Median	Total
Vice rectors and heads of faculties	7 A	25 B	32
Instructors	69 C	102 D	171
Total	76	127	203

$$\chi^2 = 3.92$$

P lies between .02 and .05

∴ Difference is significant at .05 level.

From the above table, it can be seen that the difference between the perceptions of vice rectors, heads and instructors is significant at .05 level. It means that both the groups differ in their perceptions regarding problems with respect to personnel. Studying the table No.4.12 in detail, one finds that the vice rectors and heads of faculties perceive the problems rather more acutely than the instructors with respect to the number of staff, their personal life and their leisure hours. Actually, these are the problems with respect to instructors' life and they should

feel them more. This means that instructors do not feel any burden in their personal life so far as performing their duty is concerned. But regarding 'indifferent attitude of staff' they have expressed their concern. The score of the instructors is higher than that of the vice rectors and heads of faculties. This throws light on the sensitivity of the personnel working. For, they do not feel that their duties come in their way of family life but at the same time they too feel that the attitude of instructors on the whole is rather indifferent.

#### DISCUSSION :

From the results obtained with respect to the problems as perceived by rectors, vice rectors, heads of faculties and instructors regarding the extension education activities, it can be concluded that all the groups perceive the problems more or less in the same manner. They all feel that the need of pilot survey is very necessary before implementing any programme as it furnishes the data regarding the needs and demands of the community to be served. Rectors stated that absence of such pilot survey fails to give any direction in chalking out the programmes, and thus does not help in serving the community. If the teachers colleges try to conduct programmes as per general directive from the

government without finding out the actual needs of the community, such face saving services are as good as prescribing the same treatment to the patients having common cold or those having cancerous growth. This point has been well brought out by Kosin's study (1980) earlier also, that the needs of community in each region differ very widely. Teachers college personnel simply try to give knowledge for solving the problems in general. This may not have much relevance to the programmes expected by the community.

Another point that has come out as a serious problems during the discussion with rectors is that the trained personnel for extension education activities are not easily available. During the Third and Fourth Five Year Plans, this activity was rather neglected by the then government and hence teachers colleges concentrated only on preparing teachers for academic courses only. Preparing teachers with special training for rural schools and for serving the needs of rural community was not well attended to. Hence, the present lot of personnel is indifferent to the entire programme. This opinion of the rectors is substantiated by the instructors themselves - the reason being that, due to absence of proper training for this particular aspect they neither have the confidence nor any interest in carrying out their responsibility. The end result is that the objective for introducing such programme is not

achieved satisfactorily.

The third point that has come out is that such activities need lot of cooperation from the staff, from different governmental as well as private agencies and organizations and from community participants too. This requires flexibility in administration, necessary freedom to the persons involved to take on the spot decisions, necessary training to the personnel for developing this decision making ability, a sense of security among the persons while taking certain risk involving decisions. It has been found that instructors' perceptions and vice rectors' and heads' perceptions differ significantly on this point. Vice rectors and heads feel that for carrying out such activities, the authority has to be particular about the mode, manner and time aspect, come what may. The instructors in their informal interviews expressed their displeasure on this point and clearly stated while responding the check-list that this attitude of the authority, turns out as a problem for them for it leaves very narrow margin for them to take on the spot decisions.

The need for orienting the personnel involved with the aims and objectives, methods and mode of working etc. is rather a prerequisite for the success of any programme, more with respect to programmes of social service nature. Kiesow

(1972) and Slamet (1973) in their respective studies found that absence of such orientation and ignorance on the part of the persons involved results into role conflict and non-involvement and indifferent attitude towards the entire programme. The eight rectors interviewed also expressed that most of the personnel working at present in these programmes are indifferent for three main reasons, viz., (i) absence of specific training, (ii) absence of required orientation, and (iii) non-involvement of instructors in planning stage. They clearly stated that the instructors show no enthusiasm or initiative with respect to this programme, though they are found to be carrying on the work assigned to them. Michael (1978) also found out in his Ohio study that faculty members who were involved in planning of activities were found to be more concerned than their counter-parts not involved in the planning process. But those who were involved were only those who showed interest and initiative. It is rather a vicious circle - "one is interested and so he is involved. As he is involved he gets more interested".

This indifferent attitude can be due to two reasons as communicated by the instructors. One is the sense of insecurity and danger to life in certain border areas, the other is undue delay in providing certain physical

facilities like vehicles, materials, etc. Though providing necessary physical facilities like instructional material, necessary feedback or other physical facilities have not been found as very serious problems with any of the groups, still however, the rectors expressed their concern on the point that getting enough financial help has always remained a problem with them. They have to tap different resources continuously which takes away much of their time and energy. Based on the discussions with rectors and vice rectors, it can be recommended that when the government really aims at the upliftment programme of the rural poor, and when the formal agencies like teachers colleges have been entrusted with this task, it is imperative on the part of the government to allot more funds exclusively for these programmes to remain within the powers of the rectors and vice rectors. This may help them in meeting with the needs without much delay.

Regarding the touring in troubled areas as suggested by rectors the problem can be solved by asking for assistance from the provincial welfare agencies such as police and crops before conducting the programmes. Even the representatives of villagers, like village chiefs, Buddhist monks, youth leaders and voluntary organizations can be requested to undertake the responsibility of safeguarding the personnel of teachers colleges.

The last suggestion made by all the rectors with respect to personnel development is worth keeping in mind in order to overcome some of the problems narrated earlier. They suggested that the staff of all the eight teachers colleges should be oriented periodically through academic conferences, seminars and workshops. During these sessions, they can be educated regarding the nature of other agencies which can be contacted and coopted. They can be oriented with the actual environmental conditions, the sociological and economic norms of the community under service, making them aware at the same time with respect to their role as change agents in the upliftment of the community.

It can be concluded that as stated in the beginning, the perceptions of problems as faced by the different groups are very close and hence there are bright chances of coming still closer in finding out the solutions for the same.

#### 4.5 SECTION II : PERCEPTIONS OF THE PERSONNEL INVOLVED IN EXTENSION EDUCATION ACTIVITIES REGARDING THE VARIOUS FACETS OF THE PROGRAMME

As described earlier, the extension education activity programme has been undertaken by all the teachers colleges of Thailand under the Teachers College Act 1975. Extension education activity programme has become one of the main five functions of the teachers colleges. Implementation of this programme influences different persons in different manners, though they all might be working in the same institution. Their perceptions with respect to its need, relevance, effects on entire teacher preparation programme are bound to be different. At the same time, in this programme four distinct groups of persons are involved, viz., (i) administrators, vice rectors, heads of the faculties who plan the programme and try to execute the same as a part of teachers preparation project, (ii) instructors - the personnel actually incharge of the programme as well as those trying to implement it in the field; (iii) the teacher trainees who get their training by participating in the programme as a part of their training programme; (iv) the community, which is the beneficiary of the programme.

It can be said that these four distinct groups are likely to perceive the nature, emphasis, effects and

relevance from their own view points. As this programme is launched by the Government of Thailand, considerable amount of resources are being spent after it. Hence, it is required to be studied in depth, from different angles. For this, it is necessary to study the view points of different groups of people - the administrators, implementors, and beneficiaries. Their different reactions might serve as a feedback to the programme launching authority.

In this section, an attempt has been made to study the various aspects of the extension education activities. They are :

1. Relevance of the programme with community needs as perceived by four different groups,
2. Relevance of the programme for teacher trainees, as perceived by instructors and teacher trainees,
3. Implications of the programme introduction in teachers colleges as perceived by vice rectors, heads of faculties and instructor,
4. Reactions of the staff involved as perceived by vice rectors, heads of faculties and instructors.
5. Perception of community about the personnel involved in extension education activities,
6. Priority fields of extension education activities as perceived by teacher trainees.

The first six tables (4.13 to 4.18) present the data regarding the perceptions of different groups, viz., rectors and heads, instructors, teacher trainees and community

participants with respect to the relevance of the extension education activity programme and community needs.

The same procedure followed as in Section I of presenting the data in the tables has been followed in Section II also in tables 4.13 to 4.21).

1. Relevance of the Programme with Community Needs as perceived by Four Different Groups.

The data are presented in tables 4.13 to 4.18 in the pages that follow.

1a. Perception of vice rectors, heads of faculties and instructors regarding the RELEVANCE OF PROGRAMME WITH COMMUNITY NEEDS.

Table 4.13 : Perception of vice rectors, heads of faculties and instructors regarding the relevance of programme with community needs.

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Items	Vice rectors and heads of faculties			Average score per vice rector/head of faculty			Instructors			Average score per instructor
	Agreement	SE	NA	Agreement	SE	NA	Agreement	SE	NA	
The programmes of extension education activity helps the community in -										
1. promoting necessary awareness regarding their rights and responsibilities as citizens.	13	18	1	1.375	75	87	9	1.385		
2. Providing needed educational facilities.	15	16	1	1.437	68	97	6	1.362		
3. Increasing their agricultural production.	12	16	4	1.250	54	101	16	1.222		
4. Developing healthy attitude towards problems of life.	15	13	4	1.343	84	84	3	1.473		
5. Increasing participation of the people in different cultural activities.	13	16	3	1.312	74	92	5	1.403		
6. Encouraging village craft and culture.	13	17	2	1.343	66	99	6	1.350		
7. Increasing the participation of the people in development programmes of the community.	14	15	3	1.343	71	91	9	1.362		
8. Inculcating self-confidence in the people in general.	17	13	2	1.468	71	95	5	1.385		

## MEDIAN TEST :

The common median was 18.14.

Table 4.13(a) : Median test applied to the groups of vice rector, heads of faculties and instructors.

Respondents	Below Median	Above median	Total
Vice rectors and heads of faculties	18 A	14 B	32
Instructors	78 C	93 D	171
Total	96	107	203

$$\chi^2 = 1.223$$

P lies between .20 and .30

∴ Difference is not significant.

It is seen from the above table that the vice rectors and heads of faculties, do not differ significantly from the instructors in their perceptions regarding the relevance of the EEA to the community needs. Both the groups of personnel involved in planning the programmes of EEA categorically stated that the programme has a strong relevance to the felt needs of the community. The vice rectors and heads of faculties consider that EEA promote fraternal bonds with the community. So is the feeling of the instructors. One of the aims of EEA is to increase agricultural production of the farmers under this programme. Both the groups have

rated this aspect of the programme at its lowest.

From the overall perception scores, it can however, be safely concluded that both vice rectors, heads of faculties and instructors are fairly satisfied about the relevance of EEA to the community needs. One of the reasons for concurrence of this view is the fact that both the groups of personnel are involved in planning the EEA jointly on lines suggested by the government (Table 4.9).

1b. Perception of vice rectors, heads of faculties and teacher trainees regarding the RELEVANCE OF THE PROGRAMME WITH RESPECT TO COMMUNITY NEEDS.

Table 4.14 : Perceptions of vice rectors, heads of faculties and teacher trainees regarding the relevance of the programme with respect to community needs.

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Items	Vice rectors and heads of faculties Agreement			Average score per vice rector/head of faculty	Teacher trainees Agreement			Average score per teacher trainee
	GE	SE	NA		GE	SE	NA	
The programmes of extension education activity helps the community in -								
1. Promoting necessary awareness regarding their rights and responsibilities as citizens.	13	18	1	1.375	137	106	2	1.551
2. Providing needed educational facilities.	15	16	1	1.437	125	112	8	1.477
3. Increasing their agricultural protection.	12	16	4	1.250	113	89	43	1.285
4. Developing healthy attitude towards problems of life.	15	13	4	1.343	132	113	-	1.538
5. Increasing participation of the people in different cultural activities.	13	16	3	1.312	156	81	8	1.604
6. Encouraging village craft and culture.	13	17	2	1.343	125	117	3	1.497
7. Increasing the participation of the people in development programmes of the community.	14	15	3	1.343	153	89	3	1.612
8. Inculcating self-confidence in the people in general.	17	13	2	1.468	116	119	10	1.432

## MEDIAN TEST :

The common median was 23.15.

Table 4.14(a) : Median test applied to the groups of vice rectors/heads of faculties and teacher trainees.

Respondents	Below Median	Above Median	Total
Vice rectors and heads of faculties	19 A	13 B	32
Teacher trainees	111 C	134 D	245
Total	130	147	277

$$\chi^2 = 2.25$$

P lies between .10 and .20

∴ Difference is not significant.

The analysis shows that the perceptions of teacher trainees though numerically high are not significantly different from the perceptions of vice rectors and faculty heads. However, there are certain interesting trends where individual items are considered. The trainees have a better perception of EEA as being relevant to community needs. The trainees consider that EEA makes the community realize the value of education, promotes feeling of fraternity and increases their participation in community programmes and cultural activities. These four aspects are ranked high by

the teacher trainees. The corresponding highly ranked areas by the vice rectors and heads of faculties are promotion of fraternity feeling and becoming wise consumers of their daily necessities and realizing the value of education through the programme of extension education. Teacher trainees being in actual and close contact with the community are in a much better position to understand and perceive the needs of the community and hence are better judges regarding the relevance of the programme with community needs.

1c. Perception of instructors and teacher trainees regarding the RELEVANCE OF PROGRAMME WITH COMMUNITY NEEDS.

Table 4.15 : Perceptions of instructors and teacher trainees regarding the relevance of the programme with respect to community needs.

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Items	Instructors Agreement			Teacher Trainees Agreement			Average score per instructor	Average score per teacher trainees
	GE	SE	NA	GE	SE	NA		
The programmes of extension education activity helps the community in -								
1. Promoting necessary awareness regarding their rights and responsibilities as citizens.	75	87	9	137	106	2	1.385	1.551
2. Providing needed educational facilities.	68	97	6	125	112	8	1.362	1.477
3. Increasing their agricultural production.	54	101	16	113	89	43	1.222	1.285
4. Developing healthy attitude towards problems of life.	84	84	3	132	113	-	1.473	1.538
5. Increasing participation of the people in different cultural activities.	74	92	5	156	81	8	1.403	1.604
6. Encouraging village craft and culture.	66	99	6	125	177	3	1.350	1.497
7. Increasing the participation of the people in development programmes of community.	71	91	9	153	89	3	1.362	1.612

## MEDIAN TEST :

The common median was 22.09.

Table 4.15(a) : Median test applied to the groups of instructors and teacher trainees.

Respondents	Below Median	Above Median	Total
Instructors	107 A	64 B	171
Teacher Trainees	92 C	153 D	245
Total	199	217	416

$$X^2 = 25.27$$

P is less than .01

∴ Difference is significant at .01 level.

In the above table the difference is significant at .01 level. It means that the perceptions of instructors and teacher trainees differ significantly over this point. Instructors are planners to a certain extent like the vice rectors and heads of faculties. Still however, their perceptions are found significantly different when compared with those of the teacher trainees. It can be observed from the table that the average scores of trainees perceptions on all the items are higher than those of the instructors. The educational needs which result into greater awareness regarding harmony among them as well as increased apprecia-

tion of governmental plans for their betterment are perceived very distinctly by the teacher trainees. On an average the scores of perception of the teacher trainees have been found higher on almost every item when compared with those of the instructors. As mentioned earlier, trainees are the real field workers in the extension education programmes. They have more opportunity to interact with the community and, therefore, they perceive the relevance of this programme better than college authorities. The trainees and community have more favourable perceptions of EEA as will be seen in the tables that follow.



## MEDIAN TEST :

The common median was 25.12.

Table 4.16(a) : Median test applied to the groups of vice rectors, heads of faculties and community participants.

Respondents	Below Median	Above Median	Total
Vice rectors and heads of faculties	22 A	10 B	32
Community participants	88 C	111 D	199
Total	110	121	231

$$\chi^2 = 6.64$$

P is less than .01

∴ Difference is significant at .01 level.

In the above table, the difference is significant at .01 level. Studying the table, it can be seen that the perception scores of community participants are higher on each of the items than those of the vice rectors group. The results thus reveal the urgency of such programmes as felt by the community. The vice rectors due to government directive have taken up certain activities and have added others as discussed in Section III, Part I of this chapter. All these activities seem to be highly appreciated, valued and thus asked for by the community participants. Programmes which are thus found

to be in demand by the beneficieries themselves are likely to get better cooperation from the community. The community perceives the programme of extension education as providing needed educational facilities making them realize the value of education, and promoting a better understanding of different betterment plans of the government. This is an important finding which should be brought to the notice of the government.

1e. Perception of instructors and community participants regarding the RELEVANCE OF THE PROGRAMME WITH COMMUNITY NEEDS.

Table 4.17 : Perceptions of instructors and community participants regarding the relevance of the programme with community needs.

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Items	Instructors Agreement		Average score per instructor	Community participants Agreement		Average score per community participant	
	GE	NA		SE	NA		
The programmes of extension education activity helps the community in -							
1. Promoting necessary awareness regarding their rights and responsibilities as citizens.	75	87	9	135	58	6	1.648
2. Providing needed educational facilities.	68	97	6	156	39	4	1.763
3. Increasing their agricultural products.	54	101	16	113	69	17	1.482
4. Developing healthy attitude towards problems of life.	84	84	3	133	51	15	1.592
5. Increasing participation of the people in different cultural activities.	74	92	5	136	47	16	1.603
6. Encouraging village craft and culture.	66	99	6	135	52	12	1.618
7. Increasing the participation of the people in the development programme of community.	71	91	9	150	36	13	1.688
8. Inculcating self-confidence in the people in general.	71	95	5	128	57	14	1.572

## MEDIAN TEST :

The common median was 23.14.

Table 4.17(a) : Median test applied to the group of instructors and community participants

Respondents	Below Median	Above Median	Total
Instructors	108 A	63 B	171
Community participants	53 C	146 D	199
Total	161	209	370

$$\chi^2 = 49.92$$

P is less than .01

∴ Difference is significant at .01 level.

The difference between the scores of the perceptions of two groups viz., instructors and community leaders/participants is significant at .01 level. The result further substantiates the result of earlier table that community participants perceive the needs and importance of the extension education activity programme higher than those of the instructors - the implementors. As stated earlier, it may be that the instructors might be perceiving these activities as a part of their duty, though themselves being convinced about the same. Still the urgency, the need as felt by the community participants is greater. The difference of average scores on all the items

is quite noteworthy. Especially item No.15, regarding 'realizing the value of education, item No:11, 'regarding understanding of different plans of the government', item Nos.5,6,7 and 8 regarding their 'increased interest and participation in cultural aspect' are the items worth concentrating. This means that community participants' perceptions are far more favourable with respect to these aspects of the programme than those of college authorities. In a way, it calls for greater focus from the administrators and implementators with respect to these educational and cultural developmental programmes.

1f. Perception of teacher trainees and community leaders regarding the RELEVANCE OF THE PROGRAMME WITH COMMUNITY NEEDS.

Table 4.18 : Perceptions of Teacher Trainees and Community participants regarding the relevance of the programme with community needs.

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Items	Teacher Trainees Agreement			Average Score per Teacher Trainee			Community participants Agreement			Average score per Community Participant
	GE	SE	NA	GE	SE	NA	GE	SE	NA	
The programmes of extension education activity helps the community in -										
1. Promoting necessary awareness regarding their rights and responsibilities as citizens.	137	106	2	1.551	135	58	6	1.648		
2. Providing needed educational facilities.	125	112	8	1.477	156	39	4	1.763		
3. Increasing their agricultural production.	113	89	43	1.285	113	69	17	1.482		
4. Developing healthy attitude towards problems of life.	132	113	-	1.538	133	51	15	1.592		
5. Increasing participation of the people in different cultural activities.	156	81	8	1.604	136	47	16	1.603		
6. Encouraging village craft and culture.	125	117	3	1.497	135	52	12	1.618		
7. Increasing the participation of the people in the development programmes of community.	153	89	3	1.612	150	36	13	1.688		
8. Inculcating self-confidence of the people in general.	116	119	10	1.432	128	57	14	1.572		

## MEDIAN TEST :

The common median was 24.19.

Table 4.18(a) : Median test applied to the groups of teacher trainees and community participants.

Respondents	Below Median	Above Median	Total
Teacher trainees	131 A	114 B	245
Community Participants	69 C	130 D	199
Total	200	244	444

$$\chi^2 = 15.67$$

P is less than .01

∴ Difference is significant at .01 level.

A careful reading of table 4.18 shows that the perceptions of the community participants regarding the relevance of extension education programme to their needs are very clear. The community participants feel that the extension programmes are tuned to their needs. Their feelings are that (a) extension programmes of teachers colleges provide needed educational facilities (highest perception score of 1.763), (b) make them realize the value of education (next highest score of 1.713), and (c) help them to understand the government plans for their betterment. The trainees are also appreciative of the extension programmes, their highest perception is that the extension programmes help the

community realize the value of education in life. Both trainees and community participants are more positively disposed towards extension programmes in terms of their relevance to community needs the community participants perceive this more positively than the trainees.

2. Perception of Instructors and Teacher Trainees Regarding the RELEVANCE OF THE PROGRAMME for Teachers Trainees.

Table 4.19 : Perception of instructors and teachers trainees regarding the relevance of the programme for teacher trainees.

Items	Instructors Agreement			Average Score per Instructor	Teacher Trainees Agreement			Average score per teacher trainee
	GE	SE	NA		GE	SE	NA	
The programmes of extension education activity helps the teacher trainees by way of								
1. Helping them know the needs and problems of the community in improving its living	72	83	16	1.327	146	94	5	1.575
2. Offering them an opportunity to serve the community.	89	76	6	1.485	162	68	15	1.600
3. Making them quite aware of their responsibilities as members of community.	85	81	5	1.467	140	102	3	1.559
4. Developing attitudes which are necessary for the teacher trainees to act as agents of change.	72	89	10	1.362	115	121	9	1.432
5. Exposing the teacher trainees to complex socio-economic problems by bringing them in contact with actual conditions prevailing in the community.	83	80	8	1.438	170	73	2	1.685
6. Developing skill and abilities for planning useful productive work in community.	78	85	8	1.409	139	99	7	1.538
7. Offering enough opportunity to apply their theoretical knowledge to practical situations.	77	88	6	1.415	166	78	1	1.673
AVERAGE SCORE OF EACH INSTRUCTOR AND TEACHER				9.90	11.06			
TRAINEE ON THE SEVEN ITEMS TAKEN TOGETHER					246			

## MEDIAN TEST :

The common median was 10.22.

Table 4.19(a) : Median test applied to the groups of  
Instructors and teacher trainees.

Respondents	Below Median	Above Median	Total
Instructors	93 <sub>A</sub>	78 <sub>B</sub>	171
Teacher trainees	80 <sub>C</sub>	65 <sub>D</sub>	245
Total	173	243	416

$$\chi^2 = 19.58$$

P is less than 0.01

∴ Difference is significant at .01 level

The above table shows that the difference between the perception scores of instructors and teacher trainees regarding the relevance of the programme for teacher trainees is significant at .01 level. As it appears from the table, the trainees have high perceptions regarding the relevance of the programme for them. Studying the table in detail, one can see that the trainees feel more strongly than the instructors regarding the positive effect of the exposure which they get by participating in this programme. They also feel that this programme offers them enough opportunity to understand the complex problems of the society and also

offers them opportunities to try out their theoretical knowledge in the field. (Items Nos.5, 1 and 7) respectively). In rest of the items both the groups are very close to each others' perceptions.

3. Perception of Vice Rectors, Heads of Faculties and Instructors Regarding IMPLICATIONS OF THE PROGRAMME INTRODUCTION IN TEACHERS COLLEGES.

Table 4.20 : Perceptions of vice rectors, heads of faculties and instructors regarding the implications of the programme introduction in teachers colleges

Items	Vice rectors and heads of faculties			Average score per vice rector/head of faculty			Instructors			Average score per instructor
	GE	SE	NA	GE	SE	NA	GE	SE	NA	
The programmes of extension education activity -										
1. Overemphasizes the practical aspect of teachers college programme.	12	11	9	1.093	46	63	62	0.096		
2. Creates number of problems in administration.	8	20	4	1.125	34	88	49	0.912		
3. Does not help much in making the teacher college programme meaningful.	5	18	9	0.875	21	85	65	0.742		
4. Disturbs the routine work of the academic courses.	12	20	-	1.375	47	102	22	1.146		
5. Increases work-load of the instructors.	12	19	1	1.343	55	102	14	1.240		
AVERAGE SCORE OF EACH VICE RECTOR, HEAD OF FACULTY AND INSTRUCTOR ON THE FIVE ITEMS TAKEN TOGETHER				5.811				4.136		

## MEDIAN TEST :

The Common median was 4.25.

Table 4.20(a) : Median test applied to the groups of vice rectors, heads of faculties and instructors.

Respondents	Below Median	Above Median	Total
Vice rectors and heads of faculties	8 A	24 B	32
Instructors	75 C	96 D	171
Total	83	120	203

$$\chi^2 = 3.97$$

P lies between .02 and .05

∴ Difference is significant at .05 level

The difference is significant at .05 level. It means that the groups differ in their perceptions regarding the implications of programme introduction. Vice rectors and heads of faculties feel rather more strongly than the instructors that the introduction of the programme creates number of problems in administration and disturbs the routine work of the academic courses. Still however, when the heads feel more strongly than the instructor that it increases the workload of instructors, the instructors themselves do not feel like that. This finding is in consonance with the ones in table 4.12 wherein also heads felt that this programme

comes in way of family life of the instructors and takes away their leisure time. There too, instructors did not perceive this aspect of the programme as strongly as the vice rectors and heads. The impression one gathers is of high social commitment on the part of the instructors. They do not feel their responsibility with respect to extension services as a burden in any way.



4. Perceptions of Vice Rectors, Heads of Faculties and Instructors Regarding Reactions of THE STAFF INVOLVED in Extension Education Activities.

Table 4.21 : Perceptions of vice rectors, heads of faculties and instructors regarding reactions of the staff involved in extension education activities.

Items	Vice rectors and heads of faculties			Instructors			Average score per instructor
	Agreement	SE	NA	Agreement	SE	NA	
Staff member involved in the extension education activities -							
1. Appreciate the value of the programme.	13	18	1	55	103	13	1.245
2. Find it quite interesting to work with the community.	12	17	3	51	92	28	1.134
3. Feel satisfied with their roles as change agents.	13	17	2	60	64	47	1.076
4. Try newer ways and means on their own to make it more meaningful and interesting.	12	16	4	54	97	20	1.199
5. Feel themselves responsible in community development programmes.	10	21	1	67	87	17	1.292
AVERAGE SCORE OF EACH VICE RECTOR, HEAD OF FACULTY AND INSTRUCTOR ON THE FIVE ITEMS TAKEN TOGETHER							6.530
							5.946

## MEDIAN TEST :

The common median was 5.20.

Table 4.21(a) : Median test applied to the groups of vice rectors, heads of faculties and instructors.

Respondents	Below Median	Above median	Total
Vice rectors and heads of faculties	13 A	19 B	32
Instructors	83 C	88 D	171
Total	96	107	203

$$\chi^2 = .677$$

P lies between .30 and .50

∴ Difference is not significant.

The extension programmes are planned following the guidelines given by the Department of Education. The vice rectors, heads of faculties and instructors work out the details. They can not however, go against the government directives. What are their reactions towards the programme? Do they find it useful? Are they interested in working with the community? Are they satisfied with the nature and extent of their involvement into the extension programme or with their role as change agents? Table 4.21 shows that

- a. Vice rectors and heads of faculties appreciate the value of extension programme more than the instructors and are more satisfied with their role as change agents than the instructors.
- b. Both the vice rectors, heads of faculties and instructors feel them more or less equally responsible in community development programmes.
- c. The instructors who have more direct contact with trainees and community do find it interesting to work with the community but the vice rectors find it more interesting.
- d. Lastly, both the vice rectors and instructors see in this extension education programme an opportunity to develop innovative ways and means to make the programmes more meaningful and interesting.

The table when all items are taken together shows no significant difference between the reactions of the staff involved of both the groups - the vice rectors and heads of faculties and instructors. It means that perceptions are very close which provide a positive feedback to each other, meaning thereby sources of motivation at both the levels to vice rectors and heads of faculties for introducing such programmes as they perceive positive attitude of the instructors and to instructors a feeling of job satisfaction as they find their officers happy with their working. Such congenial climate results into greater motivation and strong sense of commitment for the institutional programmes.

5 Perceptions of Community about the Personnel  
Involved in Extension Education Activities.

In earlier pages attempts have been made to know the perceptions of three groups of personnel, viz., vice rectors and heads of faculties, instructors and teacher trainees involved in the extension education activities. But these are the persons on the giving end of the programme. They try to do their jobs with utmost zeal, initiative and enthusiasm. But it remains to be seen as to how the persons on the receiving end of the programme, i.e. the community participants perceive the ability, competence, attitude and sincerity of these personnel. Do they feel that the giving party really means what they put before us? Do they have faith in their ability to help them in various ways or do they feel that all these are face saving devices before the higher authority? Such perceptions of the beneficiaries go a long way in making a programme meaningful as well as successful. The beneficiaries should have faith in the authority trying to help them or they will find it waste of everybody's energy and hard earned money of the community at large. Such perceptions of the beneficiaries provide good feedback to the authority in inculcating needed attitude, developing required skills and organizational ability by way of training to the future workers in the field. It is all the more necessary for the teachers colleges to study such

perceptions in depth so as to rethink and reframe their training programme especially when the extension education activity programme forms part and parcel of their teachers training programme.

An attempt has been made to study the perceptions of the community participants regarding the skills, attitude and organizational ability of the personnel of Northern teachers colleges involved in the EEA programme.

- (a) Organizational ability of the teachers college personnel as perceived by the community participants :

Programmes of social nature require specific organizational ability to handle the unknown and at times unpleasant situations. If one falters here, he loses the respect, the confidence and faith of the persons for whom he is working. This loss of image in the eyes of the concerned community is likely to make his task more difficult. Much of the success of his endeavour depends on how he is perceived by the community concerned with respect to his various abilities.

Table 4.22 : Organizational ability of the teachers college personnel involved in extension education activities as perceived by community participants.

Items	Agree to great extent	Agree to some extent	Do not agree	Total
1. They understand the needs of community adequately.	106 (53%)	86 (43%)	7 (4%)	199 (100%)
2. They genuinely try to understand the problem of the people.	124 (62%)	60 (30%)	15 (8%)	199 (100%)
3. They do not involve the community leaders while planning the activities	35 (18%)	66 (33%)	98 (49%)	199 (100%)
4. They give due weightage to the suggestion of the community leaders while planning the activities	136 (68%)	54 (27%)	9 (5%)	199 (100%)
5. They are quite openminded in receiving suggestion from the members of community.	125 (63%)	66 (33%)	8 (4%)	199 (100%)
Total	526	332	137	995
Percentage	52.86%	33.36%	13.78%	100.00%

The above table presents a very encouraging picture of the organizational ability of the teachers college personnel as perceived by the community participants. The community strongly feels that the personnel understand their needs, moreover they are openminded so as to receive further suggestions from the

community members. Only 13.78 per cent of the participants are not found happy with respect to overall organizational ability of the personnel. In programmes of social service type, such dissatisfaction is bound to exist.

(b) Capability of the teachers college personnel as perceived by the community participants.

The inherent skill and knack of a person help him more in the execution of his work. Such skills become explicit when a person starts handling the different unknown situations.

Table 4.23 : Capability of the teachers college personnel involved in extension education activities as perceived by community participants.

Items	Agree to great extent	Agree to some extent	Do not agree	Total
1. They are well trained for the assigned job.	123 (62%)	68 (34%)	8 (4%)	199 (100%)
2. At times lack the skill required in dealing with problematic situations in the community.	39 (20%)	62 (31%)	98 (49%)	199 (100%)
3. They do not have enough knowledge about the local conditions where they have to work.	51 (26%)	90 (45%)	58 (29%)	199 (100%)
Total	213	220	164	597
Percentage	35.68%	36.85%	27.47%	100.00%

From the above table it appears that the community participants perceive some limitations in the teacher college personnel with respect to their capabilities. Though they find the personnel trained adequately for the task, still they feel rather strongly that they do not have enough knowledge about the local conditions where they have to work. On the whole 27.47 per cent of participants perceive some limitations in the capability of the personnel of teachers college to discharge their assignment.

(c) Attitude of teachers college personnel as perceived by community participants.

As stated earlier, the persons at the receiving end are very touchy so far as the sincerity of the giving authority is concerned. They either feel insulted, or dejected when they find that the other party does not have the genuine sincerity in extending help to them. This blocks the way of progress in any programme undertaken by any authority or organization, however powerful it may be.

Table 4.24 : Attitude of the teachers college personnel involved in extension education activities as perceived by community participants.

Items	Agree to great extent	Agree to some extent	Do not agree	Total
1. They work as real change agents in the community.	122 (61%)	62 (31%)	15 ( 8%)	199 (100%)
2. Lack of necessary zeal and enthusiasm in performing their duties	60 (30%)	69 (35%)	70 (35%)	199 (100%)
Total	182	131	85	398
Percentage	45.73%	32.91%	21.36%	100.00%

Above table shows that the participants find the personnel from teacher college as real change agents. However, nearly 30 per cent of them feel that the needed zeal and enthusiasm are absent. This tendency is substantiated by the earlier findings that rectors, vice rectors and even instructors had the feeling that the personnel working in the field are having indifferent attitude towards extension education activities.

#### 6. Priority of Fields of Extension Education Activities as Perceived by Teacher Trainees

Under the development programme of committed areas, number of activities have been undertaken. Some as directive from the Ministry of Education, some by teachers colleges on their own

looking to the needs and problems of the local community. From the response of the community as well as from the end result of the programme, at times it was felt by the authority that there is some weakness in deciding the priorities of the activities. Teachers trainees while in field, come in closer contact with the local people as they remain with the community for longer duration of time. Hence it was felt necessary to find out as to which are the activities needed more by the communities in general.

To find out this, a list of twelve activities was given to the teacher trainees with a request to put priority number (i.e. 1, 2, 3) upto five to the activities which they felt as generally required by the local community.

Table 4.25 gives the weightage received and ranks gained by the twelve activities given to the teacher trainees.

Table 4.25 : The weightage and rank order of the field of extension education activities as perceived by teacher trainees.

Item No.	Fields of extension education activities	Overall weightage	Rank order
g.	Increasing awareness about preservation of food.	668	1
a.	Increasing academic programme.	544	2
c.	Increasing awareness for health and hygiene.	534	3
b.	Training the rural and hill tribe teachers.	531	4
k.	Organizing recreational and cultural activities like drama, dance, debate, etc.	421	5
e.	Increasing awareness regarding electrical service and maintenance.	262	6
h.	Increasing awareness for better production in agriculture, horticulture and preservation of agricultural product	230	7
i.	Organizing activities for training in handicraft like wood work and bamboo work, toy making and clay modelling.	162	8
f.	Imparting knowledge about consumer's need and functioning of the cooperative.	107	9
j.	Organizing games and sports.	104	10
d.	Increasing awareness about population problems.	90	11
l.	Increasing awareness about nutrition and balanced diet.	62	12

From the table it can be seen that the programme of activities related to awareness regarding preservation of food tops the list. From the weightage gained by each of the twelve activities, it can be seen that there is a big margin between the weightage gained by first five activities and the rest of them. Studying the nature of activities mostly advocated, it can be seen that people seem to be really after gaining better awareness with respect to their personal and educational needs. In order to improve their standards of living, they want them to be equipped with knowledge regarding food preservation and health and hygiene so that they can save by way of food economy and by remaining healthy. They also do not want to be backward either educationally or socially. They want to preserve their culture too by exposing their future generation to their traditional folklore and culture. This demand also conveys that they like to have recreation in their hard life and want to remain mentally healthy too, transmitting at the same time their culture to their children.

These perceptions regarding the priorities of extension education activities of teacher trainees reveal the healthy thinking of the different communities in the Northern region of Thailand, trying to improve their own standard of living with the help of other agencies.

## DISCUSSION

The role of higher education system in any country is not only to acquire, preserve and disseminate knowledge but also to promote a sense of social responsibility amongst the students by inculcating in them desirable values and attitudes towards social problems, so that the knowledge and skills acquired by them during their university life could be employed for the benefit of the society. It is therefore important for higher education institutions to take up programmes of extension and social services as a legitimate activity by involving both students and teachers. This role of the students and teachers can help in bringing essential changes in the society to the extent possible and can further help in the programmes of national development.

Teacher training institutes are considered to be one of the most powerful instruments in achieving the objectives laid down for higher education for, the teaching body in these institutions are the sculptors of future generation models. They are the artists trying to unfold the potentialities hidden deep and down, far and away in numerous folds of the society.

The government of Thailand being fully aware of this fact focussed its attention on teachers colleges making

extension education activities a part of their training curriculum for the improvement and upliftment of economically underdeveloped area especially in Northern region of Thailand. Teachers colleges under Teachers College Act, 1975 took up certain extension services as a part of their regular training programme, under which the teacher trainees as well as teacher educators are supposed to stay away from their homes in the neighbourhood areas and involve themselves in the community development programme.

This is likely to create some problems in administration as well as implementation. These problems have been studied and discussed earlier in Section I - Part II. In an attempt to study the relevance of this programme with community needs as perceived by vice rectors and heads, instructors, the teacher trainees and the community participants, it was found that the perceptions of vice rectors and instructors were almost identical. Both of them did not differ in their view points regarding relevance of the programme with community needs. This reflects the positive aspect of their joint planning and deliberations. But when the perceptions of teacher trainees were compared with those of instructors, their teachers, it showed significant difference at .01 level. It implies that what the authority thinks to be the resultant outcome of the services offered does not hold true in reality.

Teacher trainees because of their close contact could see the real needs of the community and hence their perceptions regarding the relevance of the programme to community needs were different from those of the authorities. But at the same time, the perceptions of teacher trainees were quite close to those of community participants. This is collaborated by the studies of Andrus (1976), Evans (1977), Wilun (1977) Prasit (1978) which show that community expectations are different and the community members must be involved while planning and deciding the programme. Less involvement according to Guerrero (1975) results into low efficiency in meeting with community needs.

The perceptions of community participants regarding the relevance of the programme were found quite positive and higher than those of the administering authority. Whatever were the programmes, in general they were quite appreciative. So far as their perceptions regarding the different abilities of the teachers college personnel are concerned, they did have good opinion about them. Still however, they have found them rather indifferent and lacking in zeal and enthusiasm in trying out alternative programmes. This they expressed during personal interviews taken by the investigator. This should be noted by the training institutions. The future trainees should develop such attitudes towards these services that

they should perceive their role as real agents of change in community development programme.

With respect to the relevance of this programme for teachers trainees, the scores of trainees' perceptions regarding the relevance of the programme for them were higher than those of the instructors. It means that they found the programme quite meaningful for them as future teachers trying to be agents of change in society.

Though the picture appears to be leaning more on the brighter side, somehow the rectors and vice rectors are found to be rather more concerned about it. They expressed that this programme created a number of problems in their administration. The reason directly and indirectly expressed in their checklist as well as interviews was the indifferent attitude of the personnel working in the field. They stated that teachers were interested in doing only the routine, teaching work. They openly expressed their unwillingness for involving themselves in such programmes. Rapee's study (1978) too had come out with the same finding that though the government had launched a programme, though it was a part of the duty of the instructors, still, they expressed their unwillingness to participate in the programme.

This should be a point of concern for the policy

framers. In depth study should be undertaken to find out the reasons of this indifference because from the data gathered in this study through check list, the instructors, do not feel the burden either in their personal life or as an extra burden in their professional life. It remains to be seen as to why their attitude should be indifferent. The probable reason given by the rectors is the shift of emphasis in training of teachers by different political parties can be seen in different Five Years Plans. In the Third and Fourth Five Year Plans the emphasis was on preparing teachers for teaching academic courses only, to meet with the shortage of teachers. Teachers prepared during this period had not developed that sense of commitment or favourable attitude towards this type of programme. Hence, when they were not trained basically for such programme, one could not expect results from a vacuum. The only remedy is to concentrate more on this aspect in the future teacher preparation programme. At the same time provision of in service programme for such teachers, measures for motivation by way of promotion, compensatory leave, etc. are to be thought of till the present lot of teachers continue in service. Again, necessary facilities - academic as well as physical ones, transport arrangement for quick mobility, better communication facilities, comfortable residential facilities with extra allowances when on/off-campus duties, etc. are other measures which can be thought out to meet with the problems in administration.

## CONCLUSION

Extension education is a challenge to organizers of higher education. The institutions of higher education have long been accustomed to confine to theoretical instruction within the institution. Their programme had little relevance to the problems and needs of the immediate environment and the society at large. It has been an education for the elite. This ivory tower approach has resulted into the isolation of higher education from the mainstream of the social life. Introduction of extension education is an effort to break this isolation. Extension education is aimed to provide a bridge between the portals of higher learning and the society.

The existing curriculum in higher education needs to be made realistic through the addition of extension education as an important curriculum component. This component not only cuts the barrier between the theory and practice, but provides the needed links between various disciplines and also between disciplines and the societal needs. The programmes of extension education have to be socially relevant. The relevance of the programme is judged on the basis of the perceptions of the various actors of this socio-educational drama. The perceptions of those in the authority are different from the perceptions of implementing agencies, the field

workers and the beneficiaries. It is satisfying to note that the trainees who are the field workers, have found the extension programme to be more relevant as compared to the perceptions of rectors, vice rectors, heads of faculties and instructors. Still more satisfying is the fact that the community has found the programme to be more relevant than vice rectors, instructors and teacher trainees. This augurs well for the extension programme.

The authorities have found that the programme could be more successful if the instructors and teacher trainees show less indifference towards the programme. The instructors suffer from a sense of insecurity, the moment they are taken out of the institutional framework to the framework of field work activities. This is a common experience when there is a radical change in the work modality. The present study points to the need for further work in the area and also new approaches to the preparation of educational personnel. The implications of the findings of the present study as enumerated in Part I and Part II of this chapter and the suggestions for further work are discussed in the next chapter.