

CHAPTER II

CHAPTER II

REVIEW OF RELATED LITERATURE AND RESEARCH

2.1 INTRODUCTION

In this chapter, an attempt has been made to provide an examination of the previous researches which have bearing on the present investigation. This is essentially an important part of any research project as it gives the investigator a background of thinking in that particular problem area. Review of researches helps the researcher in getting a clear perspective of the problem under study. It equips the investigator with new understanding and insight which subsequently helps him to have a clear grasp of the concept, the methodology to be followed and helps him to analyse and interpret the results of the study on hand. Lindwall (1969) while discussing the purpose of review of related researches stated that it would enable the researcher to identify some of the exact spots when there is a void in existing knowledge and to see how his problem and findings will relate to other researches and how his efforts when combined with those of others, can help to complete the total picture.

2.2 EXTENSION EDUCATION

A dynamic and flexible type of education is one

which serves the people wherever they are, whatever they are. It assists in the development of the individual as well as all categories of the constituents of society. Extension education is comprised of these characteristics. Extension education is the act of putting across to the people in an understandable manner, new ideas and improved technology of practical utility and to enable them to put them into practice so as to improve their general standard of living through their own realisation and efforts. In a way, it serves the society by helping the individual to think, to find solutions to their problems, to acquire knowledge and develop convictions.

The impact of extension education programme depends on a number of important facets of it, viz., nature, organization, administration, implementation, problems arising out of its execution, perceptions of different personnel involved in the programme, etc. All these facets need to be studied in detail as it is being carried out in different countries with different modalities.

With this aim, the present review of previous researches has been done. The studies done in this area are so much interlinked that it is difficult to put them exclusively into separate groups; e.g. while studying the problems encountered by an administrator or a field worker, one automatically slips into the domain of perception or nature and vice versa. Still

however, an attempt has been made to group all the studies reviewed by the investigator into three main groups, viz.,

- Studies with respect to history and policy regarding extension education activities.
- Studies regarding the nature of activities undertaken.
- Studies with respect to problems and perceptions of personnel involved in the programme.

The review of all the fiftyfive studies has been presented in the pages that follow :

2.2.1 History and Policy regarding Extension Education Activities.

Yongyos (1965) studying the history and nature of the university programmes found that all higher educational institutions did not pay much attention on the extension education activities for a long time. Upto 1967, the trend for extension education services was not favourable. Extension education activities caught the attention of the people when the faculty of economic - Thammasart University, initiated the new one year certificate course for post graduate degree. This programme was offered to young boys and girls with various areas of education. The objectives of the programme were : (i) to train the post graduates so as to make them aware of their role in the interest of the general public,

(ii) to provide the students with opportunities to work with rural people in actual condition, (iii) to promote creative thinking in the students while working with the people. This programme was well received by the students and staff members.

Patel (1970) conducted an investigation (i) to study the historical aspect of social education movement in Gujarat State, (ii) to study the present position of the state social education programme, (iii) to have information regarding institutions working for this cause, and various methods of work and (iv) to study public opinion about the present and future programmes of social education. To evaluate the present programme, both historical and normative survey methods were adopted in this study. The study revealed that there were three cadres of personnel working for social education: they were officers (Class I), supervisors (Class II, III) and field workers. The proportion of literate women workers was not satisfactory in comparison of the number of illiterate women workers. The socio-economic conditions of the workers were not satisfactory. Facilities in social education were inadequate. The officers and supervisors usually participated more in entertainment activities and less in other activities. More than eighty-five percent of the field personnel were not encouraged to develop their knowledge of social education. The majority of the personnel for social education opined in favour

of change in the present administrative setup. Regarding the programme of social education, there were different opinions about the very concept of social education; for some, it was teaching of 3 R's while for others, it was education for social change. About 95 percent of the institutions were meant for men only and 5 percent for women, Majority of them (93 percent) were being managed by the primary schools and the rest by secondary schools (2.3 percent) or village panchayats (1.4 percent) or voluntary organizations (3.3 percent). Majority of the literacy classes (75.5 percent) did not have any clear-cut objective. Director of education was the controlling authority for the budget of state social education committee. Wastage in social education was to a great extent the major deficiency in these programmes.

Paitoon (1973), conducted research on the history of extension education activities in higher educational institutions in Thailand. He stated that the extension education activities had started at Agriculture University by organizing the centre of occupational training for the rural people as early as 1964 with a view to helping them to understand the new methods of agriculture.

The problem of Beck's study (1973) was to examine the role and scope of community service programmes in the public Junior Colleges in Alabama. The study also attempted to identify

the organizational structure, staffing, and financing pattern through which community service programmes are carried out and to review the written policy and attitudes of junior college administrators related to community service programmes.

It was found that (i) there was no clear pattern for shouldering the responsibility for the community services. He can be a person of first or second or third rank also, (ii) the administrative and instructional staff had very little consistency between the professional experience and degrees held and their relationship toward preparation for involvement in community service programmes. There was very little previous experience and no degrees related to adult education or continuing education. In most cases the previous professional experience and degrees were in the areas of administration and instruction at secondary education level, (iii) the policy adopted by the colleges regarding the community service function was not always in black and white which as a result used to create confusion at number of points. Moreover, there was no attempt by the institution to evaluate the effectiveness of the community service programme.

Noi (1975), Sunya (1975), Suchada (1975) and Sawat (1978) each conducted a study on educational administration of teachers colleges in different regions in Thailand, viz., East-Northern region (Noi), Central region (Suchada), Southern region (Sawat)

and Eastern region (Sunya). These studies though conducted in different regions of the country, have come out with more or less the same finding that the administrators as well as staff members of teachers colleges gave priorities to extension education activities at par with other activities like teaching and research. Still however, the administrators of all the regions revealed that majority of the staff members of teachers colleges had rather indifferent attitude towards the extension activities. They recommended that the programme on the whole needs indepth study with respect to its nature and organization so as to find out the factors responsible for this lukewarm attitude in the staff personnel.

Erozer undertook a study in Bukura (Kenya) (1978) with a view to developing (a) new curricula and instructional programmes for training extension field workers to serve more effectively the rural population, (b) an instructional model for agricultural extension training based on local conditions and needs, which could also be adapted by other rural/agricultural training institutions in Kenya and elsewhere in Africa, and (c) a training programme that can integrate the economic and social aspects of rural development and thereby can produce skilled manpower capable of implementing integrated rural development strategies and programmes.



The project activities which were planned and implemented to achieve the above given project objectives were staff development, assessment of farmer extension needs, curriculum development and creation of an outreach programme.

Staff Development refers to the project activities designed to achieve active participation in the programme by the Institute's staff members. The staff development programme focused on (i) the creation of understanding among the teaching staff about the role of extension training in rural development, and (ii) providing necessary skills for teaching staff to enable them to develop institutional and departmental training objectives to develop curriculum, and to plan and carry out outreach activities.

The project activity on assessment of learning needs of farmers and establishing the institute's objectives for training extension workers focused on (i) identification of the needs and problems of rural families living in Kenya, and (ii) assessment of effectiveness of extension services in meeting the needs of rural families in Kenya. This activity led to the development of the institution's training objectives which pays special attention to the needs and problems of rural families in Kenya, and integration of agricultural extension activities with the work of other agencies engaged in rural development.

The next project activity was the development of the institute's Departmental curricula. This improved the training of the institute's staff members in the technical aspects of curriculum development and also in monitoring of the curriculum production activities.

The fourth major project activity was the development and implementation of an Outback Training Programme which aimed at providing (i) input from rural people in establishing the objectives for the curriculum, (ii) field experience for staff and students in use of the curriculum to determine if it was relevant and useful, (iii) practical training opportunities for the students, and (iv) technical assistance to rural communities surrounding the institute.

As a result of this project activities a comprehensive programme for training of extension workers was developed and implemented. This training programme was accepted by the Kenya Government in September 1977 as a national model to be adopted by other rural/agricultural training institutions in Kenya.

The study undertaken by Dandalides in 1980 in Ohio helped in locating the different aspects for such a study. They include the historical aspect, the motivating and participating role of the community itself, the philosophy behind such a programme, the administrative set up and the finance allocation and help

for such programmes. The study revealed that community leaders, professionals and people in general, strongly expressed that community services must be a vital function of the college. It was also found that community service was an established goal for the Ohio's community colleges. The citizens had well accepted the programme simply because their basic philosophy of education was reflected in these programmes. The study revealed that financial support for such types of programme always met with a lukewarm welcome from the authority eventhough they believed them meaningful.

Sakol (1981) studied the role of regional higher education institution in rural development. The findings of his study revealed that teachers colleges in Thailand began conducting extension education activities in 1969 at Manasarakham teachers college. The purpose of this programme was to improve the function of teachers colleges by promoting the quality of rural schools and serving the rural areas in the form of non-formal education. In the year 1970 three teachers colleges added to this programme. They were, Skol Nakorn, Ubol Rachathani, and Nakorn Rachasima Teachers Colleges. In the year 1976, this programme was extended to 24 teachers colleges. After that, all the 36 teachers colleges in Thailand introduced this programme as a part of their teacher training programme.

2.2.2 Nature of Activities under Extension Education Programme.

Dutta and Helen Kemppler (1960) undertook a study to assess the social education programme in rural and urban areas of Delhi. The study revealed that (i) among various programmes conducted in the social education centres more stress was laid on literacy and craft only. The majority was in favour of programmes for literacy only, (ii) in the rural and Delhi municipal council areas, courses for three R^s were very short hence neo-literates' interest and skill were not developed to an extent that would help them for further self-learning in the needed skill.

The purpose of Chaube's study (1963) was to find out how youth welfare programme were functioning and to plan for efficient programmes in line with the modern times.

The survey has revealed that the diagnosis of the problems and programme planning were inadequate, hence the achievement in that direction was also much less. The study suggested that (i) informal education should be emphasised for the benefit of the illiterate youths and dropouts through evening classes, continuation classes and other school classes offering not only literacy programmes, but also having vocational subjects, handicrafts, etc., (ii) freeships, scholarships, book aid and

provision for earning while learning should be provided to give some economic help to the youth, (iii) compulsory national service scheme should be introduced to create social sensitivity in the youth.

The purpose of Trivedi's study (1966) was to make a survey of social education programmes and activities undertaken by various voluntary and official agencies in the Kaira District of Gujarat wherein the villages were selected on the criterion of their being developed, semi-developed and underdeveloped.

The analysis revealed that each social education programme contained literary, social, cultural, scientific, aesthetic and agricultural activities and activities for youth and women. These activities were generally organised by youth clubs, Mahila Mandals, government and semi-government bodies and field workers. The usual staff employed in each programme on behalf of the government was the District Development Officer, the Taluka Development Officer, the Education Officer, the Mukhya Sevika, the Gram Sevak or Sevika. The grant to voluntary organisations had been reduced from fifty percent to twenty percent and this reduction had affected the programme adversely. In order to make up for the deficit, the voluntary organisations arranged various programmes to raise funds and this deterred them from making a concentrated effort in furthering social education programme. The active centres

were mostly situated in the towns with a semi-urban complex, where the headquarters of social education programmes were located. Shortage of workers, local disputes and want of proper leadership were the main difficulties in organising the education programme.

Ansari (1969) conducted a study which aimed at investigating into the nature, aims and impact of training programmes for social education workers. The sample consisted of principals/directors of training centres, officers in-charge of social education of States and the Union territories, officers in-charge of social education in the central ministry and ex-trainees of these training centres. The findings of the study were, (i) the main objective of the training course was to enable the social education workers to perform their duties efficiently with particular reference to supervision, technical guidance, planning, administration and coordination of programmes, (ii) the training programme, included theory, individual study, library work, writing of term or special paper, symposia, seminars, panel discussions, study circles and trainees' lectures, field visits and practical work and study tours, (iii) about sixty percent of the time was allotted to theoretical work and the remaining was devoted to practical work, (iv) the need for proper coordination between the different departments dealing with social education at various levels within a state was stressed.

Kanwal's study (1970) to find out reasons for attending adult education classes as given by women participants were interesting. These reflect the nature of programmes to be conducted by the concerned authority. The reasons were :

(i) to learn new things, (ii) to watch good food demonstration, (iii) to get new ideas, (iv) to know what was happening in the society, (v) to keep learning all life, (vi) the nearness of place of meeting.

Nagwekar's study (1972) for identifying the educational needs of rural mothers of children under five revealed that 50 percent of the mothers had very meagre amount of knowledge regarding nutrition and those who were uneducated did not show at the same time any desire or intensity to acquire such knowledge.

The problem thus points to the motivational and educational aspect of uneducated rural mothers. The study suggests that in such cases if necessary motivation is given to the clientele by way of milk supply, nutritive food products, etc., the mothers might get tempted to listen and cooperate the workers in the field.

The purpose of the study conducted by Dickinson (1972) was to survey the programmes of community service conducted in the seventeen junior colleges in the State of Alabama. In

addition, an attempt was made to identify unique or outstanding programmes and to develop guidelines and criteria for the evaluation and conduct of programmes of community service. College programmes of community service studied, included cultural activities, recreation, community research and development, public relations, short courses and seminars, faculty services, and public use of college facilities. Five selected colleges were found to have comprehensive, well organized programmes of community services. Programmes judged most important at the five colleges included short courses and seminars, cultural programmes, and community use of college facilities, while forum-lecture series, recreation, and short courses were identified as having best community acceptance in terms of attendance. The problem of adequate finance was of much concern to the administrators. Based on the study, the recommendations were: (i) community service programmes should be developed and constantly reviewed and modified according to the needs of the community to be served, (ii) citizens advisory groups should be consulted in the development of programmes of community service, (iii) community services programmes should cover the interest and values of all socio-economic groups in the community, (iv) programmes in community services should be carefully coordinated with the regular college instructional programmes, (v) community service programmes should be broad-based and include the following :

(a) community use of college facilities; (b) community service programmes of educational merit, (c) cultural and recreational activities, (d) institutional development, (vi) community service programmes should be adequately funded in keeping with their role as a major function of the junior college.

Smith's (1972) study to assess the effectiveness of community service programmes in relation to the system of governance under which they operate, revealed that, (i) all six of the selected institutions expressed a positive commitment to their service programme, (ii) the implementation of community services at the institutional level is a reflection of the commitment expressed by the system of governance under which the institution functions.

To gather pertinent information with regard to organization and available resources (Management Factors) and number and type of services (Scope Factors) for community colleges of the Mountain-Plains area, Stephens (1973) conducted a study which included all public, two-year colleges in twelve states. It was revealed that (i) the nature of services depended greatly on the overall organization and available resources, (ii) lack of funds was the single most important problem in community services, (iii) colleges with the following characteristics tended to offer more community services : (a) those having more highly structured management procedures, (b) those

that conducted research into public needs and interests, (c) those that had established a routine for orienting faculty, (d) those with a higher budget, (e) those with someone specially in-charge of community services programme, (f) those with a larger population in their service area, (g) locally/controlled/institutions, (h) rural institutions.

Otto (1973) investigated into the current status of the community services programmes offered by the 16 public community colleges in Maryland. His following two findings of the many throw light on the nature of activities to be conducted under this programme. They are : (i) response to specific requests and co-planning with business, industrial and community agencies are the primary bases for new programme development, (ii) organizational structure, programme profile, reporting procedure, community and college attitude, leadership, and finance help the programme in taking roots.

His following recommendations for meaningful and successful community service programmes are worth considering. They were : (i) conscious effort on the part of administrators to find out intelligence from all segments of the college community, (ii) assistance of community leadership to the colleges in the delivery of service, (iii) collaboration among all segments of the community engaged in adult education, (iv) constant effort on the part of administrators for checking the feasibility of implementating of a system of continuing education units.

The major objectives of Kudesia's study (1973) were :

- (i) to know-how far social education had helped the villagers to improve their social, political, economic, cultural and hygienic conditions, (ii) to ascertain the impact of social education in promoting self-confidence, self-sufficiency, feeling of co-operation and tolerance in the rural folk; and (iii) to study the effectiveness of social education programmes launched by agencies of social education.

Normative survey method was adopted in the investigation with questionnaire and interview as the tools of research.

The following were some of the salient findings of the study : (i) the level of achievement in health and recreational development was the highest as compared to the achievement of other aspects of development in the rural areas of the state, (ii) welfare activities were well attended in the rural areas, still however, rural arts and crafts did not receive necessary backing, (iii) untouchability, caste system, social injustice and poverty were still the major forces to hinder rural development, and (iv) political awareness of the rural people was at a low level.

The purpose of the study of Goldberg (1974) was to identify programme functions, activity areas and specific activities which could form the nucleus of a basic community services

programme. The study sought to determine two things : (i) what priorities should be placed on various community service functions and activity areas and (ii) which specific activities would be successful when offered.

Of the 16 specific activities which were successful in a majority of cases, typing and art courses were the most successful ones having cake decorating, beginning sewing, advanced sewing and slimnastics for women as the next most successful courses.

The major conclusion of the study was that a basic programme for community services could be established by utilizing data regarding successful social activities conducted in similar other communities.

Cavan's study (1975) revealed that the programmes of community services in colleges of New Jersey varied widely in scope, content and quality. The programmes had grown steadily in scope and a need was felt for these colleges to provide facilities for continued and increased growth of the programmes. The readiness of the colleges to engage more actively in service to their communities was noteworthy. Still however, the status of community services as one of the four major functions of New Jersey community colleges was not reflected in actuality in their programmes.

Campbell (1976) in his study states that inspite of its considerable contribution to the continuing higher education of adults, general extension is and has been historically a low priority effort within the American universities.

The investigator stated that the general extension is marginal within the university essentially because it is external to the professional lives of the faculty. Extension teaching according to him offers little professional incentive to a faculty member and return to him no peer-group recognition.

With a 59-items instrument, the investigator surveyed 672 full-time regular faculty in nine colleges of the University of Minnesota in different discipline groups viz., business, education, humanities, agriculture, law, engineering, physical, social and biological sciences.

The investigator found support for extension to be substantially variant among the faculties, according to the basic role-orientation cosmopoliteness and teaching orientation of the faculty members. The investigator therein found substantial willingness of the faculty to assume extension teaching as part of their regular role and a strong belief that teaching extension students would be as satisfying as teaching full-time day students.

Noppadol (1976) studied the extension education

activities of teacher colleges in Thailand with respect to in-service programme. The major findings indicated that most of the inservice teachers wanted the assistance from teachers colleges in areas like training at off campus, training for solving academic problems, helping them for their professional growth, and by supplying reading material as well as exposing them to wider field through seminars and workshops.

Maninus' study (1978) regarding a model for a programme for agriculture extension in Thailand, came out with specific implications for such type of services to be effective enough in the interest of the community. They call for (i) proper administrative planning and commitment, (ii) needed staff training, (iii) provision of essential infrastructure, (iv) necessary educational resources.

The methods for achieving more response from the participants can be (i) farm and home visits, (ii) group discussions, (iii) result demonstration, (iv) method demonstration, (v) exhibitions, and (vi) conducted tours.

From Bishnoi's study (1978) it can be concluded that people preferred attending programmes only as per their requirements. However good or worthwhile a programme might be, if it did not relate or help in meeting their immediate needs, community members show complete indifference which ultimately results into discontinuation of the programme.

Thipawan (1979) studied the faculty development project in Lumpang Teachers College in Thailand. The results indicated that the faculty development programmes of teachers college emphasised the teaching as the major area of collegiate activities. However, the study disclosed that very few programmes of college had covered areas like extension education activities. For extension education activities, the finding revealed that most of the programmes were in the form of helping rural teachers in solving the academic problems. The investigator recommended that teachers college should pay more attention in community services.

Bal (1981) while studying the problems of teachers and organizers in conducting non-formal adult education programmes for women from weaker sections of Baroda could find that (i) majority of the programmes were for creative use for leisure time, (ii) majority of teachers and the organizers had no training in the subject matter area as well as in organization of the programme, (iii) both the teachers and organizers faced problems regarding lack of motivation on the part of the participants, (iv) female teachers and organizers having necessary training had less problem in organizing the programmes than their counterparts.

2.2.3 Problems and Perceptions regarding Extension Education Programme

Upasani (1966) in his attempt to evaluate the existing primary teacher training programmes in the State of Maharashtra, with special reference to rural areas, found that : (i) the present position of the professional training of primary teachers was far from satisfactory especially in the light of the new challenges in elementary education, (ii) the duration of the primary teacher training need to be extended up to two years, (iii) in view of the duties to be imparted by the primary teachers in rural areas, the training regarding the specific knowledge and skills required to work as teachers - the change agents in rural areas was not satisfactory.

The purpose of Chaturvedi's investigation (1969) was to study the impact of social education programme on the life and living style of the people in the block areas of Uttar Pradesh.

The findings of the study were : (i) people in the countryside adopted the same old methods of agriculture, (ii) ignorance and illiteracy were the factors responsible for their failure to benefit from the different social education programmes launched under the community development programme, (iii) the people in general were indifferent to social education programmes, (iv) the efforts of the voluntary agencies

suffered due to inadequate resources, lack of training facilities and lack of enthusiasm to carry forward the programmes to a desired level, (v) on the whole the social education programme had definite impact on the life and living style of the people.

The study by Kaul (1970) was conducted to fulfill the following objectives : (i) to find out the relationship between some personal and group characteristics of the undergraduate students with their initial attitudes towards extension education, and (ii) to study the change produced if any, by three courses in extension education on the students' attitudes towards it.

The respondents participating in the study were 159 final year students of College of Agriculture of the Punjab Agricultural University during the session 1968-69. The Likert-type Attitude Scale was standardised for measuring attitudes of students towards extension education. A curricula preference scale was also developed to know the level of preferences for different types of courses and curricula such as, social science, agricultural economics, agronomy, plant breeding, horticulture, plant pathology, and extension education.

The findings of the study were : (i) academic achievement and age were not related to the attitudes towards extension education, (ii) socio-economic status was significantly associated with attitude towards extension education,

(iii) friendship was not significantly and positively related to the attitude towards extension education, (iv) in the early stages of instruction, higher centrality in the communication networks tended to be associated with more favourable attitudes of the students, whereas in the later stages it tended to be associated with more unfavourable attitudes towards extension education.

Kiesow (1972) as a result of his study could find that youth agents' expectations of their own role were seen as being in conflict with the tasks assigned to them. Some evidence was found towards assigning most of the tasks considered as very inappropriate to the youth agents.

Harris' study (1973) of status, obstacles and commitment regarding extension services functions revealed that (i) the institutions had not identified and organized a general extension programme as an area of prime concern, (ii) staffing and funding were found to be minimal, (iii) the status accorded to general extension, or public service, was not comparable to the one accorded to resident instruction and research. Based on the findings it was recommended that greater commitment be made to the general extension function by providing sufficient staff personnel, organizational structure and physical resources, and additional sources of funds.

The purpose of the study conducted by Slamet (1973) was to examine faculty attitudes toward the cooperative extension service at Louisiana State University. The attitudes were assessed on concept, organization, importance, quality and clientele of the extension services. The findings revealed that most of the members involved in the cooperative extension service were not fully informed about the nature of the activities hence, they had not developed a favourable attitude towards the extension services. Still however, nearly 75 percent of the members favoured these services especially in non-rural and non-agricultural areas as they were getting newly-developed in the state.

Kelly's study (1973) regarding nature of the extension programme and perception of the county commissioners from rural and urban counties in Florida gave following conclusions: (i) with few exceptions, both rural and urban county commissioners were highly supportive of the extension programme, content and clientele with which this study was concerned, (ii) it was concluded that state and national priorities generally were compatible with county priorities, and (iii) although there were significant personal and social differences between the two commissioner groups, there was no polarization of commissioners from rural counties towards traditional agricultural or rural programme content and clientele and commissioners from urban counties toward non-traditional,

more socially oriented programme content and clientele. The study suggested the following implications for the extension service : (i) extension administrators, supervisors, and county personnel should seriously consider the personal and social differences of rural and urban county commissioners in their working relationship, (ii) the extension service should continue to plan and implement sound educational programmes in agriculture, (iii) the extension service should provide 4-H (youth work) in broad area of interest for young people in contrast to the traditional agricultural and home economics areas only, and, (iv) extension administrators, supervisors and agents should re-evaluate the amount of time and effort extended in certain areas of programme content and clientele.

Suwit's study (1973) is concerned with both theory and practice of community development (CD) in the context of Thai Society. The study contends that CD is a highly effective strategy for effecting significant social change aimed at creating a more egalitarian Thai society in a gradual and peaceful manner. CD is essentially an educational process, but one quite different from the traditional pedagogical process primarily concerned with the transmission of prescribed knowledge from teacher to student. The development volunteers' (DV's) movement began in 1958 when one group of students spent part of their summer vacation helping rural people to improve

their rural communities. The findings revealed that there were great discrepancies between the role perception by CD workers and DVs. CD approach stressed the importance of the DVs' role as facilitators of self-directed learning on the part of the villagers, the DVs' approach seemed to emphasize the importance of their role as transmitters of "improved" knowledge or as diffusers of prescribed innovations, regardless of the villagers' felt needs. A great need for comprehensive pre-service training in the theory and practice of CD was felt. The investigator suggested to gather adequate data regarding the needs of the community to be served as the most influencing factor in such programmes.

The research reported by Anderson (1974) was a result of a survey undertaken at California Centre. The basic instruments were two questionnaires : one for programme participants to secure detailed information about the participants and their reactions to the programme, and the second for non-participants to secure information about their reasons for non-attendance at center programmes. The findings were : (i) participants were satisfied with the general purposes of the Center but desired programmes with more individual applications, (ii) the factor most important to programme success was excellent instructors - instructors presenting undocumented material was the most important factor in deterring success, (iii) work schedules

and lack of interest in this type of programme were the chief factors for non-participation.

The purpose of the study by Moore (1974) was to analyze descriptively the perceptions of selected community leaders and the perceptions of the professional staff of Brunswick Junior College on the role of Brunswick Junior College in the area of Community Development. Descriptive and comparative research techniques were used in an empirical survey of these two groups.

It was concluded that the opinion and beliefs of both groups were very similar, but the community leaders showed more variations in perceptions. As a philosophical approach to community development, both groups preferred Brunswick Junior College approaching community improvement through the organization of a wide spectrum of people who are concerned with democratic processes, self-help and educational objectives.

The college professional staff was more against the granting of academic credit for such community development activities as work experiences of students and continuing education courses than were the community leaders for they clearly expressed that the professional staff has individuals who possess special skills to contribute significantly to specific identified community needs and problems and hence such competence should be utilized in the interest of the community without any expectations of return.

A descriptive study was conducted by Davis (1974) to determine how state legislators in Michigan view the public service function of state-supported universities. The following major conclusions were reached concerning the attitude of legislators who served on the education and appropriation committees in Michigan : (i) universities should increase the amount of time spent on university-sponsored public services, (ii) universities should expand their public service responsibilities, (iii) many university-sponsored public services should be provided in the local communities as opposed to being located on the university campuses, (iv) supplementary state and local funding should be made available to universities to increase the number of public service activities, (v) an appropriate extension of the public service function of universities is to provide the opportunity for life-long education, and (vi) a public service option should be incorporated into the university procedures for faculty promotion, assessment and professional advancement.

In the study by Guerrero (1975), an effort was made for the review of university community services in six major areas viz., education, health, industry, agriculture, training and university community services as perceived by university and community representatives. The sample included students (14), faculty (14), university administrators (16), political leaders

(14), industrial leaders (14), labour leaders (5), and one representative of the Catholic Church. Individual interviews with the aid of questionnaires were taken. The findings of the study revealed that (i) the representatives perceive the university community services as necessary, (ii) the low level of participation of students, faculty and administrators in decision making was considered as an important cause of low university efficiency, (iii) the existence of a highly politicized student body hampered the effort of university directives for the improvement of academic levels and created a feeling of distrust in the community, (iv) teachers, students and administrators agreed with the need for vigorous action in the direction of university community services, (v) community representatives consider the university as being isolated from community life, its academic programmes of low quality, and its studies not relevant to the needs of the community, (vi) broad participation of the university in the study and solution of local problems was perceived as one of the pillars of progress and modernization, (vii) the community was willing to cooperate in an effort to help the university to improve academic levels and to give reality to its teaching.

The study suggested the need for better understanding and cooperation between university and community in the direction of community services. This implied full participation of

university and non-university representatives in the planning, implementation and evaluation of services, the change in the poor image the university had in the community, and establishing broad and permanent channels of communication.

Sawat (1975) and Smarn (1979) studied the opinions of supervisors regarding the service extended in the rural development programme. They found that this project was helpful to the villagers in improving their conditions in many facets, viz., rural custom, public affairs, leisure time activities, agriculture, health and sanitation, occupation, adult education, local leader training, village administrative committee, etc. Moreover, they found that this project could bring change in the attitude of the rural people by way of increase in their knowledge, better participation of them in village activities and in inculcating self-help, creative thinking and self-reliance among them.

Andrus (1976) at Brigham Young University studied the problem of administrators' attitudes towards community involvement. He found that the administrators strongly felt that community should be involved in taking decision and making recommendations. He also found that the administrators agreed that the community should be involved in planning and communicating the entire programme. But they were undecided with regard to community involvement regarding rules and procedures,

curriculum development, and financial allocations. They did not agree upon community involvement with respect to personnel evaluation.

The main purposes of Wilun's study (1977) were to identify the characteristics of the tasks in community service of Mahasarakham higher education institutions and to compare the expectations concerning the tasks in community service of the instructors and community. The tasks in community service were divided into 5 areas of content, viz., politics, economics, agriculture, education and health-family life. The first part of this study was made through documentary research and interview. A questionnaire was used in the second part of this study.

The results of the documentary research showed that all three institutions served the community by giving highest priority to area of education. The service provided was most frequently in the form of seminar. Other forms of activities were teaching services to interested groups, exhibitions, lectures and panel discussions, diffusion lessons through mass media (radio, television, etc.) and special project of lunch programmes, village information and home economics centres.

Analysis and comparison of the expectations of the tasks in community service revealed that (i) there was a significant

difference at .01 level between the expectations of the instructors having bachelor's degree and the instructors having higher degrees concerning all areas of content except economics, (ii) the expectations of instructors of different institutions were statistically different at the .01 level, (iii) there was a significant difference at the .01 level between the expectations of the Tambon Council representatives and those of the villagers only in the area of education, (iv) there was a significant difference between the expectations of the instructors concerning politics, economics, agriculture, and education and those of Tambon Council representatives and villagers. The difference regarding the expectations on health-family life was significant at .05 level between the two groups, (v) the instructors as well as the Tambon Council representatives and villagers expressed favourable opinions concerning community services to be given by three institutions with a significant correlation at .05 level.

The conclusions of Evans' study (1977) substantiate the views that community members should be involved from planning to evaluation stage of the community service programme. It also stresses the need of periodical evaluation of the programme by the community members themselves in order to make necessary changes in the programme.

Prasit (1978) studied the community service of teachers colleges as perceived by administrators, teachers and community leaders in educational region No.5. The purpose of this study was to investigate the actual and expected community service of the teachers colleges.

The major findings were : (i) the educational administrators and the teachers expected the teachers college to concentrate more on academic service but the community leaders preferred more of economic and vocational service, (ii) the expected service of the educational administrators and community leaders were not different from the actual service conducted by teachers colleges.

The major purpose of Michaels' study (1978) was to investigate into the nature of full-time faculty members perceptions and involvement in community services at selected community colleges in Ohio. Involvement by faculty was with respect to planning community services, teaching community services, number of community service activities taught, and method of compensation for teaching community service activities.

The major finding of this study were : (i) female full-time faculty had more favourable perception of community services programmes than male full-time faculty, (ii) full-time

faculty who helped plan community services activities had more favourable perceptions of community services administration than those with no involvement in planning, (iii) full-time faculty who taught community services activities had more favourable perceptions of community services programmes than those with no involvement in teaching, (iv) full-time faculty with one to two years community college employment were more involved in planning community services activities than those with three to four years employment at community college, (v) instructors had more favourable perceptions of community services than professors or associate professors.

Rapee (1978) studied the role of instructors of universities in Thailand. The investigator from his countrywide sample data found that (i) most of the instructors perceived the extension education activities as one of the main functions of the universities. But the results revealed that only a few instructors were genuinely interested in this task, (ii) 68 percent of instructors did not respond about their activities for extension education activities and one percent told frankly that they did not participate in these activities. Though extension education activities were more or less compulsory in universities in Thailand, the teaching personnel somehow did not accept the programme whole heartedly. This indifferent attitude of teaching staff in general does not give expected

results from the extension service programme as launched by the Government.

The Botswana Brigades is a unique work-based programme responding to the problem of education and training of rural youth for employment in Botswana. This study conducted by Murerwa (1979), sought to determine how such programmes were planned and organized and in what ways they affected rural youth preparation for employment. The following questions were asked about the Brigades: (1) What are the likely outcomes, effects and benefits of Brigade training? (2) who comes to them and what do they expect to acquire from Brigade training? (3) How effective are Brigades in meeting their goals and objectives and to what extent are trainees satisfied with their Brigade experience?

The research methodology combined case study and survey - interview data collection. Data was collected from three sources : (a) observations in the field and interviews with trainees, managers and instructors, (b) relevant private and public documents on Brigades, (c) responses of 202 Brigade trainees in their second year at seven Brigade centres in Botswana. The questionnaire data were analysed by frequencies, t-test, chi-square, analysis of variance and multiple regression analysis.

The study revealed that on an average a trainee in the Brigades was 21.5 years old, had seven years of schooling and no previous work experience, was from a rural area and had parents who were likely to be blue collar workers or farmers, and for every four male trainees, there was one female. Male trainees sought vocational type training in the Brigades while female trainees between the ages of 15-19 years and trainees from high SES sought secondary schooling. Trainees learned affective skills better than cognitive skills. Males learned psychomotor skill better than females.

The effects of Brigades on employment showed that most of the trainees expressed that Brigade training was relevant for their future employment. Most of the trainees expected to be self-employed after their training and a few wanted to be farmers. More males than females wanted to be technicians and artisans. More females than males wanted to be professionals or to be self employed. The trainees expressed their utmost satisfaction with the Brigade training as it helped them in achieving their future goals and objectives.

Rehman's study (1979) regarding the perception of gram-sevika's role revealed that the Assamese women folk had high regard and quite a favourable perception regarding the activities conducted by gramsevikas. The women folk found the activities quite helpful in making them understand and solve their social and personal problems.

The case study conducted by Wells (1979) investigated the issue of community service as an activity contributing to the core mission of the university of Cincinnati.

The results of the investigation showed that the setting which had the greatest impact on teaching was a voluntary community group in which faculty most frequently participated. Blacks tended to participate more than Whites. Older professors were more likely to participate than younger professors.

Kosin (1980) studied the role of in-service teachers and teachers colleges in rural development. The research studied the role of teachers colleges on rural development into 5 areas, viz., economics and occupation, health, education, social and culture. Some of the major findings were that the teachers colleges played the role on each area at moderate level. Nevertheless, there were significant differences of the opinions among various groups of respondents. The group of community leaders perceived that teachers colleges and in-service teachers should help the community by giving highest priority to the productive leisure time activities, but the groups of villagers revealed that the highest priority of community service of teachers colleges and in-service teachers was to gain the knowledge in solving the problems of their occupations.

Kanok (1981) studied the social service of higher education institutions in the eastern region of Thailand. The

objectives of this investigation were to study the need of community leaders and of people who had different occupations for social service from institutions of higher education in the eastern region of Thailand and to compare administrators' and instructors' ideas concerning the provision of social services in institutions of higher education. Questionnaires and interviews were used to obtain the data.

The findings indicated that community leaders' and people's needs for social services in politics, economics and occupations, and education were significantly different, but their needs for social services in health and family life were not different. According to the administrators' and instructors' point of view, social services in institution of higher education should be different from what they were. They proposed that such services should be extended still further so as to reach the poorest of the poor in the region. Constraints regarding trained staff and finances were of great concern in carrying out the services.

2.3 IMPLICATIONS OF THE RESEARCHES REVIEWED

The researches reviewed above throw light on the various aspects of the extension education activities programme as being undertaken in different countries as per their need and requirements.

A number of studies were reviewed for the present study of which fifty six have been reported here as they were found to have great implications for the present study. Of the fifty five studies reported, eighteen studies have been done in Thailand and rest thirty seven have been undertaken in different countries like U.S.A., U.K., Africa, India, etc.

The eleven studies which can be grouped as studies with respect to origin, policy or objectives give important clues as to the objectives to be looked into for starting such a programme. This helps in deciding more or less the nature of activities to be undertaken for such a programme. Patel's study (1970) throws light on the conceptual clarification of such a programme. Yongyos' (1965) and Paitoon's (1973) studies, mainly dealt with the rural aspect in this programme which was natural if we examine the philosophy with which it was started by Thai Government. Even then the programme is not well accepted becomes clear from Noi (1975), Sunya (1975), Suchada (1975) and Sawat's (1978) study of the programme in different regions in Thailand.

Beck's (1973) and Dandalides' (1980) studies have placed before the investigator the information with respect to organizational structure, staffing, philosophy, and motivating aspect of the programme. Beck's study makes it clear that

responsibility for such programme does not necessarily, lie on the shoulders of the chief person only. Anybody trained, or gets trained through experience can well execute the programme. It also makes it clear that when the institutional philosophy runs into the veins of the institution, there is no need of putting the policy into black and white which people generally ask for.

The studies by Yongyos (1965), Paitoon (1973), Sakol (1981) together could throw light on the origin of the extension education activities programme in Thailand. These studies furnished the historical development of the programme in Thailand.

Erozer's study (1978) in Bukura (Kenya) was quite exhaustive in providing the guidelines for a comprehensive project of extension activities. Erozer's study over and above helping in designing a model for extension education activities could well point out the basic concepts to be clarified before starting any such programme.

About nineteen studies can be taken as studies done with emphasis mainly on the 'Nature' aspect of the programme. These studies give a mosaic picture of the nature of extension education studies as they have been done in different countries viz., India, Thailand, Africa and U.S.A. They together furnish the information as to how the nature differs with respect to

the local requirements and ideology adopted by the community. Still however, they together convey one fact very clearly that the nature of such extension education programme depends mainly on the felt needs of the community. As in Thailand, the question for upgrading the living standard of people could be solved only if they are made self sufficient with respect to agricultural product - meaning thereby taking up activities as per their needs. The same impression has been conveyed by Dutta and Kemppler's study (1960) round about Delhi in India that majority of the community asked for literacy programme and hence faculty was compelled to give these types of programmes only. Kelly (1973) studied quite in detail the nature of programme in both urban and rural setting and revealed that the nature of programme always remains different as per environment and local needs.

Whatever may be the activities, however good may be the objectives decided but unless and untill the implementation aspect of the programme is not properly looked after, the programme is bound to fail. Studies by Ansari (1969), Chaube (1963), Trivedi (1966), Maninus (1978) reveal the importance of implementation aspect of the programme.

In line with these studies, studies by Diskinson (1972), Stephens (1973), Otto (1973) etc. emphasize the organization aspect of the programme. The studies reveal that organization

of any programme depends on a number of factors like ideology of the conducting authority, the community being served and the staff involved, the physical facilities extended, the necessary training and software supplied to the members in charge of the programme. Of all the factors having great influence in the organization there was a general feeling that supply of adequate funds is the major factor influencing the execution of the extension programmes. Studies by Chaturvedi (1969), Trivedi (1966), Dickinson (1972), Stephens (1973), Harris (1973) and Dandalides (1980) have clearly stated that inadequate funds turn out to be the greatest bottleneck in the programmes of extension education.

Over and above studying the nature of different activities, the other aspects like status of extension education programmes in general academic field, the essentials for effective service programme, the effectiveness of such programmes, the evaluation criteria for such programmes have been also studied by researchers like Campbell (1976), Maninus (1978), Smith (1972), Kudesia (1973) and Dickinson (1972) respectively. Maninus has very specifically come out with different activities which can be conducted in Thailand in local context.

When one talks of the organizational and implementation aspects of the programme, it automatically takes one to the

study of motivational aspect, its nature and impact on the programme execution. Nagwekar (1972), Bishnoi (1978) and Bal (1981) studied these aspects and suggested a few measures for motivating the clientele especially when it is remote rural areas as they found that due to illiteracy, ignorance, poverty and indifferent attitude in any of the community based programme, the clientele do not cooperate either by helping it to be successful and meaningful or by taking the maximum advantage out of it.

The important aspect in this type of programme that remains to be studied is regarding the perception of the administering authority or the staff involved or the beneficiaries of the programme as well regarding the nature of problems as faced by different personnel while implementing the programme. Nearly nineteen studies have been found to have quite great relevance with this aspect of the present study.

Studies by Slamet (1973), Guerrero (1975), Evan (1977), Michael (1978) make it specific that when the personnel working in the community development programme are involved from the planning stage and at the decision making stage, they show more favourable attitude towards the programme. Feeling of involvement is a very important factor in the successful execution of a programme. Slamet's (1973) study

revealed that when the staff involved is not well informed regarding the nature and objectives of the programme, they show an indifferent attitude towards the programme and remain alienated. Noi (1975), Sunya (1975), Suchada (1975) and Sawat (1978) have strongly advocated indepth study of nature of activities and organizational aspect of the programme as they, in their studies in different regions of Thailand have found that these factors seem to be quite responsible for the indifferent attitude exhibited by the personnel involved in these programmes.

Gurrero (1975) stated that less involvement in decision making results into low participation in the programme. He emphasized closer ties between university and community by involving community at the planning and decision-making stages.

Michael's study (1978) gave very significant clues for the present study in the sense that he found varying degrees of participation and favourable attitude towards the programme of female and male teachers, instructors and associate professors, members having more or less experience on the basis of their involvement in the programme.

Number of studies have been done to study the difference of perceptions of different personnel like community development workers and development volunteers (Suwit 1973), rural

and urban county commissioners (Kelly 1973), community leaders and college staff (Moore 1974), instructors having bachelor's degree and those having higher degree (Wilun 1977), administrators and community leaders (Prasit 1978). Mererwa (1979) and Rehman (1979) found it necessary to study the perceptions of trainees as well as rural women respectively, for judging the effectiveness of the programme.

All these studies are of immense value for the present study as they throw light as to how the perceptions differ from personnel to personnel for the same programme even though they are working together. They also help in understanding the degree of utility of the programme as viewed from different angles. Study of such perceptions help the launching authority in making necessary modifications in the programme in order to make it more meaningful and relevant.

Kaul's (1970) study brings out one important fact that socio-economic status is closely related to attitude towards extension education. He therefore recommended that better communication network is to be installed to get a favourable attitude towards the programme. Benjamin (1973) substantiates Kaul's recommendation by his finding that more awareness on the part of personnel working as well as community participants about the programme results into better involvement.

The study of the perceptions have helped the investigator in understanding the problems that arise due to lack of communication, distortion of communication, miscommunication, which lead to more or less involvement or participation in the programme as well as having favourable or unfavourable attitude towards the programme.

Two studies done in Thailand with respect to perception of the extension education programme by Rapee (1978) and Sawat (1975) furnished interesting clues for the present investigation. Sawat found that this programme has been found very helpful to the community in Thailand. This finding hence justifies the Thai Government policy of making this programme more or less compulsory in the teachers colleges. On the other hand Rapee (1978) could reveal that though the programme is compulsory, the instructors do not have any interest or involvement in the programme. They try to remain indifferent in the whole show. This revelation of the actual position of the programme opens up new horizons for future studies to have indepth studies of the existing programme of extension education. The investigator of the present study was thus pointed out the right direction for studying this programme with respect to perceptions of different personnel involved in the programme.

Regarding the methodology of the aforesaid researches

almost all are survey type. It has been found that questionnaires, interviews - structured ones mostly, have remained as the main tools for data collection. Some investigators have also used check-list and observation as supplementary devices for their data collection. Analysis and study of documents have played an important role in most of the studies. The nature remains more qualitative in all the studies. A few researchers like Suwit (1973), Mererwa (1979) did go out for simple statistical treatment like frequencies, percentages, t test and Chi-square technique. Others, on the whole depended mostly on the qualitative data gathered with the help of questionnaires and interviews.

The researches reviewed above provided quite important clues as to the nature, objectives, policy, administrative structure, organizational and implementation procedure, the perceptions of different personnel involved in the extension education and community service programmes and the nature of problems as faced by the administrators and organizers.

The eighteen studies done in Thailand in this area have been conducted in different parts of Thailand by taking one or two aspects of the programme. They together do not give a comprehensive picture of the extension education programme as being conducted in the country.

With the help of the review of researches in foreign countries as well as those done in Thailand, an attempt will be made through this present investigation to go deep into the different aspects of the programme in depth, so far as Northern region of Thailand is concerned. The methodology adopted for this indepth study has been discussed in the following chapter.