

A SCALE TO MEASURE EXTENSION MANAGEMENT ABILITY OF TRAINING ORGANIZER OF KRISHI VIGYAN KENDRA

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ABSTRACT

Practicing management principles can also increase the ability of training organizer of Krushi Vigyan Kendra. There are several factors that can be envisaged of contributing to extension management ability. To measure the extension management ability of these officers, there need a scientific tool. The present study was intended to structure a scientific instrument for the purpose. In all 10 main indicators along with their 70 sub-indicators related to extension management ability were collected. These indicators were referred to 100 judges to indicate whether each of these was relevant or not for inclusion in the scale. For the purpose of measuring validity of the scale, content validity and criterion validity (0.339) were adopted. Reliability (0.742) was tested using split half method. The final format of the scale included all the ten indicators and 50 sub-indicators.

INTRODUCTION

Krishi Vigyan Kendra (KVK) is the premier first line transfer of technology program aimed at targeting up gradation of knowledge and skill of the ultimate users of agricultural technology. There are some fundamental principles and practices that lead to effective functioning of an organization; irrespective of its' nature; which can be termed as 'management'. These management practices can also increase the ability of training organizer (of KVK) as extension manager to the change process. The extension management ability is a condition of being able to apply the basic principles of management for carrying out extension work for getting desired output. The growth of management science and increasing faith in its ability to solve myriad problems of agricultural extension works is an outstanding development of our time. In subjective term, several factors can be envisaged of contributing to extension

management ability. Nevertheless, there is no device that can accurately measure the components of extension management ability. In view of these facts, it was considered necessary to develop a scale to measure extension management ability of training organizers of Krishi Vigyan Kendras.

METHODOLOGY

A total of 10 main indicators along with their 70 sub-indicators pertaining to extension management ability were collected through relevant literature as well by corresponding and discussing with extension/ management experts.

Relevancy of Scale Items

These indicators were referred to 100 judges consisted of extension/ management experts. The judges were requested to indicate whether each of the indicators and sub-indicators was relevant or not for inclusion in the scale. The judges were also

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asked to rank the relevant indicators according to their relative importance in measurement of extension management ability of Training Organizers of KVKs.

Obtaining Scale Values

Using 'Normalised Rank Approach' recommended by Guilford (1954), scale values for each indicator and weightages for each sub-indicator was worked out.

Validity and reliability

In order to make the scale valid, two methods viz., content validity and criterion validity

of 70 sub-indicators. The details on relevancy of main indicators are presented in Table-1.

It can be observed from the Table-1 that the main indicators viz., planning, organizing and coordinating were considered as relevant by all the judges. Communicating, directing, human relation and controlling were considered relevant by 98.33, 96.66, 96.66 and 95.00 per cent judges, respectively. The remaining main indicators viz., decision making, supervising and leading were believed to be relevant by 93.33, 91.66 and 81.66 per cent judges respectively.

Table 1. Relevancy of the main indicators of the scale

Sr. No.	Main/Sub-indicators	No of judges responded for relevancy	
		Number	Per cent
1	Planning	60	100.00
2	Organizing	60	100.00
3	Directing	58	96.66
4	Communicating	59	98.33
5	Controlling	57	95.00
6	Human Relation	58	96.66
7	Leading	49	81.66
8	Supervising	55	91.66
9	Coordinating	60	100.00
10	Decision Making	56	93.33

were adopted. Reliability was tested using split half method.

RESULTS AND DISCUSSION

Relevancy of Scale Items

The response on relevancy was received from 64 judges. The final responses of 60 judges were considered by rejecting four judges' responses in view of incomplete responses. The items, for which more than 75 per cent judges indicated to be relevant, were considered as relevant for inclusion in the scale. The responses received from the judges supported the relevancy of all the ten main indicators and for 50 sub-indicators out

Obtaining scale value

In order to obtain the scale values for the relevant main indicators and weightages for the relevant sub-indicators, a set of same judges was used. The judges were asked to rank the main indicators according to their relative importance in measuring extension management ability of training organizers of KVKs. They were also requested to rank the sub-indicators of each of the main indicators according to their relative importance within the respective main indicators of the scale.

Based on the rank assigned by the judges to each of the main indicators and sub-indicators, the scale values for the main

Table 2 : A scale to measure extension management ability along with scale values/weightages of main/sub-indicators

Sr. No.	Main/Sub-indicators	Scale values/weightages	Overall Rank
I	PLANNING	9.30	I
1.	To determine objective of training	7.21	1
2.	To ascertain training needs	6.71	2
3.	To plan for transfer of technologies	4.51	4
4.	To plan for utilization of funds	3.91	5
5.	To plan for extension facilities	3.51	6
6.	To prepare annual plan of work	4.58	3
7.	To plan for monitoring the work	3.31	7
8.	To plan for evaluation work	2.21	8
II	ORGANISING	7.26	II
1.	To call regular meeting	4.73	1
2.	To provide work opportunity	4.21	2
3.	To provide work according to specialization	3.96	3
4.	To invite suggestions from subordinates	2.83	4
5.	To divide the activity into groups	2.36	6
6.	To delegate authority according to responsibility	2.81	5
III	DIRECTING	5.45	IV
1.	To give clear instruction for work	3.53	2
2.	To give due credit to a person	4.12	1
3.	To appreciate good work done	2.06	3
4.	To give continuous information	1.61	4
IV	COMMUNICATING	5.96	III
1.	To give timely instructions	3.11	1
2.	To listen who has to tell your head	2.80	2
3.	To select proper medium of instruction	2.45	3
4.	To receive feed back	1.63	4
V	CONTROLLING	3.71	IX
1.	To carry out monitoring	4.08	1
2.	To visit work accurately and properly	4.00	2
3.	To determine standards for work	2.85	3
4.	To carry out the evaluation	2.80	4
5.	To measure performance of staff	1.26	5
VI	HUMAN RELATION	4.95	VII
1.	To make personal contact	5.01	1
2.	To deal fairly	3.86	3
3.	To take interest in development of junior	3.70	4
4.	To adopt participative approach	4.06	2
5.	To understand other's behaviour/habits	2.56	5
6.	To provide co-operation	1.71	6
VII	LEADING	3.53	X
1.	To promote team work	4.53	1
2.	To take initiative task	3.63	2
3.	To apply technical competency	2.75	3
4.	To have a sense of responsibility	2.43	4
5.	To inspire subordinates	1.65	5
VIII	SUPERVISING	4.16	VIII
1.	To provide wise counseling	2.31	1
2.	To focus on quality of work	1.83	3
3.	To give suggestions	1.85	2
IX	COORDINATNG	5.40	V
1.	To establish linkages	3.45	1
2.	To integrate the extension works	2.68	2
3.	To establish mutual trust	2.06	3
4.	To get co-operation from outside	1.80	4
X	DECISION MAKING	5.18	VI
1.	To take decision at proper time	4.30	1
2.	To find out facts for decision	3.23	2
3.	To adopt participative decision	2.83	3
4.	To implement decision	2.18	5
5.	To take decision free from biases	2.45	4