

USING RURAL SECONDARY SCHOOLS AS CENTRES OF EXTENSION EDUCATION ACTIVITIES

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A project was undertaken in five randomly selected schools of Shahkot Tehsil. By taking 10 students from each class, 5 teachers from each school and all the five headmasters, i.e. 150 student respondents and 30 teachers/headmasters were interviewed with two separate interview schedules. The analysis of data revealed that according to the majority of the student respondents, their fathers never visited the schools. Moreover, a majority of the students and teachers never visited exhibitions, stalls and model farms.

INTRODUCTION

Presently, agricultural field has been increased in number but Khan (1981) revealed that majority of the farmer respondents were dissatisfied with the working of Agricultural Extension field staff. Most probably, the reasons for dissatisfaction on the part of the farmers may be vast and scattered rural area; inadequate number of field workers, inefficiency of field workers, unsuitable system of extension education and limited financial resources. Due to these and other reasons, the latest recommendations have neither been diffused nor adopted successfully by the farmers and consequently it has not yet been possible for them to get the potential yield of any crop.

In order to solve the above stated problem and to produce enlightened future farmers, it is direly needed to utilize the supplementary sources like schools for the purpose of enhancing agricultural productivity. The Commission on National Education (1959) also acknowledged the role of agricultural education in improving agricultural production. Malassis (1975)

suggested that to meet the requirements of agriculture and for overall development, agricultural education in most countries, therefore, requires energetic expansion and better adjustment to the country's needs. Pakistan Agricultural Research Council (Anonymous, 1983) recommended that agricultural education should be aimed at setting up close cooperation between the school and the community with a view to study the agricultural practices and improve and upgrade the agricultural productivity through transfer of improved knowledge and technology and helping the students to learn by doing on farmers' fields. According to Mahmud (1979), Agricultural education at school level had proved itself to be an important factor in the improvement of farm practices. Prima (1977) viewed that the ultimate aim of Agricultural Education should be to produce better farmers. According to the present arrangement, the schools are mainly meant for providing instruction about agriculture with little practical emphasis. Hence, the present study was designed to determine the present and future role of the rural secondary schools in the diffusion of agricultural practices among the farming community.

MATERIALS AND METHODS

The study was restricted to five randomly selected rural secondary schools of Shahkot Tehsil where the subject of Agriculture was being taught from class VI to X. By taking 10 students from each class at random, a total number of 150 student respondents were interviewed. In addition, five teachers from each school and all the five headmasters were also interviewed with the help of a separate interview schedule. The data thus collected were tabulated and analysed statistically to draw conclusions and work out recommendations.

RESULTS AND DISCUSSION

The data show that parents of 96.67% student respondents never visited schools for getting agricultural information. Whereas 46.67% teacher respondents told that students' fathers never visited schools for this purpose. However, the rest of the respondents said that the students' fathers used to visit the schools frequently or occasionally.

It was reported (Table 2) that 66.67 and 63.33% teacher and student respondents, respectively, never visited the

Table 1. Views of the teachers and students regarding the visits of students' fathers to schools for getting agricultural information

Responses	Teachers		Students	
	No.	%	No.	%
Frequently	7	23.33	-	-
Occasionally	9	30.00	5	3.33
Not at all	14	46.67	145	96.67
Total	30	100.00	150	100.00

Table 2. Views of teachers and students regarding their visits to the exhibitions, stalls and model farms organized by the extension field staff

Responses	Teachers		Students	
	No.	%	No.	%
Often	6	20.00	30	20.00
Sometimes	5	16.67	20	13.33
Never	19	63.33	100	66.67
Total	30	100.00	150	100.00

exhibitions, stalls and model farms being set up by the agricultural extension field staff.

A brief review of the opinion presented by both the types of respondents indicates that presently neither the fathers of students visited the schools nor the students and teachers visited the exhibitions, stalls and model farms. But, still some teachers and students paid visits to exhibitions, stalls and model farms. Same is the case with the students' fathers regarding their visits to schools. In this way, it is hoped that the improvement in teaching agriculture at the secondary school level may lead to more fruitful dissemination of agricultural information to the farmers through developing proper linkage between schools and rural communities.

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