



EFFECTIVENESS OF MEDIA MIX

KEYWORDS

Effectiveness, Media Mix, Knowledge

Manvar V. S.

Senior Research Assistant,
Marathwada Krishi Vidyapeeth,
Parbhani (MS)

P.K.Wakle

Associate Professor, Directorate
of Extension Education, Dr. PDKV,
Akola

R.R.Chole

Ex Head, Dept. of Extn. Edn.,
Marathwada Krishi Vidyapeeth,
Parbhani (MS)

ABSTRACT *Extension Workers are playing important role in transfer of technology. The success of extension worker depends upon the selection and use of right extension teaching method at the right time and in the right way. Different extension teaching methods used, either as single method or combination of methods, the effectiveness to different extension teaching methods vary. So the study was conducted to know the effectiveness of different Media Mix in nine village from Parbhani tahsil of Parbhani district of the Maharashtra State. Nine different media-mix treatments were used in this experiment. It is observed that the lecture + folder + group discussion was the most effective media-mix treatment in terms of 'principle' knowledge gain as well as retention by the farmers.*

INTRODUCTION

Effective communication is the basis of success of any extension programme. Extension agents have much number of methods available for exchanging information with farmers, research workers and other members of the agricultural system. The use of more than one methods/ medium at a time is called media mix or media combination. To understand the information more perfectly the use of combination of different media is more effective and beneficial in terms of perception than the utilization of single medium. It is also cost beneficial in comparison with individual medium.

Earlier studies showed that when different extension teaching methods used, either as single method or combination of methods, the effectiveness to different extension teaching methods vary (Gajare et al., 1991 and Nagaratna Bira-dar and Sundaraswamy, 1998).

Cotton is one of the most important commercial crops which plays a vital role in the national economy. Marathwada Agricultural University has been conducting research production trials of different crops including cotton. In recent years university has investigated and recommended more productive technology. Agricultural department of State Govt. has been concentrating upon increasing production and productivity of cotton through dissemination of the technology. Both these systems are using various media, media-mix for communicating the message to farming community in the region. This investigation was carried out to know which media-mix treatment is effective in communicating the simple cotton production technology as a prime objective.

1. To study the effectiveness of different Media Mix.

METHODOLOGY

The study was conducted in nine village from Parbhani tahsil of Parbhani district of the Maharashtra State. 'Importance of simple production technology for maximizing cotton production' was the message selected for the study. The media-mix treatments namely Lecture + Method demonstration, Lecture + folder, lecture + group discussion, method demonstration + folder, method demonstration +

group discussion, folder + group discussion,

lecture + method demonstration + folder, lecture + method demonstration + group discussion, lecture + folder + group discussion were used in this experiment. Nine sample groups each of 30 respondents, from nine villages were exposed to selected nine media-mix treatments separately. The 'before and after' experimental design was used for the study.

FINDINGS

Gain in 'Principle' knowledge

Gain in 'Principle' knowledge level was tested immediately after exposing the respondents to the selected media-mix treatment and the differences in the mean knowledge gain scores before and after exposure were compared by using paired 't' test. The findings in this regard are presented in Table 1.

It is observed from Table 1 that there was significant difference in the mean knowledge score before treatment and immediately after treatment in all the media-mix treatments that is lecture + method demonstration ('t' value = 36.06), lecture + folder ('t' value = 31.85), lecture + group discussion ('t' value = 27.45), method demonstration + folder ('t' value = 22.72), method demonstration + group discussion (t value = 36.24), folder + group discussion ('t' value = 33.79), lecture + method demonstration + folder ('t' value = 38.75), lecture + method demonstration + group discussion ('t' value = 39.42), lecture + folder + group discussion ('t' value = 36.81).

The data presented in Table 1 revealed that lecture + folder + group discussion was the most effective media-mix treatment in terms of percentage of 'principle' knowledge gained (50.00 per cent) followed by lecture + method demonstration + group discussion (48.33 per cent), lecture + group discussion (48.11 per cent), lecture + method demonstration + folder (47.77 per cent), folder + group discussion (47.38 per cent), lecture + folder (47.00 per cent), lecture + method demonstration (46.66 per cent), method demonstration + group discussion (45.33 per cent) and method demonstration + folder (45.00 per cent). Media-mix lecture + folder + group discussion was found to

be most effective.

Table 1. Effectiveness of different media mix in terms of 'principle' knowledge gain by the respondents

Sr No	Media mix treatment	Mean 'principle' knowledge scores		Mean 'principle' knowledge gain	Percentage of 'principle' knowledge gain	't' value	Rank
		BT	IAT				
1	Lecture + method demonstration	8.10	16.5	8.4	46.66	36.06**	VII
2	Lecture + folder	8.03	16.49	8.46	47.00	31.85**	VI
3	Lecture + group discussion	8.16	16.82	8.66	48.11	27.45**	III
4	Method demonstration + folder	8.33	16.43	8.10	45.00	22.72**	IX
5	Method demonstration + group discussion	8.26	16.42	8.16	45.33	36.24**	VIII
6	Folder + group discussion	8.20	16.73	8.53	47.38	33.79**	V
7	Lecture + method demonstration + folder	8.40	17.00	8.60	47.77	38.75**	IV
8	Lecture + method demonstration + group discussion	8.33	17.03	8.70	48.33	39.42**	II
9	Lecture + folder + group discussion	8.16	17.16	9.00	50.00	36.81**	I

BT = before treatment, IAT = immediately after treatment, ** - Significant at 0.01 level of probability

Retention of 'Principle' knowledge

The amount of 'principle' knowledge retained by the respondents fifteen days after exposure to the respective media-mix treatment was analysed and the difference between the mean knowledge before treatment and mean 'principle' knowledge retention scores was compared by using paired 't' test and the results are presented in table 2.

It is clear from table 2 that there was significant difference between the mean knowledge gained immediately after exposure and retained 15 days after exposure in all the selected media -mix treatments namely lecture + method demonstration ('t' value = 28.39), lecture + folder ('t' value = 27.25), lecture + group discussion (t-value 23.64), method demonstration + folder ('t' value = 24.55), method demonstration + group discussion ('t' value = 20.64), folder + group discussion ('t' value = 27.32), lecture + method demonstration + folder ('t' value = 23.64), lecture + method demonstration + group discussion ('t' value = 29.57), lecture + folder + group discussion ('t' value = 33.03) revealed that there was significant differences between the mean 'principle' knowledge before treatment and mean 'principle' knowledge retained fifteen days after exposure in all the media-mix treatments.

Table 2. Effectiveness of different media mix in terms of retention of 'principle' knowledge by the respondents

SrNo	Media mix treatment	Mean 'principle' knowledge score		Mean 'principle' knowledge gain	Percentage of 'principle' knowledge retained	't' value	Rank
		BT	IAT				
				15 DAT	LOK		

1.	Lecture + method demonstration	8.10	16.50	8.40	15.16	1.34	7.06	39.22	28.39**	VI
2.	Lecture + folder	8.03	16.49	8.46	15.29	1.20	7.26	40.33	27.25**	V
3.	Lecture + group discussion	8.16	16.82	8.66	15.56	1.26	7.40	41.11	23.64**	III
4.	Method demonstration + folder	8.33	16.43	8.10	15.23	1.20	6.90	38.33	24.55**	VIII
5.	Method demonstration + group discussion	8.26	16.42	8.16	15.26	1.16	7.00	38.88	20.64**	VII
6.	Folder + group discussion	8.20	16.73	8.53	15.53	1.20	7.33	40.72	27.32**	IV
7.	Lecture + method demonstration + folder	8.40	17.00	8.60	15.80	1.20	7.40	41.11	23.64**	III
8.	Lecture + method demonstration + group discussion	8.33	17.03	8.70	15.79	1.24	7.46	41.44	29.57**	II
9.	Lecture + folder + group discussion	8.16	17.16	9.00	16.22	0.94	8.06	44.77	33.03**	I

BT = before treatment, IAT = immediately after treatment, LOK = loss of knowledge

15 DAT = fifteen days after treatment,

** - Significant at 0.01 level of probability

The data presented in Table 2 revealed that (T9) lecture + folder + group discussion (44.77 per cent) was most effective in retention of 'principle' knowledge, followed by different media-mix treatments in descending order as follows:

lecture + method demonstration + group discussion (41.44 per cent), lecture + group discussion and lecture + method demonstration + folder each (41.11 per cent), folder + group discussion (40.72 per cent), lecture + folder (40.33 per cent), lecture + method demonstration (39.22 per cent), method demonstration + group discussion (38.88 per cent) and method demonstration + folder treatment (38.33 per cent).

Thus media-mix lecture + folder + group discussion was found to be most effective. The receiver would achieve more understanding of message better if more senses are involved. This will help the learners to acquire more knowledge as well as retention will be better if message is well interpreted by the receiver. Hence media-mix will be used who leave behind long-term impression on receivers mind.

CONCLUSION

The research findings revealed that among the all nine media-mix treatments used, the lecture + folder + group discussion was the most effective media- mix treatment in terms of 'principle' knowledge gain as well as retention by

the farmers. That means the study brings to focus that the selection and combination of media or media-mix play an important role in communicating the message to the rural farmers.

REFERENCE

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