

Trading needs of coconut growers-An assessment

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ABSTRACT

The present study was conducted during 2011-12 in Haranahalli, Boranakoppal and Annanayakanahalli of Arsikere taluk, Hassan District to know the socio -personal profile, training needs and suggestions and opinion of coconut growers with respect to place, time, duration and methods of training programme with 90 respondents. It is clear from the results that, most (46.67 %) of the respondents were young aged studied up to high school (47.77%) having small families (58.88 %) with small land holdings belonged to medium level of farming experience (57.77 %) and with high mass media participation (37.78 %). Cent per cent of respondents expressed that, integrated pest management and integrated disease management were the areas where trainings are needed, followed by water management, selection of quality seed, manures and fertilizers management, nutrient management and nursery management. Major chunk of the respondents opted to organize 2-3 days duration training programmes in the month of June-July at KVK/ARS through field visit and method demonstrations

Key Words : Training needs, Socio-economic profile, Opinion

INTRODUCTION

Training plays a vital role in transfer of technology from research station to farmers' field and capacity building of farming community. Training simply refers to the process of acquiring the essential skills required for a performing certain job. It targets specific goals, on the other side, puts emphasis on broader skills, which are applicable in a wide range of situations. This includes decision making, thinking creatively and managing people. The skills required of farmers in the past in order to succeed in agriculture will in future need to be supplemented with additional skills in order to cope with the changes that have emerged over recent decades. Good technical skills in crop and livestock husbandry will need to be supported with skills in financial management and with skills in risk management. This is not to say that good technical skills are of any less importance than in the past, but in the future, additional skills will be pivotal to the survival of farm.

The government would like farmers to make improved their business/risk management, implementation of quality assurance, use of environmentally sustainable agricultural practices and changes from farming as a "way-of-life" to farming as a "business".

Training is a source of information, advice and influence on decision makers. Training is able to influence change in three broadly defined ways first, by delivering new knowledge and skills, second,

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by providing interaction with ‘experts’ (that is, facilitators, trainers or Instructors), and third, by providing opportunities for interaction with peers (that is, fellow training participants). Training provides an opportunity for interaction with other farmers and with facilitators (who are also ‘experts’), as well as opportunities for receiving new information. Keeping this in view, the present study was conducted to know the training need areas of coconut growers of Hassan district with the following specific objectives.

Objectives :

1. To know the Socio -personal profile of the respondents
2. To identify the training need areas of the coconut farmers
3. To elicit the suggestions and opinion of coconut growers with respect place, time, duration and methods of training

METHODOLOGY

The study was conducted during the year 2011-12, to assess the socio -personal profile, training needs, suggestions and opinion of coconut growers with respect to place, time, duration and methods of training of the farmers of Haranahalli, Boranakoppal and Annanayakanahalli of Arsikere taluk, Hassan District. 30 coconut growing farmers from each village were selected for the study on random sampling techniques, thus the total sample comprises 90. The training need areas were considered for the study were land preparation, seed rate, selection of quality seed, nursery, age of seedlings, spacing, manures and fertilizers management, nutrient management, water management, intercropping, weed management, integrated pest management (Preventive, Cultural, Mechanical, Biological and Indigenous), integrated disease management (Preventive, Cultural, Mechanical, Biological and Indigenous), yield, grading, marketing. The suggestions and opinions were elicited with regard to place of training (District level, Taluk level, Hobli level and KVK/ARS), time of training (Apr – May, Jun - Jul, Sept- Oct, Dec- Jan), Duration of training (1 day, 2-3 days, 4-5 days, > 5 days), method of training (Field visit, Discussion, Lecture, Method demonstration, Tour + field visit, Lecture cum discussion, Field visit cum method demonstration). The personal and socio-economic characteristics considered were age (young, middle and old); educational qualification (illiterates, primary and middle school (1 to 7th), High school (8 to 10th), PUC and graduation); family size (small- 1 to 6, medium- 7 to 10 members, large- 10 and above); land holding (small farmers- 2.5 to 5.0 acres), big farmers-(> 5.0 acres). With respect to areas of training, responses of the respondents were collected on three point continuum like very important (VI), important (I) and not important (NI) by assigning scores 3, 2 and 1, respectively. Mean score of each training areas was calculated by using the formula given below.

$$\text{Mean score} = \frac{(\text{No. of VI} \times 3) + (\text{No. of I} \times 2) + (\text{No. of NI} \times 1)}{\text{Total No. of VI} + \text{I} + \text{NI}}$$

The data from the respondents was collected by using well structured interview schedule and data were analyzed by employing suitable statistical tools.

RESULTS AND DISCUSSION

The data presented in Table 1 shows that, majority (46.67 %) of the respondents belonged to middle aged category followed by old (28.88 %) and young (24.45 %) aged categories, respectively. Usually, middle aged farmers are highly enthusiastic, having more responsibility and have more work efficiency than the younger and older ones.

With respect to education level, 47.77 per cent of them studied up to high school (8 to 10th) followed by primary and middle school (18.88 %), PUC (14.44 %) and graduation (10.00 %). It is

interesting to note that, only meager per cent of them were illiterates. The possible reasons might be due to realization of importance of formal education and availability of primary and secondary educational facilities in the villages.

Majority (58.88 %) of the respondents belonged to small family size followed by medium (27.78 %) and large family (13.34 %) size categories, respectively. This may be due to awareness about family planning and to provide better education to their children's. Similar results were noticed by Owona *et al* (2010).

It is clear from the Table 1 that, majority (57.77 %) of the coconut growers belonged to small farmers category followed by big farmers (42.23 %) category. It might be due to continued fragmentation of land holdings among the family members.

With respect to farming experience, majority (42.22 %) of the respondents belonged to medium farming experience category, followed by low (30.00 %) and high (27.78 %) categories, respectively. The possible reasons might be due to the fact that, majority of the respondents were middle aged and might have started farming in the young age.

Majority (37.78 %) of the respondents belonged to high mass media participation category, followed by low and medium mass media participation categories. This could be due to majority of the respondents possessing mass media and get exposed to the same. Information provided through

Sr. No.	Characteristics	Number	Percentage
1.	Age		
	Young (<35 years)	22	24.45
	Middle (36-50 years)	42	46.67
	Old (>50 years)	26	28.88
2.	Education		
	Illiterates	8	8.88
	Primary and middle school (1 to 7 th)	17	18.88
	High school (8 to 10 th)	43	47.77
	PUC	13	14.44
	Graduation	9	10.00
3.	Family size		
	Small (1 to 6 members)	53	58.88
	Medium (7 to 10members)	25	27.78
	Large (10 and above)	12	13.34
4.	Land holding		
	Small farmers (2.5 to 5.0 acres)	52	57.77
	Big farmers (> 5.0 acres)	38	42.23
5.	Farming experience		
	Low	27	30.00
	Medium	38	42.22
	High	25	27.78
6.	Mass media participation		
	Low	27	30.00
	Medium	29	32.22
	High	34	37.78

mass media may be credible, timely and based on their needs and interest.

Training needs assessment of coconut growers:

With regard to training needs of coconut growers, integrated disease management and integrated pest management are the major training areas with high mean score of 3, followed by Water management (2.83), selection of quality seed (2.68), manures and fertilizer management (2.62) and nutrient management (2.57).

Integrated disease management and integrated pest management are the major areas where in trainings are very important as expressed by the cent per cent of the respondents followed by water management (87.77%), selection of quality seed (74.44%), manures and fertilizer management (73.33%), nutrient management (68.88%), nursery management (64.44%), intercropping (50.00%).

Time of harvest, grading, land preparation and spacing are the other areas where in respondents opined that training is not important.

Pest and disease are the crucial in crop production which causes huge losses to farmers. Usually, farmers are following only chemical methods to control the same, which leads to financial burden to farmers and adverse effect on both human beings and environment. IPM and IDM are the combination of all the suitable practices by utilizing locally available resources. This may minimize the production cost and eco friendly in nature. This may be the possible reasons to express IPM and IDM as the major training area by the majority of the farmers. Similar results were also witnessed by Sajeev *et al.* (2012).

Opinion towards place, time, duration and method of training:

The results presented in Table 3 shows the opinion of coconut growers towards place, time, duration and method of training.

With respect to place of training, KVK/ARS was the place opted by the majority (86.66%) of the respondents followed by Hobli (7.78%) and Taluk (5.56%) level, respectively. The probable reasons for the selection of KVK/ARS as a place for training might be due to KVK having a well equipped

Sr. No.	Area	Very important		Important		Not important		Mean score
		F	%	F	%	F	%	
1.	Land preparation	7	7.77	24	26.67	59	65.56	1.42
2.	Selection of quality seed	67	74.44	17	18.89	6	6.67	2.68
3.	Nursery management	58	64.44	21	23.33	11	12.22	2.52
4.	Age of seedlings	11	12.22	35	38.89	44	48.89	1.63
5.	Spacing	12	13.33	31	34.44	47	52.22	1.61
6.	Manures and fertilizer management	66	73.33	14	15.56	10	11.11	2.62
7.	Nutrient management	62	68.88	17	18.89	11	12.22	2.57
8.	Intercropping	45	50.00	29	32.22	16	17.78	2.32
9.	Weed management	27	30.00	29	32.22	34	37.78	1.92
10.	Water management	79	87.77	7	7.78	4	4.44	2.83
11.	Integrated pest management	90	100.00	0	0.00	0	0.00	3.00
12.	Integrated disease management	90	100.00	0	0.00	0	0.00	3.00
13.	Time of harvest	0	0.00	0	0.00	90	100.00	1.00
14.	Grading	0	0.00	0	0.00	90	100.00	1.00
15.	Marketing	37	41.11	29	32.22	24	26.67	2.14

Table 3: Opinion towards place, time, duration and method of training(N=90)				
Sr. No.	Particulars	Number	Percentage	Rank
1.	Place of training			
	District level	0	0.00	-
	Taluk level	5	5.56	III
	Hobli level	7	7.78	II
	KVK/ARS	78	86.66	I
2.	Time of training			
	April - May	67	74.44	II
	June - July	90	100	I
	September- October	48	53.33	IV
	December-January	58	64.44	III
3.	Duration of training			
	1 day	23	25.55	II
	2-3 days	67	74.45	I
	4-5 days	0	0.00	-
	> 5 days	0	0.00	-
4.	Methods of training			
	Field visit	33	36.66	V
	Discussion	77	85.55	II
	Lecture	0.0	0.00	-
	Method demonstration	66	73.33	III
	Lecture cum discussion	55	61.11	IV
	Field visit cum method demonstration	90	100	I

Multiple response

training facilities, technically sound and well qualified faculty and comfortable accommodation facilities for staying for the participants during the training period

June – July was the suitable training time as opined by the cent per cent of the respondents followed by April – May (74.44 %), December-January (64.44 %) and September- October (53.33 %). Monsoon starts during the month of June – July and farmers start the agricultural operations. Providing technical information at right time may help the respondents for application of the technical knowledge gained in the training programme. These might be the probable reasons for the above results.

With regard to duration of training, 2-3 days are ideal duration as opined by cent per cent of the respondents followed by one day (25.55 %). This could be due to non availability of laborers, farmers always get engaged in one or the other farming activities. Agriculture practices should be taken up at right time in order to avoid future consequences, otherwise this may lead to so many problems. This may be the reasons to opt short duration training programme by the respondent rather than long duration.

Field visit cum method demonstration was the method of training opted by cent per cent of the respondents followed by discussion (85.55 %), method demonstration (73.33 %), lecture cum discussion (61.11 %) and field visit (36.66 %). This might be due to fact that, field visits help the farmers to get exposed to new horizon / new technology. There is a chance for sharing the experiences, and build up the confidence of the visiting farmers (seeing is believing), in other hand method demonstration involves all the senses of the participants like seeing, hearing, participation and practicing (learning by doing) in a group which stimulates the interest and action.

Conclusion :

It can be concluded from the study that, majority of the respondents expressed to conduct 2-3 days duration training programmes in the month of June-July at KVK/ARS through field visit and method demonstrations on integrated disease management and integrated pest management followed by water management, selection of quality seed, manures and fertilizer management,. Hence, developmental departments and extension organizations involved in rural development and extension activities should organize need based training as expressed by the farmers to enhance their knowledge level with respect to coconut production technologies.

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