

**TASK AND TIME MANAGEMENT BY  
ASSISTANT AGRICULTURAL OFFICERS  
WORKING UNDER AGRICULTURAL  
EXTENSION PROJECT IN KARNATAKA**

**L. RAMA KRISHNA RAO**

**DEPARTMENT OF AGRICULTURAL EXTENSION  
UNIVERSITY OF AGRICULTURAL SCIENCES  
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**L. RAMA KRISHNA RAO**

Thesis submitted to the  
**University of Agricultural Sciences, Bangalore**  
in partial fulfilment of the requirements  
for the award of the degree of

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in

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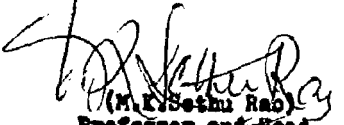
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*Fri P. G. P. Lindhisa*  
*and*  
*Smt. Geetha Lindhisa*

DEPARTMENT OF AGRICULTURAL EXTENSION  
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Bangalore

CERTIFICATE

This is to certify that the thesis entitled "TASK AND TIME MANAGEMENT BY ASSISTANT AGRICULTURAL OFFICERS WORKING UNDER AGRICULTURAL EXTENSION PROJECT IN KARNATAKA" submitted by Mr.L. RAMAKRISHNA RAO, for the degree of MASTER OF SCIENCE (AGRICULTURE) in AGRICULTURAL EXTENSION of the University of Agricultural Sciences, Bangalore, is a record of research work done by him during the period of his study in this University under my guidance and supervision and the thesis has not previously formed the basis of the award of any degree diploma, associateship, fellowship or other similar titles.

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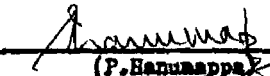
  
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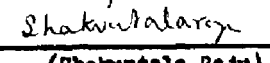
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## **INTRODUCTION**

## I. INTRODUCTION

Agriculture is a dynamic and ever growing biological industry. It is true that with the advent of high yielding varieties and other technological breakthrough, agriculture has made rapid strides in the country. However, it will be meaningless if the fruits of the high quality research are not made available to the farmers spread over a vast geographical area as quickly and as regularly as possible. Prior to the introduction of Training and Visit system in the country during 1974, the agricultural developmental activities or working with the farmers were carried out by the extension personnel who use to look after various multipurpose developmental activities at block level and village level. Knowing fully well, the importance attached to the agricultural development in the country, it was decided to reorganise extension organisation, so as to give a filip to the development of agriculture. As a product of their exercise and in co-ordination with the World Bank, the Training and Visit system of extension came into existence in Karnataka, during 1978-79. It was implemented in three phases and the whole state was covered under the programme by 1980-81.

The Training and Visit system, which has been called agricultural extension project in Karnataka is a unique

system for simultaneously professionalising the extension services with the close involvement of the agricultural scientists in the shape of imparting training through master trainers with a strong backup of research support and also for transferring the technology to the farmers field in a fortnightly fixed schedule of training and visit. Further, a key feature of the Training and Visit system is the training of the entire gamut of functionaries in the Department of Agriculture, with the main objective of motivating the farmers all over the state to adopt improved agricultural practices to step up production and to generate surplus thereby making the state not only self-sufficient, but also produce more where conditions are feasible. The tasks of each and every personnel in the department involved in Training and Visit system have been clearly defined. The Assistant Agricultural Officer occupies the lower middle management level in the hierarchy of personnel of the Department of Agriculture operating at range level (cluster of villages). He is responsible for the technical guidance and support to the Agricultural Assistants in his range. Therefore, it is imperative to equip the Assistant Agricultural Officers with latest agricultural technology appropriate to the locality of their operation. He is also responsible for the supervisory work. While keeping in mind the basic duty requirements of all extension workers, supervisory

staff should focus on the quality of work and ways to improve the effectiveness of the individual staff and consequently the extension service at large. At the same time it is expected that the supervisor should be careful not to take over the job of subordinates that they are supervising. Supervision cannot be haphazard or casual, it must be highly planned, must be field oriented, supervisory visits to the field focus on organisational and technical matters, the importance given either depends on the responsibility of staff making the visits.

Besides the tasks managed by the Assistant Agricultural Officers, time management calls for equally more consideration. As most of the tasks enlisted as duties in Training and Visit system, are time bound in nature. There is always a question posed about the importance given to tasks and time apportioned to different tasks by development department personnel. There is also a question as to whether agricultural administration is as scientific as any other administration? Do technologists assign differential weightages to different administrative tasks? If so, do they see to that relative importance of these administrative functions and the relative time spent on each of them are commensurate? If not, what is the lacunae, this has always been intriguing, such and similar questions of this nature have been left unanswered. However, the

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pioneering attempt in this direction has been made by Mosher (1975), who delineated the areas of administration in agriculture. He identified the dichotomy of essential and strategic tasks based on their direct and indirect influence on the administrative machinery. Thus, his analysis proved to be of greater significance to extension administration which is characterized by the type of clientele system it serves and oriented towards them.

In any case, there is no objective information on the importance given to each task and on the time utilization or time apportionment to each task by the Assistant Agricultural Officers working in Agricultural Extension Project in Karnataka State. With a view to study the task importance and time spent on each task by the A.A.O's, the current study was planned with the following objectives:

1. To know the relative importance given to different tasks by Assistant Agricultural Officers working under Agricultural Extension Project in Karnataka.
2. To study the relative time spent on each task by Assistant Agricultural Officer.
3. To relate some of the selected independent variables with importance given to tasks by Assistant Agricultural Officers.

4. To find the association between job satisfaction with achievement motivation, organisational environmental factors, and job involvement by Assistant Agricultural Officers.

#### Scope and limitations of the study

The present investigation was intended to study the task and time management by the Assistant Agricultural Officers. It is expected to provide information on how these personnel are perceiving the importance of their tasks and how far they are performing each of them in terms of technicality and time spent on each task. Further, the study is expected to provide information on some factors influencing their perception of task ranking besides the association of job satisfaction with achievement motivation, organisational environmental factors and job involvement in Agricultural Extension Project. Thus, the study would serve as an eye opener for many of the agencies and concerned administrators to think of the mid term corrections required in improving the perception of task importance and time management. The study is intended to be of use to the extension administrators, educators and extension personnel, at different levels. The study however, has some of the following limitations.

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It is a single student investigation and hence in respect of time, resources, it was restricted to purposive selection of locale of study. It is based on the expressed opinion of the respondents. Sufficient care has been taken to minimise the bias. The findings of the study are applicable to the district of Bangalore, Kolar and Tumkur coming under Bangalore division and the generalisation for entire state may not be possible.

Operational definitions of the terms used in the study

Agricultural Extension Project (A.E.P.): Training and Visit system of agricultural extension is called Agricultural Extension Project in Karnataka operating in all the districts of the Karnataka State.

Assistant Agricultural Officer (A.A.O.): Assistant Agricultural Officer is an important field functionary of the state department of agriculture at range level who supervises and guides six to eight Agricultural Assistants. He is also called Agricultural Extension Officer (A.E.O.)

Agricultural Assistant (A.A.): Agricultural Assistant is the most important field functionary at the grass-root level, working with the contact farmers and others and help to disseminate the technical know-how to the farmers, under the guidance of the Assistant Agricultural Officer and other

supervisory functionaries aiming in transfer of technology. Earlier he was also called as Village Level Worker (V.L.W.) and Gramasevak.

Achievement motivation: Value instilled in the individual through the socialization process in which the individual feels a need or a desire to excel in reaching certain goals only for the new areas of the goals or ends involved (Neill and Rogers, 1963).

Rural-Urban background: It includes to the background of the respondent either as rural or urban, depending on the weightages given to his place of birth and the places where he has undergone his formal education and his father's occupation.

Pre-service training: Pre-service training refers to that phase of organized learning activity designed to provide training to the AAO's before joining to the service and assuming actual responsibility of his job.

In-service training: In-service training refers to that phase of organized learning activity, designed to provide training to AAO's after joining into the service and working in the field.

Training in administration and management: It refers to

that phase of learning activity, designed to provide training to the A.A.O's in their service towards the specific aspect of administration and management in the field of agriculture.

Job satisfaction: It refers to "job satisfaction or dissatisfaction as a result of various attributes, the person holds towards his job".

Organisational environmental factors: The organisational environmental factors in this study refer to the working environment in the state Department of Agriculture for Assistant Agricultural Officers. The term 'working environment' refers to the overall setting or conditions in which a person works.

Job involvement: As used in this study, the job involvement is the degree to which a person is identified psychologically with his work or the presence of work in his total self-image.

Tasks: As used in this study, the basic set of duties, that need to be performed by Assistant Agricultural Officers working in Agricultural Extension Project.

Time management: As used in this study, time management - refers to the relative percentage of time spent on various tasks by Assistant Agricultural Officers working in A.E.P. in a year.

Subject Matter Specialist (S.M.S.): Subject Matter Specialists are responsible in their respective disciplines for providing technical guidance and support to extension workers and for imparting training in A.E.P. They work at cluster of taluk.

Range: It refers to the area of responsibility for an Assistant Agricultural Officer - A "range" should comprise adjacent A.A.'s circles that can be conveniently reached from the A.A.O's head quarters which should be as near the centre of the A.A.O's range as possible.

Organisation of the Study

This study has been arranged into seven chapters. Chapter I relates to introduction in which the need for the study, purpose and scope of the study are presented followed by definition of the terms used. Chapter II consists of review of the past related literature relating to the objectives of the study. Chapter III deals with the materials and methods employed in conducting the study. The results of the study are presented in Chapter IV, followed by discussion in the next chapter. In the VI chapter, summary is presented followed by implications and future recommendations of the study. This is followed by references and appendices.

## **REVIEW OF LITERATURE**

## II. REVIEW OF LITERATURE

The study is one of the few studies of its kind. Hence, the literature available in this area of research is limited. The related literature available is presented in this chapter under the following headings;

1. Studies on task importance
2. Time management by extension personnel
3. Personal and socio-psychological factors of Assistant Agricultural Officers

### 1. Studies on task importance

Weisblat (1975) has pointed out that, the manager of an agricultural programme shares many tasks in common with the administrator of an industrial plant or a public housing project; all have to deal effectively with decision making, organisational structure, human relationships, communication, financial responsibility and personnel development. But the agricultural setting presents unique challenges, reaching hundreds and thousands of farmers in outlying places often requires networks of small field officers and special logistical operations. Programme needs and results are often hard to predict, not only because of weather, yield and price fluctuations, but also because of the uncertainty of how farmers will respond. Further he opined, lack of skilled

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administrators is retarding agricultural development in many countries. To provide effective support for agricultural development, the organisations require innovative and creative management style that emphasises adaptability to rapidly changing conditions, delegation of considerable responsibility and sensitivity to local problems and handling of training activities for programme managers in agriculture to improve their managerial ability.

Mesher (1975) identified two sets of tasks that are important for an administrator to guide and direct the administrative process in an organisation. The first he called essential tasks, because of their importance in smooth functioning of an organisation and the second, is the strategic tasks or additional tasks which can help to improve the quality of the programme and to develop a productive interaction with other agencies. The two set merge into and interact with each other.

The twelve essential tasks identified were:

**A. Prior planning**

1. Setting performance objective for the next fiscal period
2. Budgeting
3. Determining a work schedule
4. Planning information flows

**B. Execution**

- 5. Assigning tasks
- 6. Supervising personnel
- 7. Authorising expenditures
- 8. Maintaining physical facilities
- 9. Resolving conflicts
- 10. Revising programmes to fit-emerging situations
- 11. Reporting and assessing progress
- 12. Selecting and promoting employees

The five strategic tasks are:

- 1. Maintaining staff morale
- 2. Staff development
- 3. Fostering linkages with complementary organizations
- 4. Expanding the organizations resources

**Kherde and Sahay (1970) conducted a study on role performance of village level workers in agricultural producti**  
**The study was conducted in two districts of union territory of Delhi and Karnal where the intensive agricultural district programme was in operation. The eight major jobs were taken namely, educational, organizational works, supply and service office work, planning and supervisory. The relative importan of these major eight roles were worked out with the help of the paired comparison technique. The study indicated that**

educational role occupies the first position in order of importance, while office work occupies the last.

Anita Chandwani (1979) conducted a study to ascertain the importance given to the various tasks by Balwadi workers of Delhi. The respondents were asked to list the four most important tasks for a balwadi worker in order of their levels of importance. The study revealed that there was a positive relationship between the importance attached to a task and its performance by the workers.

Sinha et al. (1980) conducted a study to know the job activities of the milk procurement personnel working in dairy development and animal husbandry programme of the four southern states of India by classifying the nature of the job performed by these personnel into; (1) procurement activity (2) extension educational activity and (3) extension service activity. On their extension activity the study revealed that 81.0 per cent of them found working for the programme of milk procurement enhancement activity, 79 per cent of them working to investigate the problems of milk producers and 74 per cent of them working surveying milk potential areas for establishment of new milk procurement centres. Regarding extension educational activity, 80 per cent of them found educating the dairy farmers for growing quality fodder and feeding of dairy animals. 75 per cent of

them found educating the farmers on breeding and management of dairy animals. The study pointed out that comparatively less number of personnel were engaged in educating the milk producers on construction of cattle sheds.

Sethu Rao and Bhaskaran (1981) conducted a study to investigate the importance and time apportioned to different tasks by different categories of agricultural development personnel. The study indicated certain critical differences in the task analysis of the different categories of the agricultural development personnel. Most of them perceived that the 'supervisory task' as the most essential task. But, the block development officers indicated budgeting as the most essential task.

## 2. Time management by extension personnel

Fay (1962) narrating the county unit in American extension stated that a goodly share of county agents, time was spent in farm visits apart from making use of group meetings, news paper contacts, radio, television, office and telephone calls and bulletins. He also indicated that according to an estimate, American extension agents each year made 20 million personal contacts by farm visits, office calls and telephone calls, contacted 75 million individuals in group meetings, trained one million local leaders, released

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9,00,000 educational news stories, gave 1,65,000 radio talks and distributed 23 million bulletins.

Mohoney et al. (1965) in their studies of what managers do, and identified eight managerial functions - planning, investigating, co-ordinating, evaluating, supervising, staffing, negotiating and representing. The results showed that supervising occupied the larger block of their time and staffing and representing the least.

Taylor et al. (1965) found that village level workers were compelled to devote much time on record keeping when compared to educational activities.

Khosla (1966) in his study on role expectation and performance of village level workers reported that village level workers had devoted too much time for maintaining records and sending reports which affected their field work.

Huss et al. (1969) conducted a study on actual Vs ideal time allocation reported by managers. The primary purpose of the study was to obtain manager's estimates of the percentage of their total working time they spent on various types of activities. The activities were planning, investigating, co-ordinating, evaluating, supervising and negotiating. The results indicated that negotiating and supervising were seen by the managers as greater claimants of their time than the other activities.

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Jalihal et al. (1973) conducted a study on how agricultural extension officers spend their time. The study indicates that the Agricultural Extension Officers spent not more than half of their time in visiting villages, with as much as 15 days spent for the work at headquarters. On an average only 3 night halts were made by Agricultural Extension Officers in villages during the month. Sixty per cent of the Agricultural Extension Officers visited more than 75 per cent of the Gramsevak circles during a month. Although educational activity ranked number one, considering the time devoted for various activities the Agricultural Extension Officer's time was devoted to non-educational activity. The most commonly used educational activity was farm and home visits, for which Agricultural Extension Officers devoted 7 days in a month. Not even one day was spent by the Agricultural Extension Officers on each of the other important educational methods involving group action like village meetings, field days etc. Fifty per cent of the Agricultural Extension Officers were not satisfied with the time spent by them on educational activity and the important reasons given by Agricultural Extension Officers for their dissatisfaction of low time spent by them on educational activities were heavy office work, lack of transport facilities, constant visitors and other miscellaneous type of work entrusted to them.

Penfield (1974) conducted a study on time allocation patterns and effectiveness of managers. Each manager was

asked to estimate the per cent of his time spent in each of the eight activities. The activities were supervising, planning, evaluating, co-ordinating, investigating, representing, negotiating and staffing. The findings, indicated that, approximately one-third of the time was spent in supervising subordinates and one-fifth of the time was spent in planning.

Brown (1975) conducted a study on time utilization among North Carolina home economics extension agents. Work sampling by self-report was used to secure information on time expenditure in various job activities by Home Extension agents. The study was conducted with 59 respondents completing a specially designed format with pre-determined time intervals six times per day, three times per week, covering a ten-week cycle. Respondents reported where they were, what they were doing, with whom they were doing this activity and what subject matter was involved. Respondents reported spending approximately 45 per cent of their time in the field with 24 per cent of that time spent in travel. The next highest per cent of time was spent in oral communication either by face to face or by telephone.

A study conducted by Jalihal et al. (1975) indicated that Gramasevaks had utilised sixteen days in a month for educational activities and six days on the service type activities. The study showed that large share of their time was used

on farm and home visits and the important educational methods like demonstrations and meetings were not given sufficient time. Further, the study indicated 74 per cent of the Gramasevaks were satisfied with the time spent by them on educational activities, while the remaining 26 per cent were not satisfied

According to Mosher (1975) of all the responsibilities of an administrator none is more important than how he uses his own time. There are usually some limitations on what he can do that are beyond his control, but he always has some freedom. Part of the solution lies in how he organises the total task of his organisation or unit, part of it lies in delegating authority and presiding over an administrative process, part consists of carefully analysing the essential and strategic tasks of his agency and deciding how much of his personal attention he should give to each part depends on how effectively he disciplines himself to follow a planned programme for allocating his time.

According to Fulmer (1976) some managers accomplish more than others, yet each manager has exactly as much time as any one else. The problem lies not in the actual number of hours available to a manager but in how well he uses his time. He further stated that time is a unique and valuable resource. It can be managed wisely or misused, because every individual enjoys control over personal use of time, the problem of time management is universal.

Westbrook and Lifer (1976) observed that planning and using time wisely is a challenge to every manager. The time squeeze on each manager is a wide-spread problem, since very few managers have learned how to manage their time effectively. These authors further stated that time is an economic resource. It is the dimension in which 'change' takes place. It is highly perishable. For extension professional, time is probably a most valuable resource. A manager can learn to get work done in the same time<sup>OR</sup> as much done in less time. The choice is his in either case, he is far ahead when he learns to use his time effectively.

Jaiswal *et al.* (1978) in a study on training and visit system in Rajasthan and Madhya Pradesh, found that the fortnightly training sessions were not planned and organised systematically. The duration of training as reported by them, varied from half an hour to six hours, hardly any discussion was held on the content or lapses and the problems of extension staff and farmers.

An ideal time-table suggested for the fortnightly training sessions in the bulletin published by the Directorate of Extension, Ministry of Agriculture and Irrigation, Government of India (Anonymous, 1979) is as follows:

1. Training in know-how  
(Theory and Practical)

Four hours

- 2) Review of impact of extension effort in various village level - work circle One hour
- 3) Problems in various village level circles of input supply One hour

Veerabhadraiah (1980) conducted a study on time management, job involvement and job performance of extension supervisors. He studied time management among Deputy Directors of Agriculture and Assistant Directors of Agriculture with regard to time spent for functions involving conceptual skill, technical skill and human relations skill. The study revealed that, the Deputy Directors of Agriculture have performed functions involving more of technical skill on more number of days as compared to functions involving more of conceptual skill. The findings of the study suggested since the D.D.A's operate at the middle management level, they need not have to spend more time on technical functions, instead they must spend more time on functions involving more of human relations and conceptual skill. Further, it was observed in the study that Assistant Directors of Agriculture spent less time on functions involving more of technical skill compared to the Deputy Director of Agriculture. The study suggested since the Assistant Director of Agriculture are operational level managers, they must be encouraged to spend more time on technical function.

Sethu Rao and Bhaskaran (1981) conducted a study on task and time analysis of agricultural development personnel

in Belgaum and Dharwad districts of Karnataka. The study indicated that the Block Development Officers stood out significantly in spending most of their time on essential tasks like setting performance objectives, budgeting etc. The Assistant Directors of Agriculture and Deputy Directors of Agriculture had spent relatively more time on the strategic task like maintaining staff morale, staff development and fostering linkage with complimentary organizations.

Vittal (1982) revealed that 49 per cent of Agricultural Assistants had spent two to three hours for rendering individual technical guidance to contact farmers. Apart from this, 33 per cent of the respondents had spent less than two hours and 18 per cent had spent more than three hours in a day for this purpose. The time spent by 43 per cent of Agricultural Assistants is less than two hours, followed by 33 per cent who spent two to three hours and 24 per cent who spent more than three hours for rendering individual technical guidance to follow up farmers.

Gunasunder Kumar (1983) reported that the Assistant Horticultural Officers of the Department of Horticulture, Government of Karnataka, has spent 48 per cent of their day's time in Extension education work, including supervision of extension field work and training, 20.87 per cent of their day's time on office work other than reporting. 11.52 per cent

on reporting and 10.43 per cent of their day's time to arrange supplies, 9.18 per cent of their day's time on other unforeseen activities like accompanying supervisors and other important persons.

3. Personal and socio-psychological factors of Assistant Agricultural Officers in relation to their work

**Age:**

Rabudkar (1962) reported that most effective Gramasevaks were in the age group of thirty one to forty years.

Patel and Paul legans (1968) reported that most effective village level workers were in the age group of twenty six to thirty five years.

Chowdhary (1972) found no significant relationship between age and job satisfaction of Block Agricultural Officers

Kolte (1972) found that there was no significant relationship between the age and job performance of Agricultural Extension Officers of Community Development Block. Similar findings have been reported by Porumal (1975) and Rajagopal (1977). However, Janardhan (1979) in his study found significant association between age and job performance of Agricultural Extension Officers.

Hall and Mansfield (1975) conducted a cross-sectional study of the relationship between age and job involvement. The results indicated significant positive relationship between age and job involvement.

Shrestha and Singh (1975) observed a significant inverse relationship between the age and the level of job satisfaction of Junior Technical Assistants of Nepal with both the dimensions of job satisfaction, dissatisfaction complex. Sandhu and Singh (1977) and Janardhan (1979) observed a significant relationship between age and the level of job satisfaction of Agricultural Extension Officers.

Veerabhadraiah (1980) reported that there was no significant association between age and job involvement and job performance in respect of both the Deputy Directors and Assistant Directors of Agriculture.

Ramashiva Reddy (1982) has indicated that more number of both lower and higher age group of Agricultural Assistants were in low job satisfaction category and also there was no significant relationship between age and job satisfaction of Agricultural Assistants. Further, he reported that less number of lower age group and more number of higher age group Agricultural Assistants were found in low for perception category and age was not associated with job performance in case of Agricultural Assistants.

Vittal (1982) reported that there was no association between age and job satisfaction of Agricultural Assistants.

Gunagunder Kumar (1983) indicated that there was relationship between age of Assistant Horticultural Officers and their overall understanding levels of programme planning in development process. The results also denoted that there was no significant differences between the Assistant Horticultural Officers of lower age and higher age group categories.

Thus, these past studies have pointed out that association between age of extension workers and their job performance, job involvement and job satisfaction has either negative or positive relationship. It would be interesting to know this aspect in Training and Visit system of extension work.

#### Educational status:

Dube (1958) reported that university graduates on the whole, were not successful Gramasevaks.

Salvi and Dudhani (1967) reported that Gramasevaks with relatively better educational status (formal education) tend to be effective in their job.

Patel and Paul legans (1968) found that the most effective Gramasevaks were 'high school graduates' with Agricultural Diploma.

Kherde and Sahay (1970) reported that education of Gramasevaks was negatively associated with their performance.

Sandhu and Singh (1977) also found inverse relationship between education and job satisfaction of Agricultural Extension Officers.

Janardhan (1979) reported that there was no significant association between educational level and job satisfaction of Agricultural Extension Officers.

Veerabhadraiah (1980) reported that there was no significant association between educational level of Assistant Directors of Agriculture and Deputy Director of Agriculture with either job involvement or job performance.

Ramashiva Reddy (1982) reported that, more number of below and upto S.S.L.C. educated Agricultural Assistants were found on low job performance category. Further, the findings indicated that level of formal education was not related to job performance, he concluded that education and job satisfaction were not dependent on each other.

Vittal (1982) found out that there was no association between educational level and job satisfaction of Agricultural Assistants.

Gunasunder Kumar (1985) indicated that there was no significant difference between the level of formal educational qualification and overall understanding level of programme planning in development process of Assistant Horticultural Officers of high and low categories.

Rural-urban background:

Kelsey and Hearne (1955) expressed that the extension agent should have rural background.

Bahudkar (1962) indicated that the most effective Gramasevaks had rural-background and aptitude for social work.

Salvi and Dudhani (1967) reported that rural background was associated with the effective performance of Gramasevaks.

Bisvi Rabia Sultana (1967) found that there was no significant difference between the Gramasevaks coming from rural and urban background with respect to their level of job understanding.

Patel and Paul legans (1968) stated that most effective Gramasevaks was the son of a farmer and had a rural-background of more than ten years.

Sandhu and Singh (1977) found that significant positive relationship existed between rural background and

job satisfaction of Agricultural Extension Officers. Similar findings were reported by Janardhana (1979).

Ramashiva Reddy (1982) studied the association between rural-urban background of Agricultural Assistants and their job satisfaction. The results indicated that more number of more rural background Agricultural Assistants were on low job performance category and more number of less rural background Agricultural Assistants were in high job performance category. Thus, the results found no significant relationship indicating that job performance was independent of rural-urban background of Agricultural Assistants.

#### Length of experience:

Rahudkar (1962) pointed out that the Gramasevaks who had put in more than two years of service in the development block proved to be most effective whereas Gramasevaks who had less than two years of experience were not effective.

Salvi and Dudhani (1967) reported that experience was not associated with the effective performance of Gramasevaks.

Earnest (1970) found that the Agricultural Extension Officers having 5 to 10 years experience of agricultural extension spent more time in their job than those having service experience below 5 years.

Sarang (1970) reported that length of service had no significant association with job performance of Agricultural Extension Officers.

Singh (1970) concluded that greater the experience of the Agricultural Extension Officers in Agricultural extension work, the better was their job performance.

Kolte (1972) found that there was no significant relationship between experience and job performance of the Agricultural Extension Officers. Similar had been the finding of Perumal (1975).

But Janardhana (1979) reported that there was no significant relationship between service experience and job satisfaction of Agricultural Extension Officers.

Veerabhadraiah (1980) reported that experience did not have any significant association with either job involvement or job performance in respect of both the Deputy Directors and Assistant Directors of Agriculture.

Ramashiva Reddy (1982) revealed that there was no significant association between extent of experience and job satisfaction and job performance of Agricultural Assistants.

Vittal (1982) indicated that there was no association between service experience and job satisfaction of Agricultural Assistants.

Gunasunder Kumar (1983) revealed that the total length of work experience of Assistant Horticultural Officers have not influenced about understanding of programme planning in development process. Both high and low categories did not differ in their understanding level of programme planning.

Chikkaputte Gowda (1984) found out that there was an non-significant association between length of experience and their training needs.

#### Trainings:

Bond et al. (1952) reported that to be proficient, agents must be well trained if they are to grow professionally and meet the ever changing conditions, training must be a continuous process.

Nye (1952) found that background and training of county agricultural agents was positively associated with their jobs effectiveness.

Gist (1957) said that the primary functions of the extension specialist is that of training county extension agents and other rural leaders. The training was needed to meet day-today problems, training in specific physical and biological science and not on broad generalities. He further stated that the extension specialist can furnish such training

only when his own education is highly specific and technical.

Rogers (1958) pointed out that inservice training is highly important to have efficient and effective extension workers.

The recommendations of the Agricultural Production Team (1959) emphasized on the induction training of Agricultural Extension Officers under a good Agricultural Officer already in the field and continuous inservice training through short seminars, training, conference and talks as well as through adequate and positive supervision.

Encininger (1961) while emphasizing on the need for extension training pointed out that the need for training in extension education tends to all people who either have administrative responsibility for rural development programme or who as volunteers seek opportunities to improve village conditions.

Chawhan (1964) stated that the importance of imparting training to technical personnel at all levels as well as farmers is well recognised in any scheme for developing agriculture. The training imparted to the various categories of personnel is of two types viz., generalised and specialised. The generalised type of training enables these personnel to acquire a knowledge of the concept and content of the

programme on a whole. The specialized training as it is job oriented equips them with greater professional efficiency, which is necessary to enable them to discharge their responsibilities more effectively. He further stated that the training is continuous and should be arranged periodically at all levels, namely, the centre, the district, the block and the village.

Studies on job satisfaction by Tripathi et al. (1970) revealed that 44 per cent of Gramasevaks had dissatisfaction resulted from the inadequate, insufficient and faulty trainings.

Vidyarathi (1970) has pointed out that progress in agriculture would depend first and foremost on the development of extension workers and farmers. He has further stated that extension training of personnel is an integral part of agricultural production programme and embraces the entire extension agency from the village level to the state level with a view to build up their professional competencies.

Kherde (1971) found significant correlation between inservice training of extension personnel with their job performance.

Capak (1973) was of the opinion that agriculture of the future will require the highest technical standards, modern forms of management, highly qualified workers and inservice training of agricultural experts.

Shrestha and Singh (1975) reported that there was no association between the participation in inservice training programme and level of job satisfaction with respect to job content of Junior Technical Assistants of Nepal.

The Training and Visit system of the agricultural extension advocated by Benor and Harrison (1977) placed emphasis on systematic and frequent (weekly or fortnightly) training sessions for field level extension staff as a integral part of the system.

Jaiswal et al. (1978) while studying managerial aspect of agricultural extension in Training and Visit approach in Rajasthan and Madhya Pradesh said that in the organized extension system, training field staff is the strong component. Regular training programmes are required to be organized to provide continuous learning experience to all field functionaries in agricultural technology.

Tripathy (1980) stated that in Training and Visit system training of field staff is the strongest component. Regular training programmes are organized to provide continuous learning experience to all functionaries in agricultural technology. National Institute of Rural Development studied Training and Visit system in Madhya Pradesh and Rajasthan, had pointed out that the organization of extension system in Training and Visit system has produced impressive results.

Veerabhadraiah (1980) indicated that there was no significant association between training in administration and management, job involvement and job performance in respect of both the Deputy Directors and the Assistant Directors of Agriculture.

Vittal (1982) indicated that there was no association between training received and job satisfaction of Agricultural Assistants.

Gunasunder Kumar (1983) has brought to light that Assistant Horticultural Officers with more and less training did differ significantly from each other and there was association between length of training and overall understanding level of programme planning in development process.

Chikkaputte Gowda (1984) observed that Assistant Agricultural Officers have preferred high training needs about individual contact methods like result demonstration, farm and home visit, whereas the personnel letter and office call methods were relatively less preferred methods in training needs. Further, most of the respondents indicated the high training need for almost all the group contact methods viz., field visit, method demonstration and group discussion meeting followed by farmers training.

### Job satisfaction:

Oilner (1961) defined job satisfaction or dissatisfaction as the result of various attitudes the person holds towards his job, towards related factors and towards life in general.

Regarding the components of job satisfaction, Moeregog's (1960) study related that job satisfaction depended upon the aesthetics of the work, place, opportunities to face job challenges, power over one's environment and the excitement of risk taking.

In the report of Central Institute of Community Development (1960) findings of a study on the case reports of village level workers and their result demonstration revealed that the village level workers who were classified under 'role players' group had basic satisfaction with their work load. But inspite of this work satisfaction and faith in the programme they were all dissatisfied with their living facilities and prospects for the future. Another category of village level workers called 'role rejectors' were frustrated having low morale.

It has been emphasized that the job effectiveness of a worker depends on both the job performance and job satisfaction. Weitz (1952), Khan (1960), Harell (1964), and Lawler and Porter (1967), maintained that job satisfaction and productivity go together. Kuriloff (1963) found

that satisfaction felt by a worker in doing his job tends to enhance his work output.

Mudra (1966) found that fifty per cent Agricultural Extension Officers in Rajasthan liked the job because it fetched good salary and they disliked the job aspects involved in their job such as clerical work and lack of co-operation of other Extension Officers.

Sarker and Patnaik (1966) in their study on elected factors in the job satisfaction of the V.L.W's have reported that V.L.W's have ranked opportunity for promotion and salary according to work and achievement as the highest importance, next in ranking follows, 'recognition for good work done' 'participation in decision-making' has been ranked lowest.

Chakravartby (1971) found in the state of Rajasthan that 53 per cent of the Agricultural Extension Officers were satisfied in their job whereas 47 per cent were dissatisfied. The findings of Perumal (1975) in the state of Tamilnadu revealed that 69.3 per cent Agricultural Extension Officers were satisfied, i.e. 11 per cent were over-satisfied and 12.59 per cent were under-satisfied in their jobs. Similarly, Sandhu and Raghbir Singh (1977) found that 27.78 per cent Agricultural Extension Officers were having low job satisfaction, 23.78 per cent were having high job satisfaction and 48.49 per cent were having moderate level of job-satisfaction.

Srinivasamurthy and Byra Reddy (1974) indicated that the job satisfaction of Agricultural Extension Officers was medium and the working facilities and personal living conditions were associated with the job satisfaction level of the respondents.

Singh and Shrestha (1976) revealed that the job-satisfaction of Junior Technical Assistants (JTAs) of Nepal have been ranked by the JTAs and themselves in the following order of most to least potent, job security, salary, opportunities for advancements, responsibility, working conditions, supervision, recognition, personal relationship with their colleagues and superiors and nature of work.

Sandhu and Raghbir Singh (1977), found that age, educational level, field work orientation (personal factors) rural-urban background, service experience, distance of post from home, family obligations (social structural factors), feeling of achievement, ability utilisation, recognition and rewards, creative work, freedom of expression, scope for professional growth (Motivator factors) and behaviour of immediate officer, job security and advancement, adequacy of salary, administrative set up and policies of organisation physical conditions of work and the social status attached to the job (hygiene factors) determine the job satisfaction of the Agricultural Extension Officers.

Singh et al. (1977) conducted a study on differential job satisfaction of three block level extension functionaries of Bihar occupying different positions in the hierarchy of the extension organisation. The results indicated that the mean job satisfaction score of the project executive officers was significantly higher than those of the Block Agricultural Officers and village level workers and also the mean level of job satisfaction of the Block Agricultural Officers was significantly higher than that of the village level workers and the mean job satisfaction score of the village level workers was the lowest among the three. This indicated that, inter alia, there was significant association between the level of job satisfaction of the extension personnel and their positions in the hierarchy of the state extension organization.

Rao and Sohal (1978) found that work conditions affect the job satisfaction of Veterinary Assistant Surgeons of Andhra Pradesh.

Janardhana (1979), reported that, 45 per cent of Agricultural Extension Officers had high job-satisfaction, 30 per cent had medium satisfaction, and only 27 per cent of them had low job satisfaction. Further, the detailed analysis of each job items revealed that, the respondents had better satisfaction with respect to technical supervision by their superiors, their personal relation with co-workers

and superiors and recognition they received from the people and their colleagues about their work and their own satisfaction with the job of Agricultural Extension Officers. However they had very less satisfaction with respect to rewards and incentives, promotional opportunities and the kind of recognition the people gave to their job when compared to other similar jobs.

Similarly, a study by Menon et al. (1978) revealed that the Deputy Agricultural Officers of Tamilnadu were dissatisfied with their promotion chances, independence in their work and the departmental policies and practices.

Vittal (1982) revealed that 38 per cent of Agricultural Assistants had low job satisfaction, 27 per cent had medium job satisfaction and 35 per cent had high job satisfaction. Further, the study indicated that the job satisfaction of the respondents with respect to different aspects of their job had revealed that 90 per cent of the A.A's are 'not satisfied' with respect to opportunity for promotion. 80 per cent of them are not satisfied for further education.

From the above findings, it can be concluded that the job satisfaction of Assistant Agricultural Officers was medium in many cases. However, there were contradictions

about the components of job satisfaction which affect the job satisfaction of Assistant Agricultural Officers.

### Achievement motivation:

Different authors and psychologists have defined and explained the concept of achievement motivation in different ways. An attempt has been made here to review the view-point of different authors and findings on achievement motivation of agricultural developmental personnel.

Motivation of achievement has historical connections with research on motivations conducted by two pioneers in psychology, namely Maslow-Ach (1910) and Kurt lewin (1926). Maslow Ach (1910) attempted to explain the achievement related behaviour subjects in his laboratory utilising the concept of determining tendency.

Murray (1938) conceived achievement motivation as a desire or tendency to do things as rapidly and/or as well as possible. It is the conception of ideally successful self. He specified the desire as to accomplish something difficult to master, manipulate or organise physical objects, human beings or ideas; to overcome obstacles and attain a high standard, to excel one's self; to rival and surpass others etc.

Edwards (1957) defined content of the achievement motivation as to do one's best, to be successful, to accomplish tasks requiring skills and efforts, to be a recognised authority and the like.

Atkinson (1957) stated that when a person's motive to achieve success is stronger than his motive to avoid failure, the resultant of the conflict is always positive, i.e., approach motivation no matter what the level of difficulty of task.

Krumboltz (1957) pointed out that attempts to assess and account for the origin and development of drive factor in achievement have generally taken the form of internal state of affairs which impels an individual to compete with some standard of excellence namely achievement motivation.

McClelland (1958) pointed out that the level of achievement motivation in a particular person at a particular time is conceived to be a function of two major factors (i) the situation (ii) the enduring strength of the motive in the individual personality.

Hagen (1962) stated the role of value changes in causing economic development and suggested that two social values, achievement and autonomy, are most central to national economic development.

Neill and Rogers (1963) conceived achievement motivation as the value instilled in the individual through the socialisation process in which, individual feels a need or a desire to excel in reaching certain goals only for the satisfaction of reaching the goal and not for the rewards of the goals or ends involved.

McClelland (1964) described achievement motivation as the desire to do a good job of work.

Heckhausen (1967) stated that achievement motivation is striving to increase or keep as high as possible one's own capabilities in all activities in which a standard of excellence is thought to apply and where the execution of such activities can therefore, either succeed or fail.

Roger et al. (1969) defined achievement motivation "as a social value that emphasises a desire for excellence in order to attain a sense of personal accomplishment".

McClelland (1969) defined achievement motivation as a spontaneously expressed desire to do something well, for its own sake rather than to gain power or love or recognition.

Byru Reddy (1976) found that achievement motivation had significant positive relationship with communication behaviour of village level workers.

Hosur (1977) revealed that in general the achievement motivation of Gramasevaks was low. The study also revealed that mass-media exposure, educational level, level of development of the area of work, family size and income play an important role in the achievement motivation syndrome of Gramasevaks.

Janardhana (1979) pointed out that achievement motivation among Agricultural Extension Officers was medium. Further, he indicated that achievement motivation was not related with their job performance and job satisfaction.

Bharamappa (1981) indicated, that the achievement motivation among the Assistant Agricultural Officers was medium and there was significant difference between the Assistant Agricultural Officers with low and high, high and medium and with low and medium achievement motivation. Further the study revealed that, mass-media exposure, family background and level of development of the area of work, were found to be related with achievement motivation of Assistant Agricultural Officers.

Ezatollah Karami (1981) reported that achievement was the second most important factor in contributing the job satisfaction of the Agricultural Extension Agents of Iran.

From the above review, it could be pointed out that the achievement motivation is the striving to do a good job of work with a standard of excellence, which may be task-related, self-related or other-related and majority of the studies indicated that Agricultural Extension Officers have medium level of achievement motivation.

Organisational environmental factors:

The organisational environmental factors in this study refer to the working environment in the Agricultural Extension Project for Assistant Agricultural Officers. The term 'working environment' refers to the overall setting or conditions in which a person works. A good working environment may therefore include all the factors which are responsible to raise the morale and working efficiency of the personnel in an organisation.

Davis (1957) pointed out that there was a close relationship between morale and productivity. By morale, he meant the collective attitude of individuals and groups towards their working environment. He found that the workers with high morale liked their job and organisation and had a drive to work co-operatively.

Agricultural Administration Committee (1958) reported that technical services have not been able to deliver goods

in an efficient way because of the poor working conditions. Report suggested that right type of environment for full blossoming of their initiative and constructive abilities has been lacking in community development blocks.

First report on Intensive Agricultural District Programme (IADP) (1963) and Programme Evaluation Organization (1965) emphasized the need for co-ordinated arrangement in supply and service. Report on IADP by expert committee on assessment and evaluation also indicated the bottlenecks of supply and service.

Sharma (1969) identified ten working environment components in community development blocks for his study of "working environment and professional dedication of extension personnel". These were: (1) Communication (2) Decision making (3) Local leadership (4) Inter-personal relations (5) Team work (6) People's participation (7) Family adjustment (8) Supply and service (9) Guidance and supervision and (10) Job satisfaction.

Srinivasa Murthy and Byra Reddy (1974) while studying the job environment of Agricultural Extension Officers, points out that Agricultural Extension Officers did not (1) have adequate opportunity for using their technical ability (2) have best working conditions for technical work,

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(5) Receive adequate encouragement and (4) Have freedom to use their own judgement. They also felt they were more closely watched than it was desirable by their administrators and supervisors.

Byra Reddy (1976) concluded that among the several block environmental factors, village level workers satisfaction with guidance and supervision had a significant association with their communication behaviour.

Narasimhaiah (1978) found that Agricultural Extension Officers were satisfied with most of the aspects of decision making, communication, personal relations and the guidance on their job provided by their superiors. However, they were not fully satisfied with the co-ordination from the agricultural support agencies and were dissatisfied with the rewards and incentives.

Janardhana (1979) pointed out that, the working environmental factors like communication, decision-making, people's participation, local leadership, team work, family adjustment, supplies and services and guidance and supervision were significantly and positively associated with job satisfaction of Agricultural Extension Officers, whereas the association of the above factors were found to be non-significant and there was no disassociation between inter-personal relations and

job satisfaction. Further, the study revealed that the overall block environmental score was correlated highly and significantly with overall job satisfaction score of Agricultural Extension Officers and non-significant with job performance.

From the above findings, it can be concluded that the working environment factors of Agricultural Extension Officers were poor in many cases. However, there were contradictions about the components of working environment factors which affect the job satisfaction of Agricultural Extension Officers.

#### Job involvement:

Different authors have defined job involvement and explained the concept of job involvement in different ways. An attempt has been made here to review the view points and research findings on job involvement by different persons.

Megregor (1960) placed a minimal emphasis on job involvement as a personal characteristics and stressed involvement as a response to organisational conditions.

Lodahl and Kejner (1965) defined job involvement as "the degree to which a person is identified psychologically with his work or the importance of work in his total self-image".

Lawler and Hall (1970) focussed on job involvement as referring to "psychological identification with one's work" as well as "the degree to which the job situation is central to the person and his identify".

Farris (1971), assumed that job involvement was a function of the interaction of a person with his environment, thus not considering it solely an individual characteristics.

Vroom (1962) investigated the relationship between ego-involvement and performance for a sample composed of supervisors, non-supervisory employees and blue-collar workers. He speculated that a direct relationship between involvement and performance may exist only for job's requiring valued and possessed abilities among the workers.

Blouner (1964) in discussing work alienation, related many points to job involvement. He hypothesized that involvement in work may come from personal control, association with others and from a sense of purpose.

Lodahl and Kejner (1965) studied the relationship of job involvement and performance for a sample of engineers. Performance was measured by data on percentage salary increased and job involvement was measured by the 20 item scale developed by authors. The authors found no significant relationship between the two variables.

Weissenberg and Gruenfield (1968) found that job involvement increases with increasing satisfaction of motivator variables. For a sample of 92 male Civil Service Supervisors, significant correlations were found with three motivator variables i.e., recognition, achievement and responsibility and the motivator total.

Types of job pressures and job characteristics were studied as intervening variables in relation to job involvement, and ultimately type of performance by Hall and Lawler (1970). They had a sample of 22 directors and 291 professionals who were engaged in applied and developmental organization for this study. Three types of pressures (time, quality and financial responsibility) were obtained. From responses to a interview question, quality pressure was significantly related to job involvement, whereas the other two pressures were not. Similarly, the four job characteristics were not significantly related to job involvement. Performance measures of three types were employed, global technical performance, objective performance and composite performance. Job involvement was significantly related to global technical performance, but not to the objective or composite measure.

Lawler and Hall (1970) studied the relationship between job involvement and job performance on scientists in research and development laboratories. The authors found

no relationship between involvement and performance and attributed this to the point that people can be involved in their job for reasons that are not related to performance. As an example, Lawler and Hall mentioned that a person may view the job as important to his total identity because of socially satisfying relationship, social status, security reasons, or a sense of meaningful activity. Thus, performing well is not necessarily associated with involvement.

Schuyhart and Smith (1972) used two samples of white collar salaried male middle managers to investigate the relationship between job involvement and company satisfaction. There was positive and significant correlation between job involvement of middle managers and their company satisfaction.

Siegal and Ruh (1975) postulated that job involvement would be positively related to performance as measured in terms of productivity, using a sample of 258 rank and file workers. The authors found no relationship between the two variables.

Schuler (1975) found a significant relationship between job involvement and job satisfaction variables among 325 employees of a large manufacturing firm.

Veerabhadraiah (1980) indicated that there was significant association between job involvement and job performance of the Deputy Directors of Agriculture and Assistant Directors of Agriculture. Further, the study revealed that there was no significant association between age, educational level, experience, training in administration and management and job involvement or job performance of both Deputy Directors of Agriculture and Assistant Directors of Agriculture.

From these reviews, it could be observed that job involvement is the degree to which a person is identified psychologically with his work and findings revealed that job involvement is either significantly or not significantly related with job satisfaction/job performance of extension personnel.

#### Perception of work load situation:

Kherde (1971) studied work load situation in terms of village level workers. Perception of sufficiency of time in relation to their role performance and found that there was negative relationship between perception about need for more time by Village Level Workers and their total role performance.

Byra Reddy (1976) found that perception of work load situation had negative but significant relationship with the communication behaviour of village level workers.

Janardhana (1979) pointed out that perception of work load was not associated with job performance and job satisfaction of Agricultural Extension Officers.

Yadavalli Katteppa (1984) reported that, majority of the Subject Matter Specialists working in Agricultural Extension Project, opined that field work load was optimum. The proportion of the S.M.S. expressing the field work load as heavy and light were 20 per cent and 3.8 per cent respectively.

## **MATERIALS AND METHODS**

### III. MATERIALS AND METHODS

In this section, the materials and methods used for the study have been discussed under the following categories:

1. Locale of the study
2. Selection of the respondents
3. Methods used for quantifying dependent and independent variables
4. Instruments for data collection
5. Statistical tests and techniques used

#### 1. Locale of the study

This study was conducted in Bangalore, Tumkur and Kolar districts of Bangalore division in Karnataka state during 1984-85. All the 32 taluks coming under the above three districts were selected for the study (Appendix II).

The state department of agriculture has introduced the Agricultural Extension Project in these three districts during 1980. Hence, these three districts were purposively selected for conducting the study. In selecting the districts for study, the cost involved, convenience of the researcher have been also taken into consideration.

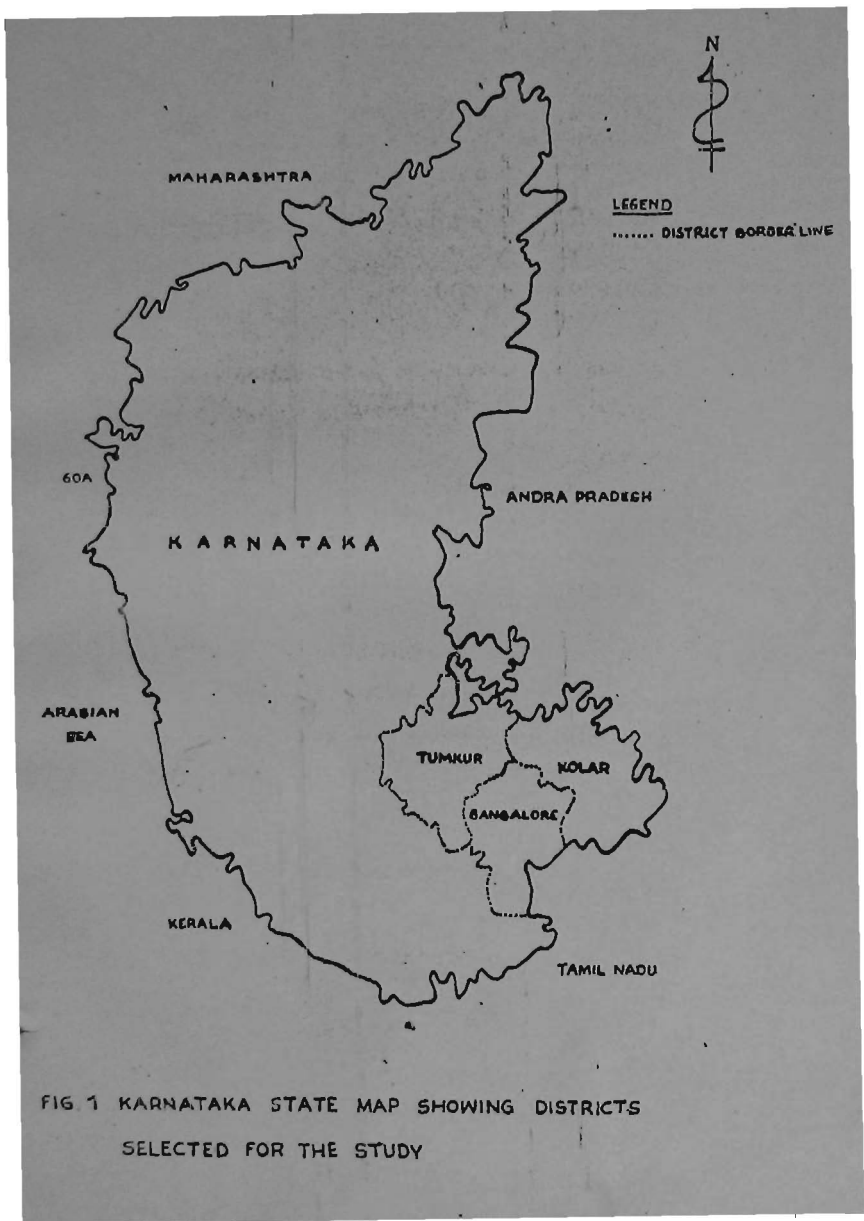


FIG 1 KARNATAKA STATE MAP SHOWING DISTRICTS  
SELECTED FOR THE STUDY

## 2. Selection of respondents

A list of all the Assistant Agricultural Officers working in Agricultural Extension Project in Bangalore, Tumkur and Kolar districts was obtained. From this list, a second list of Assistant Agricultural Officers was prepared by selecting only those who have served for atleast two years in their respective 'Ranges' as Assistant Agricultural Officer's under Agricultural Extension Project. This was to ensure that they had adequate opportunity to contribute their efforts for the agricultural development through A.E.P. Thus, the sample consisted of 110 Assistant Agricultural Officers.

## 3. Methods used for quantifying dependent and independent variables

### Quantification of independent variables

The independent variables included in the study were:

1. Age
2. Educational status
3. Rural-Urban background
4. Experience
5. Training
6. Job satisfaction
7. Achievement motivation

- 8. Organizational environment factors
- 9. Job-involvement
- 10. Work load

The association of these variables with the dependent variables was studied by operationalising each one of them as under:

1. Age

The age of Assistant Agricultural Officers as on the day of the data collection was rounded off to nearest year. The respondents were classified into two categories taking mean as central point namely, Higher age group and Lower age group.

<u>CATEGORY</u>	<u>Age Group</u>
Higher age group	Above 40 years
Lower age group	40 years and below

2. Educational status

To know the education level of the Assistant Agricultural Officers, they were asked to indicate the formal education they had under 5 heads, viz., S.S.L.C.\* with 2 years of pre-service Gramasevak training, L.Ag.,\*\* B.Sc.(Agri.) M.Sc. (Agriculture) and Ph.D.\*\*\*. The respondents possessing L.Ag.,

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 \* S.S.L.C. = Secondary School Leaving Certificate  
 \*\* L.Ag. = Licentiate in Agriculture  
 \*\*\* Ph.D. = Doctorate in Philosophy

M.Sc.(Agri.) and Ph.D. were very few. So, they were grouped with B.Sc.(Agri.) degree holders. Afterwards, the educational qualifications of Assistant Agricultural Officers were classified as under:

S.S.L.C. with Gramsevak training

B.Sc.(Agriculture) and above

### 3. Rural-Urban background

'Rural-Urban background' was determined by the procedure as suggested by Hosur (1977). Information about rural-urban background was obtained for various aspects like family background, father's occupation, native place and the places where the respondents has completed his formal education.

The following procedure was adopted to categorizing rural-urban background of Assistant Agricultural Officers.

<u>Items</u>	<u>Score</u>
(a) <u>Father's occupation</u>	
i. Farming	2
ii. Non-farming	1
(b) <u>Native place of the respondents</u>	
i. Village	3
ii. Taluk	2
iii. District	1

(c) Place of completing primary education

<u>Category</u>	<u>Score</u>
i. Village	3
ii. Taluk	2
iii. District	1

(d) Place of completing high school and college education

i. Village	3
ii. Taluk	2
iii. District	1

The composite score for rural-urban background was arrived at by summing up the scores obtained by the respondents on each item.

Based on the scores obtained by the respondents, they were grouped into two categories taking mean as the central point.

<u>Category</u>	<u>Score</u>
Respondents with less rural background	9.99 and below
Respondents with more rural background	Above 9.99

4. Length of experience

Information about length of experience was obtained for various aspects like total experience, total length of experience as Assistant Agricultural Officer, experience

not as Assistant Agricultural Officer and length of experience as Assistant Agricultural Officer in Agricultural Extension Project.

Based on the mean score, the respondents were categorised on each aspect as under:

<u>Item</u>	<u>Category</u>	<u>Score</u>
(a) Total experience	High	Above 20.68
	Low	20.68 and below
(b) Total length of experience as Assistant Agricultural Officer	High	Above 9.5
	Low	9.5 and below
(c) Experience not as Assistant Agricultural Officer	High	Above 10.68
	Low	10.68 and below
(d) Length of experience as Assistant Agricultural Officer in Agricultural Extension Project	High	Above 3.08
	Low	3.08 and below

### 5. Training

The quantification of this variable was arrived at by the procedure followed by Hour (1977).

The information regarding the training aspects of Assistant Agricultural Officers were obtained under three heads:

1. Pre-service training
2. Inservice training
3. Any other special training in administration and management

(a) Pre-service training

A score of 1 was assigned to every six months training that the respondent has undergone. Maximum score obtainable was 4 points in case of respondent who has obtained the two years of pre-service training.

(b) Inservice training and any other special training in administration and management

While assigning the scores for this, the frequency of training obtained was considered with emphasis on duration also. Every training course of within 6 months duration was assigned one score and the training course of above six months and below one year was assigned score of 2 and the training course of one year and above one year's duration was given score of 3.

The composite score for training was arrived at by summing up the score obtained by the respondents under each head.

Based on the scores obtained, the respondents were grouped into two categories taking mean as central point as under:

<u>Category</u>	<u>Score</u>
Assistant Agricultural Officers with more training	Above 3.70
Assistant Agricultural Officers with less training	3.70 and below

6. Job satisfaction of Assistant Agricultural Officers

This variable was concerned with the degree to which the Assistant Agricultural Officers were satisfied or dissatisfied with different aspects of their job. A rating scale constructed by Sridhar (1977) for studying the job satisfaction of Agricultural Extension Officers was made use of for the present investigation (Appendix I). The responses of the respondents were rated into five point response categories namely 'Very much satisfied', 'Satisfied', 'Partially satisfied', 'Dissatisfied' and 'Very much dissatisfied', with the weightages of 5, 4, 3, 2 and 1 respectively. There were 18 items in the instrument. Total score for each respondent was obtained by summing the scores on each item. Thus, the minimum and maximum scores were 18 and 90 respectively.

The Assistant Agricultural Officers were classified into two groups taking mean as central point. The groups were as follows:

<u>Category</u>	<u>Score</u>
Assistant Agricultural Officers with high job satisfaction score	Above 52.35
Assistant Agricultural Officers with low job satisfaction score	62.35 and below

### 7. Achievement motivation

A likert type of scale developed by Byra Reddy (1976) to measure the achievement motivation of VLV's was used in this study to measure achievement motivation of Assistant Agricultural Officers. It contained seven items put on a five point rating continuum namely 'Strongly disagree', 'Disagree', 'Undecided', 'Agree' and 'Strongly agree', with weightages of 1, 2, 3, 4 and 5 respectively. The total score for each respondent was obtained by summing the scores on each item. Respondents were grouped into two categories taking mean score as central point.

<u>Category</u>	<u>Score</u>
Assistant Agricultural Officers with high achievement motivation score	Above 23.2
Assistant Agricultural Officers with low achievement motivation score	23.2 and below

The items under achievement motivation scale are presented in Appendix I.

### 8. Organisational environment factors

Sharma (1969) has indicated ten organizational

environmental factors which influence the job satisfaction of Assistant Agricultural Officers. The six environmental factors selected for the study were;

1. Communication
2. Interpersonal relations
3. Team work
4. Peoples participation
5. Supply and services
6. Guidance and supervision

A schedule was developed to collect the information on the above aspects with sub-items as indicated by Sharma (1969) under each one of these factors. The schedule used in the present study consisted of 36 sub-items with varying number of sub-items of the above aspects as shown in Appendix I. The responses were obtained from the respondents on all these items on a five-point continuum, response categories namely, 'Very much dissatisfied', 'Dissatisfied', 'Partially dissatisfied', 'Satisfied' and 'Very much satisfied', with weightages of 1, 2, 3, 4 and 5 respectively. The sum of scores over all the 36 sub-items was obtained and called organisational environment score. Thus, the Assistant Agricultural Officers were classified into two groups taking mean as central point. The groups are as follows:

<u>Category</u>	<u>Score</u>
Assistant Agricultural Officers with high satisfaction over organisational environmental factors score	Above 119.55
Assistant Agricultural Officers with low satisfaction over organisational environmental factors score	119.55 and below

### 9. Job involvement

The job involvement of Assistant Agricultural Officers was measured by using a job involvement scale developed by Lodahl and Kejner (1965). The scale consisted of 20 job involvement statements (Appendix I). Against each statement, five response categories were provided - Strongly agree, Agree, Undecided, Disagree and Strongly - Disagree with scores of 5, 4, 3, 2 and 1 respectively. The scoring was reversed for the seven negatively worded items. Total score for each respondent was obtained by summing the scores on each item. The sum of the scores over all items formed the score of the Assistant Agricultural Officers on job involvement. The Assistant Agricultural Officers were classified, based on the mean score as under:

<u>Category</u>	<u>Score</u>
High job involvement	Above 68.41
Low job involvement	68.41 and below

#### 10. Perception of work load

It was operationalized by categorizing the Assistant Agricultural Officers perception of the work load as shown below based on their self rating.

Too much  
Manageable  
Light

None of the respondents has marked the rating scale regarding the item 'Light'. Hence, it is deleted from interpretation of the data. They were grouped into only two categories based on their responses, namely;

Too much  
Manageable

#### Tasks:

Keeping in view the objectives of the study, the job chart of Assistant Agricultural Officers working under agricultural extension project assigned by the department of agriculture was studied in detail. A list of 17 tasks which they are to carry out was prepared. Out of 17 tasks, 14 tasks are classified as essential ones because of their importance in the very maintenance of the organisation and the other 3 tasks were classified as supporting tasks as they are important for the development of the organisation. Then the

list of these tasks along with instructions to indicate the relative importance of the task as viewed by them was presented. The responses were collected on a five-point response category namely 'Very much important', 'Much important', 'Important', 'Less important', 'Not important', with scores of 5, 4, 3, 2 and 1 respectively on each item. Based on the total score for each item, the order of importance given for all the 17 tasks by the respondents were found out and ranked.

#### Time analysis:

A list containing all the 17 tasks along with instructions were administered to the respondents, to indicate the percentage of time spent on each task during the preceding year. The responses were collected from all the respondents on the percentage of time spent on each task. The average percentage of time spent on different tasks by the respondents was worked out to arrive at the rank ordering of the tasks on time management basis.

#### 4. Instrument for data collection

The data were collected from the respondents through personal contacts with the help of the prepared questionnaire. The questionnaire was in English language. Whenever the

respondents found it difficult to understand the items were explained in their local language - Kannada. The data collection was done during May 1984 to December 1984.

##### 5. Statistical tests and techniques used

The data obtained were tabulated and analysed with the help of following statistical tests:

Mean scores, percentages and rank orders were used to analyse the data relating to all the explanatory variables with dependent variable. Spearman rank correlation co-efficient ( $r_s$ ) was tabulated to find out the difference in ranking of the tasks by different categories of respondents based on independent variables. The following formulae was used for the purpose:

$$r_s = 1 - \frac{6 \sum D_i^2}{N(N^2-1)}$$

Where  $D_i$  = is the difference between ranks associated with the particular individual  $i$ ,

$N$  = is the number of pairs observed

$r_s$  = correlation between ranks over individuals

To test the correlation co-efficient its significance level, the formula used as

$$t = r_s \frac{n-2}{1-r_s^2}$$

The data regarding the association of job satisfaction ( $y$ ) on achievement motivation ( $x_1$ ), organisational environmental factors ( $x_2$ ) and job involvement ( $x_3$ ) was studied using multiple regression analysis. The formula used as:

$$\text{Correlation co-efficient} = \frac{\frac{\sum xy}{N} - \frac{\sum x}{N} \frac{\sum y}{N}}{\sqrt{\left( \sum x^2 - \frac{(\sum x)^2}{N} \right) \left( \sum y^2 - \frac{(\sum y)^2}{N} \right)}}$$

Where  $x$  and  $y$  are two variables

$N$  is the number of items

The multiple linear regression model is

$$y = a_0 + b_1x_1 + b_2x_2 + b_3x_3 + e$$

Where  $a_0$ ,  $b_1$  and  $b_3$  are the constants

$e$  = Experimental error

$x_1, x_2, x_3$  = Explanatory variables

$x_1$  = Achievement motivation

$x_2$  = Organisational environmental factor

$x_3$  = Job involvement

$y$  = dependent variable = job satisfaction

## **RESULTS**

#### IV. RESULTS

In this chapter the results of the investigation are presented as follows:

1. Ranking of tasks in order of importance by Assistant Agricultural Officers.
  2. The different independent variables and ranking of importance of task.
  3. Ranking of time spent on different tasks by Assistant Agricultural Officers.
  4. Composite rankings on importance of task and time management.
  5. Association of job satisfaction with achievement motivation, organizational environmental factors and job involvement by Assistant Agricultural Officers.
1. Ranking of tasks in order of importance by Assistant Agricultural Officers

The data pertaining to ranking of tasks in order of importance by Assistant Agricultural Officers is presented in Table 1 and illustrated in Figure 2. The examination of the data in the table presents some interesting findings about the relative importance of the tasks as perceived by

**Table 1. Ranking of tasks in order of importance  
by Assistant Agricultural Officers**

(E = 110)

<b>Sl.No.</b>	<b>Tasks</b>	<b>Rank</b>
1.	Guiding and training of A.A's of their range in building up their professional competence and involving technical problems	I
2.	Participating in fortnightly training sessions	II
3.	Working with A.A's in the field	III
4.	Visiting A.A's circles as per monthly schedule	III
5.	To see that all A.A's of their range will participate regularly and actively in the training sessions	IV
6.	To ascertain that farmers are being visited regularly in their fields by A.A.'s	V
7.	To ascertain that farmers are receiving appropriate technical recommendations and are aware of impact points	VI
8.	To note input supply and demand and market conditions relying both on A.A's and their own observation	VI
9.	Assisting S.M.S. to organise farm trails and A.A's to conduct them	VII
10.	Assisting A.A's and S.M.S. in organizing field days	VII
11.	To see whether farmers are adopting recommendations	VII

Continued -

Sl.No.	Tasks	Rank
12.	Maintaining simple daily diary in which field activities and observations are recorded	VII
13.	To check that, contact farmers have been selected as per guidelines	VIII
14.	To ensure that non-contact farmers are also systematically contacted by A.A's	IX
15.	Reviewing the diaries of A.A's	X
16.	Maintaining good relations with other agencies	X
17.	To attend any other duties assigned by higher authorities of the department	XI

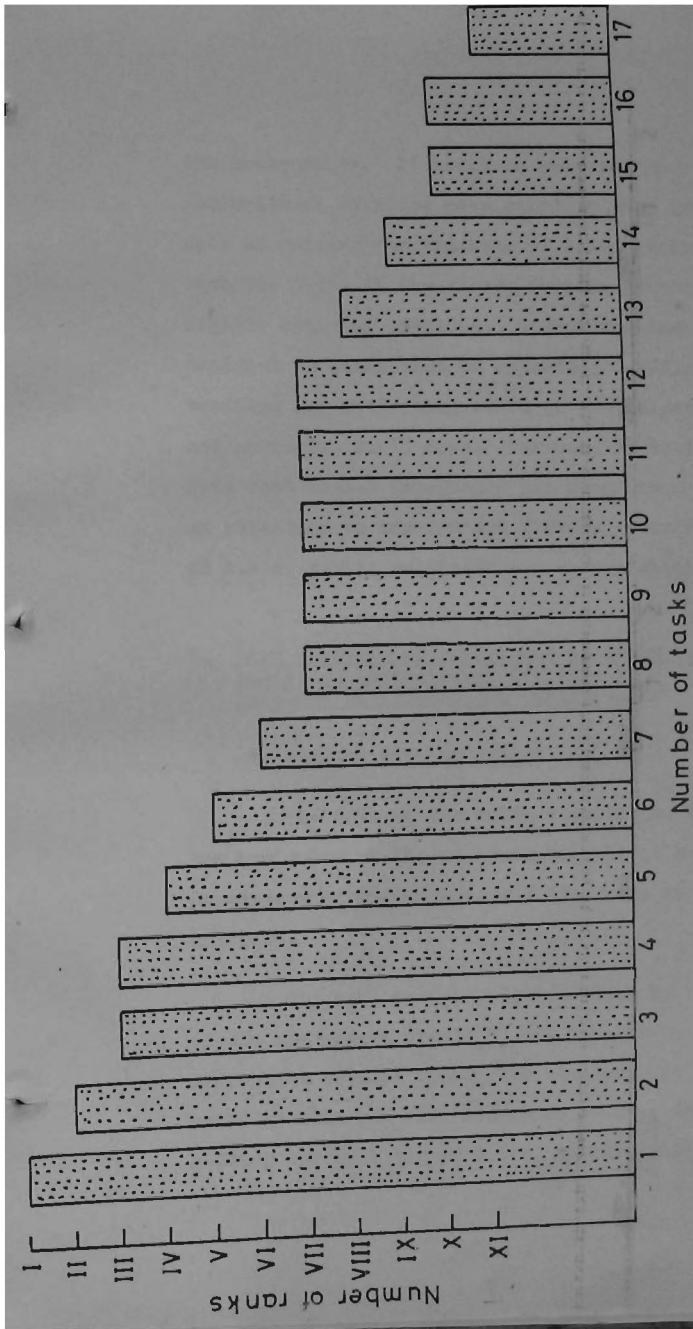


FIG. 2 RANKING OF TASKS IN ORDER OF IMPORTANCE BY ASSISTANT AGRICULTURAL OFFICERS.

the respondents. It could be observed that the Assistant Agricultural Officers have attached more importance to tasks such as guiding and training of A.A's visiting and working with the A.A's in the field, besides participating in fortnightly training sessions. Higher rankings have also been assigned to tasks such as assisting G.M.S. in organising training and motivating A.A's to participate in training and arranging field days. Further, it is interesting to note that lesser importance has been given to the tasks such as attention to non-contact farmers, reviewing the diaries of A.A's, public relations and co-ordinating tasks.

2. Rank ordering of importance of tasks by Assistant Agricultural Officers in relation to independent variables

1. Age and rank ordering:

The data in the Table 2 emits the information about the age group of the respondents. It is evident that greater percentage of respondents (63.64%) were in the higher age category.

The rank ordering of the tasks by two categories of the age groups (Table 3) has brought to sharp focus, the difference between them. The similarities in rank ordering could be observed with reference to four tasks such as guiding and training of A.A's, working with the A.A's in

Table 2. Distribution of Assistant Agricultural Officers on age group

(N = 110)

Sl. No.	Category	Respondents		Remarks
		Number	Per cent	
1	Low	44	36.36	
2	High	66	63.64	

Table 3. Age group of Assistant Agricultural Officers and rank ordering of tasks

(N = 110)

Sl. No.	tasks	Rank ordering by low age group	Rank ordering by high age group	ru value	't' value
1.	Guiding and training of A.A.'s of their range in building up their professional competence and involving technical problems	I	I	+0.64	2.83
2.	Working with A.A.'s in the field	IV	IV		
3.	Visiting A.A.'s circles as per monthly schedule	II	VI		
4..	To ascertain that farmers are receiving appropriate technical recommendations and are aware of impact points	VI	VIII		
5.	To ascertain that farmers are being visited regularly in their fields by A.A.'s	VIII	VII		
6.	To see whether farmers are adopting recommendations	VII	IX		
7.	To check that, contact farmers have been selected as per guidelines	X	VII		
8.	To ensure that non-contact farmers are also systematically contacted by A.A.'s	X	X		

Continued -

9. Reviewing the diaries of A.A.'s	XII	XII
10. Participating in fortnightly training sessions	V	III
11. To see that all A.A.'s of their range will participate regularly and actively in training sessions	VI	II
12. Assisting S.M.S. to organize farm trails and A.A.'s to conduct them	IX	V
13. Assisting A.A.'s and S.M.S. in organizing field days	III	XIII
14. Maintaining a simple daily diary in which field activities and observations are recorded	XI	VI
15. To note input supply and demand and markets conditions relying both on A.A.'s and their own observations	IV	XI
16. To attend any other duties assigned by higher authorities of the department	I	XIV
17. Maintaining good relations with other agencies	IX	XV

\* Significant at 5% level

the field, reviewing the diaries of the A.A's and to ensure A.A's work with non-contact farmers. They have differed in ranking in all other tasks. This has been evidenced from the significant rs value.

### 2. Formal educational level and rank ordering

The data presented in the Table 4 gives the information on the formal educational level of the respondents. It could be noticed that greater percentage of (52.73%) respondents were with the qualification of S.S.L.C. with Gramasevak training.

The rank ordering of tasks by the Assistant Agricultural Officers with different level of educational background differed significantly between them. The similarity of ranking by both the groups could be seen with respect to only two tasks, such as to ascertain that farmers are being visited regularly in their fields by A.A's and to attend any other duties assigned by the higher authorities of the department. While in all other tasks the two different groups of respondents, with respect to educational level differed in their ranking which is evident from the significant rs value (Table :

urban

### 3. Rural/ background and rank ordering

The information on the rural-urban background of the respondents in relation to tasks is presented in Table 6.

**Table 4. Distribution of Assistant Agricultural Officers on formal educational level**

(N = 110)

Sl. No.	Category	Respondents		Remarks
		Number	Per cent	
1	S.S.L.C. with Gramasevak training	58	52.73	
2	B.Sc.(Agri.) and M.Sc.(Agri.) Graduates	52	47.27	

Table 5. Formal educational level of Assistant Agricultural Officers and rank ordering of tasks

Sl. No.	Tasks	Rank ordering by educational level		Rank ordering by high educational level group	rs value	t value
		low educational level group	high educational level group			
						(N=110)
1.	Guiding and training of A.A.'s of their range in building up their professional competence and involving technical problems	II	I	I	+ 0.72	3.
2.	Working with A.A.'s in the field	IV	III	III		
3.	Visiting A.A.'s circle as per monthly schedule	I	II	II		
4.	To ascertain that farmers are receiving appropriate technical recommendations and are aware of impact points	VI	VII	VII		
5.	To ascertain that farmers are being visited regularly in their fields by A.A.'s	VI	VI	VI		
6.	To see whether farmers are adopting recommendations	II	III	III		
7.	To check that, contact farmers have been selected as per guidelines	VII	IX	IX		
8.	To ensure that non-contact farmers are also systematically contacted by A.A.'s	VIII	XI	XI		
9.	Reviewing the diaries of A.A.'s	I	XIII	XIII		

Continued -

10. Participating in fortnightly training sessions	III	VI
11. To see that all A.A.'s of their range will participate regularly and actively in the training sessions	XIV	IV
12. Assisting S.M.S. to organise farm trails and I.A.'s to conduct them	V	VI
13. Assisting I.A.'s and S.M.S. in organising field days	IX	VI
14. Maintaining a simple daily diary in which field activities and observations are recorded	VI	VIII
15. To note input supply and demand and market conditions relying both on I.A.'s and their own observations	VIII	V
16. To attend any other duties assigned by higher authorities of the department	XII	XII
17. Maintaining good relations with other agencies	XIII	I

\* Significant at 1% level

**Table 6. Distribution of Assistant Agricultural Officers on rural-urban background**

(N = 110)

Sl. No.	Category	Respondents		Remarks
		Number	Per cent	
1	Low	36	32.73	
2	High	74	67.27	

The perusal of the data reveals that higher percentage of (67.27%) the respondents belong to higher rural-urban background.

The rank ordering of tasks by these two categories of respondents is presented in Table 7. It is evident from the table that these two categories of the respondents had similarity in ranking of tasks only in respect of three tasks, namely to ascertain whether farmers are adopting the recommendations, participating in fortnightly training sessions and maintaining a simple daily diary for noting down the day-to-day field activities. In respect of the remaining tasks the rank ordering differed significantly between the two groups of respondents having low and high rural-urban background.

#### 4. Length of experience and rank ordering

The data in the Table 8 depicts the information about the total experience of the respondents. It is clear that greater percentage of Assistant Agricultural Officers belong to high (61.62%) total experience category.

The rank ordering of tasks by the respondents in relation to their total experience, differed significantly between the two groups. However, there was similarity between the two groups of respondents in ranking the tasks only with respect to guiding and training of A.A's of their range and

Table 7. Rural-urban background of Assistant Agricultural Officers and rank ordering of tasks

(N = 110)

Sl. No.	Tasks	Rank ordering		t-value
		by low rural-urban background group	by high rural-urban background group	
1.	Guiding and training of A.A.'s of their range in building up their professional competence and involving technical problems	II	I	+0.72**
2.	Working with A.A.'s in the field	I	IV	
3.	Visiting A.A.'s circle as per monthly schedule	VII	III	
4.	To ascertain that farmers are receiving appropriate technical recommendations and are aware of impact points	IX	IV	
5.	To ascertain that farmers are being visited regularly in their fields by A.A.'s	VI	IV	
6.	To see whether farmers are adopting recommendations	VIII	VIII	
7.	To check that, contact farmers have been selected as per guidelines	VIII	IX	
8.	To ensure that non-contact farmers are also systematically contacted by A.A.'s	VIII	XI	
9.	Reviewing the diaries of A.A.'s	XIII	IX	

Continued -

10. Participating in fortnightly training sessions	III	III
11. To see that all A.A.'s of their range will participate regularly and actively in the training sessions	IV	II
12. Assisting S.M.S. to organise fars trails and A.A.'s to conduct them	XI	III
13. Assisting A.A.'s and S.M.S. in organising field days	XI	V
14. Maintaining a simple daily diary in which field activities and observations are recorded	VII	VII
15. To note input supply and demand and market conditions relying both on A.S.'s and their own observations	V	XIII
16. To attend any other duties assigned by higher authorities of the department	X	XII
17. Maintaining good relations with other agencies	XIII	X

\*\* Significant at 1% level

**Table 8. Distribution of Assistant Agricultural Officers on total experience**

(N = 110)

Sl. No.	Category	Respondents		Remarks
		Number	Per cent	
1	Low	42	38.18	
2	High	68	61.82	

they differed in ranking of all other tasks, which could be seen from the Table 9.

5. Experience in agricultural extension programme and rank ordering

The distribution pattern of respondents on length of experience in A.E.P. in relation to task management is presented in Table 10. The data reveals that majority of the respondents belong to lower categories (51.62%).

The rank ordering of the tasks by the Assistant Agricultural Officers having low and high experience in A.E.P. differed significantly, (Table 11) in any case, it was very interesting to note that the two categories of respondents, differed significantly in ordering of ranks in respect of all tasks.

6. Training and rank ordering

The data in the Table 12 omits the information on the training category of the respondents. It appeared that the greater percentage of respondents were in the higher training category (52.73%).

In case of rank ordering of the tasks by A.A.O's having low and high training differed significantly and it was observed that there was similarity between the two category of respondents in such tasks as guiding and training

Table 9. Extent of total experience of Assistant Agricultural Officers and rank ordering of tasks

(N = 110)

Sl. No.	tasks	Rank ordering by low total experience group	Rank ordering by high total experience group	rs value	't' value
1.	Guiding and training of A.A.'s of their range in building up their professional competence and involving technical problems	I	I	+0.65**	3.31
2.	Working with A.A.'s in the field	VII	V		
3.	Visiting A.A.'s circles as per monthly schedule	III	IV		
4.	To ascertain that farmers are receiving appropriate technical recommendations and are aware of impact points	VIII	IX		
5.	To ascertain that farmers are being visited regularly in their fields by A.S's	IX	VI		
6.	To see whether farmers are adopting recommendations	VII	I		
7.	To check that, contact farmers have been selected as per guidelines	XI	VIII		
8.	To ensure that non-contact farmers are also systematically contacted by A.A.'s	XI	X		

Continued -

9. Reviewing the diaries of A.A.'s	XIII	XI
10. Participating in fortnightly training sessions	V	IV
11. To see that all A.A.'s of their range will participate regularly and actively in the training sessions	VI	XIII
12. Assisting S.M.S. to organise farm trails and A.A.'s to conduct them	V	II
13. Assisting A.A.'s and S.M.S. in organising field days	IV	XII
14. Maintaining a simple daily diary in which field activities are recorded	XI	VII
15. To note input supply and demand and market conditions relying both on A.A.'s and their own observations	II	XIII
16. To attend any other duties assigned by higher authorities of the department	XII	XIV
17. Maintaining good relations with other agencies	I	IV

\*\* Significant at 1% level

**Table 10. Distribution of Assistant Agricultural Officers on length of experience in Agricultural Extension Project**

(N = 110)

Sl. No.	Category	Respondents		Remarks
		Number	Per cent	
1	Low	57	51.82	
2	High	53	48.18	

Table 11. Length of experience in Agricultural Extension Project of Assistant Agricultural Officers and rank ordering of tasks

(N = 110)

Sl. No.	Tasks	Rank ordering by low experience group	Rank ordering by high experience group	rs value	't' value
1.	Guiding and training of A.A.'s of their range in building up their professional competence and involving technical problems	I	II	+0.62**	3.049
2.	Working with A.A.'s in the field	II	I		
3.	Visiting A.A.'s circles as per monthly schedule	III	VI		
4.	To ascertain that farmers are receiving appropriate technical recommendations and are aware of impact points	VIII	IX		
5.	To ascertain that farmers are being visited regularly in their fields by A.A.'s	IX	V		
6.	To see whether farmers are adopting recommendations	X	VIII		
7.	To check that, contact farmers have been selected as per Guidelines	VIII	XV		
8.	To ensure that non-contact farmers are also systematically contacted by A.A.'s	II	XIV		
9.	Reviewing the diaries of A.A.'s	XIV	XVI		

Continued -

10. Participating in fortnightly training sessions	IV	XIII
11. To see that I.A.'s of their range will participate regularly and actively in the training sessions	V	I
12. Assisting S.M.S. to organise farm trails and A.A.'s to conduct them	X	IV
13. Assisting A.A.'s and S.M.S. in organising field days	VII	XI
14. Maintaining a simple daily diary in which field activities and observations are recorded	XII	VII
15. To note input supply and demand and market conditions relying both on A.A.'s and their own observations	VI	XII
16. To attend any other duties assigned by higher authorities of the department	XIII	XVII
17. Maintaining good relations with other agencies	XV	XIII

\*\* Significant at 1% level

**Table 12. Distribution of Assistant Agricultural Officers on extent of training received**

(N = 110)

Sl. No.	Category	Respondents		Remarks
		Number	Per cent	
1	Low	52	47.27	
2	High	58	52.73	

of A.A's, assisting S.M.S. to organise farm trials and A.A's to conduct them, besides assisting A.A's and S.M.S. in organising field days and to attend any other duties assigned by higher authorities of the department. The rank ordering of all other tasks was significantly different from one group to other, as could be seen from the rs value (Table 13).

#### 7. Job satisfaction and rank ordering

The data on the two categories of the job satisfaction of respondents is presented in Table 14 and Figure 3. It could be seen that a greater percentage of respondents were in higher job satisfaction category.

However, the rank ordering of tasks by these two categories of the respondents (Table 15) did not differ significantly, further it was interesting to note that these two categories of respondents appeared to have similarity in ranking in respect of only one task that is to ensure that non-contact farmers are also systematically contacted by A.A's, but differed in ranking of all other tasks, which needs further study.

#### 8. Achievement motivation and rank ordering

The data in the Table 16 and the Figure 4 give the information on achievement motivation of the respondents. It is clear from the results that higher percentage of

Table 13. Extent of training received by Assistant Agricultural Officers and rank ordering of tasks

(N = 110)

Sl. No.	Tasks	Rank ordering by low training group	Rank ordering by high training groups	rs value
1.	Guiding and training of A.A.'s of their range in building up their professional competence and involving technical problems	I	I	+0.772**
2.	Working with A.A.'s in the field	V	II	4.70
3.	Visiting A.A.'s circle as per monthly schedule	II	IX	
4.	To ascertain that farmers are receiving appropriate technical recommendations and are aware of impact points	VIII	VII	
5.	To ascertain that farmers are being visited regularly in their fields by A.A.'s	VIII	V	
6.	To see whether farmers are adopting recommendations	VI	XII	
7.	To check that, contact farmers have been selected as per guidelines	IX	I	
8.	To ensure that non-contact farmers are also systematically contacted by A.A.'s	I	II	
9.	Reviewing the diaries of A.A.'s	XIII	XV	

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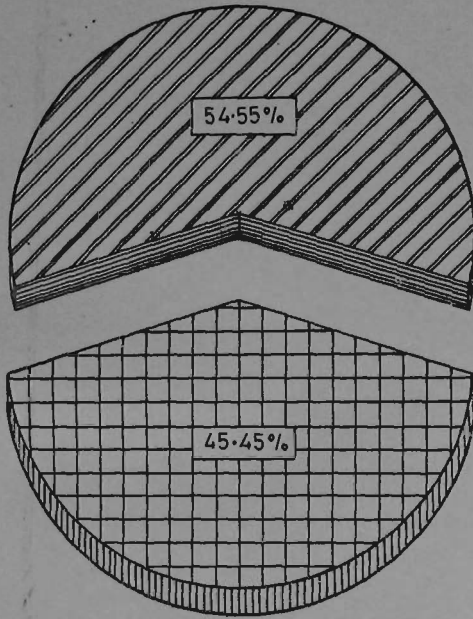
10. Participating in fortnightly training	III	IV
11. To see that all A.A.'s of their range will participate regularly and actively in the training sessions	III	III
12. Assisting SMS to organize farm trails and A.A.'s to conduct them	VI	VI
13. Assisting A.A.'s and S.M.S. in organizing field days	VI	III
14. Maintaining a simple daily diary in which field activities and observations are recorded	IV	XII
15. To note input supply and demand and market conditions relying both on A.A.'s and their own observations	VII	I
16. To attend any other duties assigned by higher authorities of the department	XIII	XIII
17. Maintaining good relations with other agencies	II	XIV

\*\* Significant at 1% level

**Table 14. Distribution of the Assistant Agricultural Officers on the extent of job-satisfaction**

(*n* = 110)

Sl. No.	Category	Respondents		Remarks
		Number	Per cent	
1	Low	50	45.45	
2	High	60	54.55	



- Assistant agricultural officers with high job satisfaction.
- Assistant agricultural officers with low job satisfaction.

FIG. 3 DISTRIBUTION OF ASSISTANT AGRICULTURAL OFFICERS ON THE EXTENT OF JOB SATISFACTION

Table 15. Extent of job satisfaction by Assistant Agricultural Officers and rank ordering of tasks

(N = 110)

Sl. No.	Tasks	Rank ordering by low job satisfaction group	Rank ordering by high job satisfaction group	r <sub>s</sub> value	't' value
1.	Guiding and training of A.A.'s of their range in building up their professional competence and involving technical problems	I	II	0.22	1.57 NS
2.	Working with A.A.'s in the field	IV	I		
3.	Visiting A.A.'s circle as per monthly schedule	V	I		
4.	To ascertain that farmers are receiving appropriate technical recommendations and are aware of impact points	III	XII		
5.	To ascertain that farmers are being visited regularly in their fields by A.A.'s	VI	XIII		
6.	To see whether farmers are adopting recommendations	X	VI		
7.	To check that, contact farmers have been selected as per guidelines	IV	V		

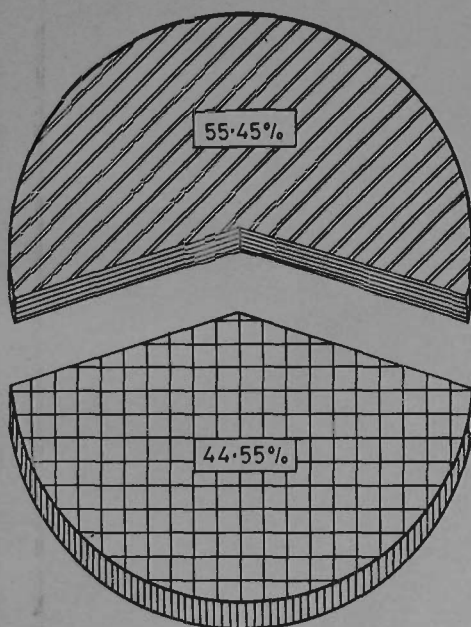
Continued -		
8.	To ensure that non-contact farmers are also systematically contacted by A.A.'s	VIII VIII
9.	Reviewing the diaries of A.A.'s	XIII VII
10.	Participating in fortnightly training sessions	II XI
11.	To see that all A.A.'s of their range will participate regularly and actively in the training sessions	II I
12.	Assisting S.M.S. to organise farm trails and A.A.'s to conduct them	XI I
13.	Assisting A.A.'s and S.M.S. in organizing field days	VIII IV
14.	Maintaining a simple daily diary in which field activities and observations are recorded	IX VI
15.	To note input supply and demand and market conditions relying both on A.A.'s and their own observations	VII XIII
16.	To attend any other duties assigned by higher authorities of the department	XIV VIII
17.	Maintaining good relations with other agencies	XII IX

NS = Not significant

**Table 16. Distribution of Assistant Agricultural Officers on the levels of achievement motivation**

(N = 110)

Sl. No.	Category	Respondents		Remarks
		Number	Per cent	
1	Low	49	44.55	
2	High	61	55.45	



- Assistant agricultural officers with high achievement motivation.
- Assistant agricultural officers with low achievement motivation.

FIG.4 DISTRIBUTION OF ASSISTANT AGRICULTURAL OFFICERS ON THE LEVELS OF ACHIEVEMENT MOTIVATION.

(55.45%) Assistant Agricultural Officers were in the higher achievement motivation.

The rank ordering of tasks by the respondents presented in Table 17 gives some interesting results. The two categories of respondents had similarity of ranking of four tasks such as, guiding and training of A.A's, participating in fortnightly training sessions, to see that all A.A's of their range participate regularly and actively in training sessions and in maintaining good relations with other agencies, while in ranking of all other tasks by these two groups of respondents differ significantly as could be seen from the rs value in Table 17.

9. Organisational environmental factors and rank ordering

The data on organizational environmental factors of the respondents is presented in Table 18 and illustrated in Figure 5. It could be seen that nearly equal number of respondents belong to both the categories of low and high organizational environmental factors. The examination of the rank ordering of the tasks presented in Table 19 gives some interesting findings with respect to organizational environmental factors. The two categories of the respondents had similarity in ranking of only one task, namely, to see that all A.A's of their range participate regularly and actively

Table 17. Achievement motivation of Assistant Agricultural Officers and rank ordering of tasks

(N = 110)

Sl. No.	Tasks	Rank ordering by low achievement group	Rank ordering by high achievement group	rs value	't' value
1.	Guiding and training of A.A.'s of their range in building up their professional competence and involving technical problems	I	I	+0.572*	2.70
2.	Working with A.A.'s in the field	VI	VI		
3.	Visiting A.A.'s circle as per monthly schedule	II	V		
4.	To ascertain that farmers are receiving appropriate technical recommendations and are aware of impact points	VI	XI		
5.	To ascertain that farmers are being visited regularly in their fields by A.A.'s	V	X		
6.	To see whether farmers are adopting recommendations	VII	XIII		
7.	To check that, contact farmers have been selected as per guidelines	XII	IX		
8.	Reviewing the diaries of A.A.'s	IX	IV		

Continued -

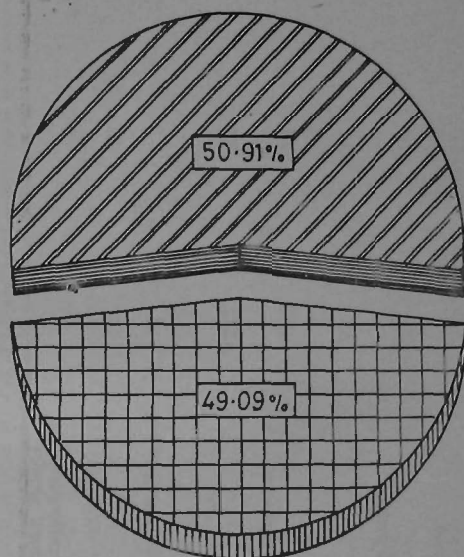
9. To ensure that non-contact farmers are also systematically contacted by A.A.'s	VIII	XVII
10. Participating in fortnightly training sessions	III	XIII
11. To see that all A.A.'s of their range will participate regularly and actively in the training sessions	II	II
12. Assisting S.W.S. to organise farm trails and A.A.'s to conduct them	X	IV
13. Assisting A.A.'s and S.W.S. in organizing field days	XIII	VIII
14. Maintaining a simple daily diary in which field activities and observations are recorded	VI	XIII
15. To note input supply and demand and market conditions relying both on A.A.'s and their own observations	XI	VII
16. To attend any other duties assigned by higher authorities of the department	XIII	XVI
17. Maintaining good relations with other agencies	XIV	XV

\* Significant at 5% level

**Table 18. Distribution of the Assistant Agricultural Officers on the extent of organizational environmental factors**

(N = 110)

Sl. No.	Category	Respondents		Remarks
		Number	Per cent	
1	Low	56	50.91	
2	High	54	49.09	





-  Assistant agricultural officers with low organisational environmental factors.
-  Assistant agricultural officers with high organisational environmental factors.

FIG. 5 DISTRIBUTION OF ASSISTANT AGRICULTURAL OFFICERS ON THE EXTENT OF ORGANISATIONAL ENVIRONMENTAL FACTORS.

Table 19. Organisational environmental factors of Assistant Agricultural Officers and rank ordering of tasks

(N = 110)

Sl. No.	Tasks	Rank ordering by low organisational environmental factors groups	Rank ordering by high organisational environmental factors group	Zs value	't' value
1.	Guiding and training of A.A's of their range in building up their professional competence and involving technical problems	I	IV	+0.605*	2.94
2.	Working with A.A's in the field	IV	II		
3.	Visiting A.A's circle as per monthly schedule	V	I		
4.	To ascertain that farmers are receiving appropriate technical recommendations and are aware of impact points	VIII	XI		
5.	To ascertain that farmers are being visited regularly in their fields by A.A's	VII	IX		
6.	To see whether farmers are adopting recommendations	VI	XIV		
7.	To check that, contact farmers have been selected as per guidelines	IV	VII		
8.	To ensure that non-contact farmers are also systematically contacted by A.A's	XII	XIII		

Continued -

9. Reviewing the diaries of A.A.'s	XIII	XVI
10. Participating in fortnightly training sessions	XIII	XVI
11. To see that all A.A.'s of their range will participate regularly and actively in the training sessions	III	III
12. Assisting S.M.S. to organize farm trails and A.A.'s to conduct them	IX	III
13. Assisting A.A.'s and S.M.S. in organizing field days	I	VI
14. Maintaining a simple daily diary in which field activities and observations are recorded	XI	X
15. To note input supply and demand and market conditions relying both on A.A.'s and their own observations	XI	V
16. To attend any other duties assigned by higher authorities of the department	XVI	XII
17. Maintaining good relations with other agencies	XIV	XV

\* Significant at 5 per cent level

in the training sessions, while in all other tasks the rank ordering differed significantly between the two categories of the respondents.

#### 10. Job involvement and rank ordering

The data in the Table 20 and illustrated in Figure 6 on the extent of job involvement of the respondents. A close look at the data reveals that a higher percentage of the respondents (52.75%) falls under low category.

The rank ordering of tasks by A.A's with respect to job involvement gives some interesting results (Table 21). The two groups of the respondents had similarity in ranking of tasks, in respect of only two tasks such as guiding and training of the A.A's and participating in fortnightly training sessions. The ranking of all other tasks differed significantly between the two groups as evidenced from the  $r_s$  value.

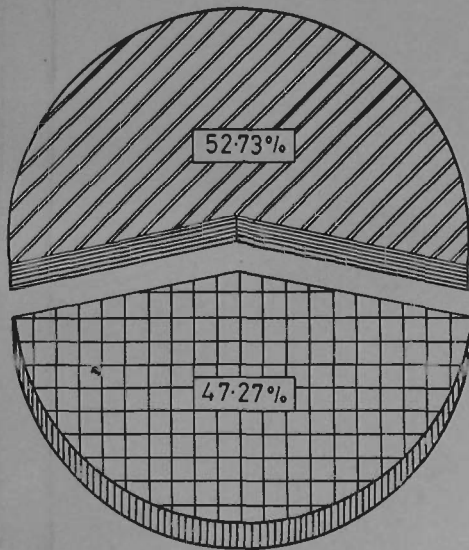
#### 11. Perceived work load and rank ordering

The data on the perception of the degree of work load of the respondents is presented in Table 22. The data suggests that as high as (74.55%) of the respondents belong to the category of manageable work load.

Table 20. Distribution of the Assistant Agricultural Officers on the extent of job-involvement

(N = 110)

Sl. No.	Category	Respondents		Remarks
		Number	Per cent	
1	Low	58	52.73	
2	High	52	47.27	



Assistant agricultural officers with low job involvement.



Assistant agricultural officers with high job involvement.

FIG. 6 DISTRIBUTION OF ASSISTANT AGRICULTURAL OFFICERS ON THE EXTENT OF JOB INVOLVEMENT.

Table 21. Job involvement of Assistant Agricultural Officers and rank ordering of tasks

Sl. No.	Tasks	Rank ordering by low job involvement group		Rank ordering by high job involvement group		t-value
						(N = 110)
1.	Guiding and training of A.A.'s of their range in building up their professional competence and involving technical problems	I	I	I	I	+0.53*
2.	Working with A.A.'s in the field	V	II	II	II	
3.	Visiting A.A.'s circle as per monthly schedule	III	III	III	III	
4.	To ascertain that farmers are receiving appropriate technical recommendations and are aware of impact points	VIII	II	II	II	
5.	To ascertain that farmers are being visited regularly in their fields by A.A.'s	X	III	III	III	
6.	To see whether farmers are adopting recommendations	VIII	II	II	II	
7.	To check that, contact farmers have been selected as per Guidelines	XIV	V	V	V	
8.	To ensure that non-contact farmers are also systematically contacted by A.A.'s	XIII	XIV	XIV	XIV	
9.	Reviewing the diaries of A.A.'s	XII	XV	XV	XV	

Continued -

10. Participating in fortnightly training sessions	IV	IV
11. To see that all A.A.'s of their range will participate regularly and actively in the training sessions	II	IV
12. Assisting SWS to organise farm trails and A.A.'s to conduct them	VII	VI
13. Assisting A.A.'s and S.M.S. in organising field days	VI	X
14. Maintaining a simple daily diary in which field activities and observations are recorded	XI	VIII
15. To note input supply and demand and market conditions relying both on A.A.'s and their own observation	IX	VI
16. To attend any other duties assigned by higher authorities of the department	IV	XIII
17. Maintaining good relations with other agencies	XVI	VII

\* Significant at 5% level

Table 22. Perception of degree of expressed work load by Assistant Agricultural Officers

(N = 110)

Sl. No.	Category	Respondents		Remarks
		Number	Per cent	
1	Work load too much	28	25.45	
2	Work load manageable	82	74.55	

On the other hand, the examination of the rank ordering of tasks by two categories of respondents reveals that they had similarity of ranking in three tasks such as guiding and training of A.A.'s, to ascertain that farmers are receiving appropriate technical recommendations and are aware of impact points and reviewing the diaries of A.A.'s while in all other tasks the two groups differed in ranking. However, the results are non-significant (Table 23).

3. Ranking of time spent on each task by Assistant Agricultural Officers

The data on percentage of time spent on each task Table 24 and illustrated in Fig.7 by the A.A.O's has clearly demonstrated that greater percentage of time has been spent (69.55%) towards supervisory and other allied field activities followed by 19.18 per cent on training and both put together account for nearly 89 per cent of time on important - essential tasks which is encouraging. The time spent on support duties is about 11 per cent which is very essential for good support to be established with other agencies. Further, it appears that the time apportionment is in line with the guidelines suggested in A.E.P. It was also evident that the conceptualization of time bound work in A.E.P. is very much ensured. Similarly, in ranking of time to each task by the respondents is more or less in the same trend as discussed earlier in terms of percentage of time spent on each task.

Table 23. Perception of work load by Assistant Agricultural Officers and rank ordering of tasks

(N = 110)

Sl. No.	Tasks	Rank ordering by respondents expressing work load too much	Rank ordering by respondents expressing work load manageable	rs value	't' value
1.	Guiding and training of A.A.'s of their range in building up their professional competence and involving technical problems	I	I	0.45	1.96 NS
2.	Working with A.A.'s in the field	V	II		
3.	Visiting A.A.'s circle as per monthly schedule	IV	VII		
4.	To ascertain that farmers are receiving appropriate technical recommendations and are aware of impact points	VIII	VIII		
5.	To ascertain that farmers are being visited regularly in their fields by A.A.'s	VI	XI		
6.	To see whether farmers are adopting recommendations	VII	XIII		
7.	To check that, contact farmers have been selected as per guidelines	XII	VI		
8.	To ensure that non-contact farmers are also systematically contacted by A.A.'s	XIII	I		

Continued -

9. Reviewing the diaries of A.A.'s	XIII	XIII
10. Participating in fortnightly training sessions	II	XIII
11. To see that all A.A.'s of their range will participate regularly and actively in the training sessions	III	VII
12. Assisting S.M.S. to organise farm trails and A.A.'s to conduct them	II	XII
13. Assisting A.A.'s and S.M.S. in organising field days	XI	IV
14. Maintaining a simple daily diary in which field activities and observations are recorded	I	V
15. To note input supply and demand and market conditions relying both on A.A.'s and their own observation	X	IV
16. To attend any other duties assigned by higher authorities of the department	XIV	II
17. Maintaining good relations with other agencies	XV	IX

NS = Not significant

Table 24. Ranking of time spent on different tasks  
by Assistant Agricultural Officers

(N=110)

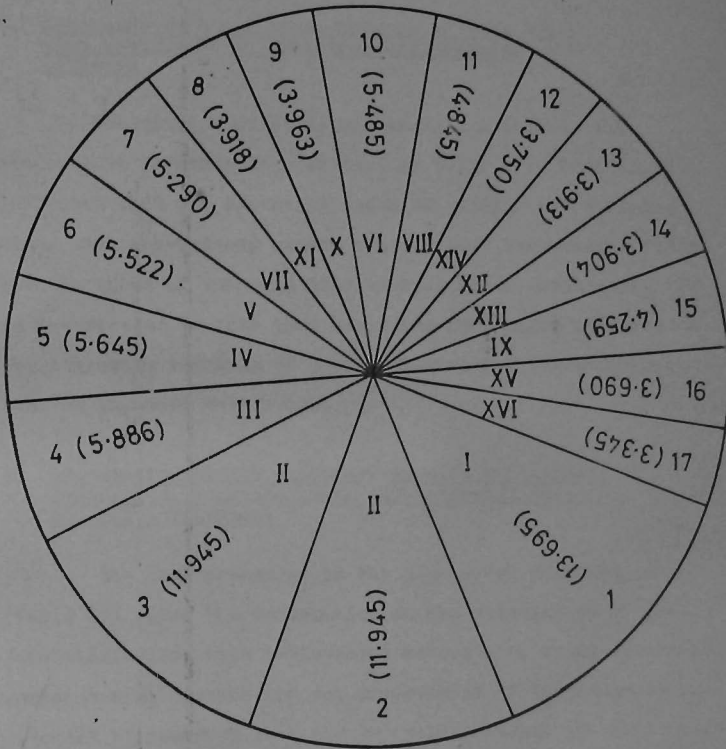
Sl. No.	Tasks	Percentage of time spent on each task	Rank
1.	Guiding and training of A.A's of their range in building up their professional competence and involving technical problems	13.695	I
2.	Working with A.A's in the field	11.945	II
3.	Visiting A.A's circle as per monthly schedule	11.945	II
4.	To ascertain that farmers are receiving appropriate technical recommendations and are aware of impact points	5.886	III
5.	To ascertain that farmers are being visited regularly in their fields by A.A's	5.645	IV
6.	To see whether farmers are adopting recommendations	5.522	V
7.	To check that, contact farmers have been selected as per guidelines	5.290	VII
8.	To ensure that non-contact farmers are also systematically contacted by A.A's	3.918	XI
9.	Reviewing the diaries of A.A's	3.963	X
10.	Participating in fortnightly training sessions	5.485	VI

Continued -

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11.	To see that all A.A.'s of their range will participate regularly and actively in the training sessions	4.845	VIII
12.	Assisting S.M.S. to organise farm trails and A.A.'s to conduct them	3.750	IX
13.	Assisting A.A.'s and S.M.S. in organizing field days	3.913	XII
14.	Maintaining a simple daily diary in which field activities and observations are recorded	3.904	XIII
15.	To note inputs supply and demand and market conditions relying both on A.A.'s and their own observations	4.259	IX
16.	To attend any other duties assigned by higher authorities of the department	3.690	XV
17.	Maintaining good relations with other agencies	3.345	XVI

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Legend:

- (a) Numbers 1 to 17 indicate the tasks listed in table 24.
- (b) Figures in brackets refer to the percentage of time spent on each task.
- (c) Roman letters indicate the rank given for each task.

FIG.7 PERCENTAGE OF TIME SPENT ON DIFFERENT TASKS.

4. Composite rankings on importance of task and time management by Assistant Agricultural Officers

The ranking of different tasks and time by the respondents together is presented in Table 25. It clearly indicates that the essential tasks of guiding and training along with supervisory nature of work have been ranked first both in terms of task and time barring minor deviations. It is interesting to note that excluding some minor differences the composite rankings of both task-wise and time-wise had been on par with each other.

5. Association of job satisfaction with achievement motivation, organizational environmental factors and job involvement

The data presented in the zero order correlation (Table 26) gives the information on the association of the job-satisfaction with achievement motivation, organisational environmental factors and job involvement of the respondents. It could be observed that the 'r' value between job satisfaction and organizational environmental factors was high when compared to achievement motivation and job involvement. The inter-relationship of 'r' between job satisfaction and job involvement was relatively low, whereas, job satisfaction with achievement motivation was moderate.

Table 25. Composite rankings by Assistant Agricultural Officers (Task and time-wise)

N = 110

Sl. No.	Tasks	Ranking task-wise	Ranking time-wise
1.	Guiding and training of A.A's of their range in building up their professional competence and involving technical problems	I	I
2.	Working with A.A's in the field	III	II
3.	Visiting A.A's circle as per monthly schedule	III	II
4.	To ascertain that farmers are receiving appropriate technical recommendations and are aware of impact points	VI	III
5.	To ascertain that farmers are being visited regularly in their fields by A.A's	V	IV
6.	To see whether farmers are adopting recommendations	VII	V
7.	To check that, contact farmers have been selected as per guidelines	VIII	VII
8.	To ensure that non-contact farmers are also systematically contacted by A.A's	IX	IX
9.	Reviewing the diaries of A.A's	X	X
10.	Participating in fortnightly training sessions	II	VI

Continued -

1	2	3	4
11.	To see that all A.A's of their range will participate regularly and actively in training sessions	IV	VIII
12.	Assisting S.M.S. to organise farm trails and A.A's to conduct them	IV	XIV
13.	Assisting A.A's and S.M.S. in organising field days	VII	XII
14.	Maintaining a simple daily diary in which field activities and observations are recorded	VII	XIII
15.	To note input and demand and market conditions relying both on A.A's and their own observations	VI	IX
16.	To attend any other duties assigned by higher authorities on the department	XI	XV
17.	Maintaining good relations with other agencies	X	XVI

Table 26. Zero-order co-relations between job satisfaction and explanatory variables for Assistant Agricultural Officers

(N = 110)

	Achievement motivation	Organizational environmental factors	Job involvement	Job satisfaction
Achievement motivation	1.000	0.4275**	0.3829**	0.4460**
Organizational environmental factors	0.4275	1.0000	0.1551**	0.5170**
Job involvement	0.3829	0.1551**	1.0000	0.1725**
Job satisfaction	0.4460	0.5170	0.1725	1.0000

\*\* Significant at 1% level

't' test indicated a high degree of significant relationship. Hence, the inference that could be drawn is that the job satisfaction of A.A.O's are conditioned to a large extent by organizational environmental factors followed by achievement motivation and job involvement. The multiple linear regression model was fitted with (Table 27) job satisfaction as dependent variable to know the dependency of job satisfaction on achievement motivation, organisational environmental factors and job involvement (explanatory variables) and to evaluate the relative importance of these variables influencing the job satisfaction. The results indicated that they were found to be significant.

The relative importance of these explanatory variables may be evaluated by comparing the standardized regression co-efficients whose values are presented in Table 27. From the table it may be noted that organizational environmental factors ( $b_{1_2}$ ) (0.4000) is one and half times more effective than the factor of achievement motivation ( $b_{1_1}$ ) (0.2700) and forty times more important than job involvement ( $b_{1_3}$ ) (0.0100). Likewise the achievement motivation is more effective (27 times) than the job involvement in influencing job satisfaction.

The significance of these  $b_i$ 's with job satisfaction were found significant.

**Table 27. Standardised and unstandardised regression co-efficients (Multiple regression) of explanatory variables**

(N = 110)

	Regression co-efficients		
	$b_{1_1}$	$b_{1_2}$	$b_{1_3}$
Actual ( $b_{1_i}^*$ )	0.6520*	0.2051*	0.0096*
Standardized ( $b_{1_i}^*$ )	0.2700	0.4000	0.0100

\* Significant at 5% level

## **DISCUSSION**

## V. DISCUSSION

In this chapter the results of the findings are discussed as below:

### 1. Ranking of tasks in order of importance by Assistant Agricultural Officers

The findings of the study indicated that the A.A.O's have attached more importance to tasks such as guiding and training of A.A's, visiting and working with the A.A's in the field. Further, higher ranks have also been given to the tasks such as assisting S.M.A. in organising training, making the A.A's to participate in training purposefully, organising and conducting field days, besides arranging for input supply. However, lesser importance has been attached to the tasks such as attention to the non-contact farmers, reviewing the A.A's diaries and co-ordinating with other departments.

It is evident from the data that the Assistant Agricultural Officers are by and large managing the tasks as per the guidelines of the Training and Visit system. Wherein, the tasks to be performed by the A.A.O's under the now set up have been clearly differentiated into essential tasks and supporting tasks and great majority of the tasks listed in the questionnaire belong to the essential nature

of the duties of the respondents. Consequently, their perception of ranking the tasks is in line with the guidelines prescribed. In any case, the lower ranking of certain tasks by the respondents is perhaps due to the inadequate understanding of the spirit of the new extension programme by the A.A.O's. In addition, it is likely that some tasks are yet to be conceptualised in the proper frame of reference. As regards to the supporting tasks the lower ranking by the respondents is appreciable as these tasks involve more than one agency. It is also interesting to note that the A.A.O's have given importance in performing those tasks which involve both technical and supervisory aspects. This is in line with the findings of Sethu Rao and Bhaskaran (1981) who have reported that supervisory nature of task was given more importance by the agricultural development personnel.

2. The different independent variables and ranking with importance of tasks

(1) Age and rank ordering of tasks:

The examination of the Table 2 and 3 brings into sharp focus that the Assistant Agricultural Officers in young and higher age groups did differ significantly from each other in respect of ordering of tasks. In any case there was similarity between the two age groups in case of

four tasks, such as guiding and training of A.A's, working with the A.A's in the field, reviewing the diaries of the A.A's and to ensure that A.A's work with non-contact farmers. This similarity could be due to apparently obvious nature of the tasks in the overall context of Training and Visit system. However, the age factor has brought in the significant difference in ranking of other tasks, wherein higher age group respondents have given lower ranking for such of the tasks which are supporting in nature and it is perhaps due to their long experience of the problems connected with co-ordination work. On the contrary the younger age group have attached relatively higher importance to tasks such as attending the duties assigned by the higher authorities, reviewing the diaries of the A.A's as compared to higher age group. This suggests that, the lower age group of respondents have some enthusiastic approach to build up their career, while the old age group appeared to have definite ideas of tasks may be due to the motivation and administrative factors. This is contradictory to the findings of Ferumal (1975), Rajagopal (1977 and Ramashiva Reddy (1982) who found that age factor has no relation with job performance or job satisfaction of agricultural development personnel.

## 2. Educational level and rank ordering

The findings of the study has presented in the Table 4 & 5

have revealed that A.A.O's with different levels of formal education differed significantly with respect to rank ordering of tasks. A.A.O's with higher qualification like B.Sc.(Agri.) and above have given much importance for guiding and training of A.A's and doing supervisory work as per schedule. While the A.A.O's with B.S.L.C. and Gramasevak training have given more importance for tasks such as working with the A.A's in the field and supervisory work of practical nature. This clearly brings apart the technical confidence in graduate A.A.O's over the other category. Further, the very ranking order given to the task by A.A.O's with relatively lesser qualification suggests that they are more confident in field work which manifests because of their long experience as A.A's before getting promotion. Therefore, formal education has really mattered in perceiving tasks and assigning the ranks. The results of this study are contrary to the findings of Kherde and Sahay (1970), Ramashiva Reddy (1982), Sandhu and Singh (1977) where negative relationship of formal education with job performance and job satisfaction was found.

### 3. Rural-urban background and rank orderings

There was significant difference between two categories of rural-urban background in respect of rank ordering of tasks by Assistant Agricultural Officers (Table 6 & 7). The findings reveals that A.A.O's of higher-rural-urban background

have given more importance for tasks, such as guiding and training and supervisory works and attached lower importance for tasks such as assisting S.M.S. to organise farm trials, maintaining of diaries and supply and services, while the A.A.O's with low rural-urban background given importance for field supervisory work. This differential rank ordering could be due to the fact that A.A.O's with higher rural-urban background are relatively more equipped with technical competence and thus seeking for training of theoretical concepts. On the contrary, A.A.O's with low rural-urban background lack field experience and thereby seeking of more of field orientation and similar trend has been observed in the differential ranking of most of the tasks between the two categories. This is contradictory to the findings of Byra Reddy (1976), Rajagopal (1977), Ramashiva Reddy (1988), Vittal (1982) who have reported that, rural-urban background was not associated with the level of job satisfaction of different extension personnel.

#### 4. Length of experience and rank ordering

An examination of the Tables 8 & 9 reveals that there was significant difference between the total length of experience of the Assistant Agricultural Officers and rank ordering of tasks. Both low and high experienced respondents have perceived certain tasks in common and differed in ranking of other tasks. This differential behaviour of ranking could

be attributed to the fact that working set up under agricultural extension programme is altogether different from what was there prior to introduction of A.E.P. It is only the psychological convenience that mattered much in ranking of tasks rather than in absolute terms. Further, high experienced A.A.O's have given low rankings for tasks which are supporting in nature. This is contradictory to the findings of Sarang (1970), Kolte (1972), Perumal (1975), Rajagopal (1977), Chikkapattogovda (1984) who found that total experience has no relationship with job performance or job satisfaction of agricultural development personnel.

5. Experience in agricultural extension project and rank ordering

The study has brought to the light that with low and high experience in A.E.P. differed significantly in rank ordering of the tasks (Table 10 & 11). A.A.O's with less experience under A.E.P. have attained more importance for the first three tasks besides sharing the commonness with only one task with other group while the highly experienced A.A.O's have attached more importance for working with the A.A's in the field and participate in fortnightly training sessions. This differential thinking of high experienced A.A.O's suggests that the day-to-day field problems could only be discussed and solved in fortnightly training sessions and this

long and rich experience made them to give preferential ranking of the above said tasks over that of less experienced A.A.O's. This can be substantiated by the fact, that past experience gets related to on going programmes. This confirms the findings of Earnest (1972) that the Agricultural Extension Officers having 5 to 10 years of experience of agriculture spent more time in their job than those having below 5 years experience.

#### 6. Training and rank ordering

A perusal of the Table 12 and 13 reveals the differential ranking order of tasks by low and high trained Assistant Agricultural Officers, though, the two categories share the common ranking on four tasks, they differed significantly in ranking other tasks. However, both the categories of respondents appeared to have given such importance on certain tasks, such as, training and guiding of A.A's besides working with them. This is very essential to gain the confidence of the subordinates and help them to get well versed with the ongoing agricultural programmes, but the A.A.O's with low training appeared to have given more importance for supervisory tasks. These findings are in conformity with the findings of Nye (1952), Kherde (1971), Ramashiva Reddy (1982) and Chikkaputtogowda (1984) who reported that length of training has considerable influence on perception, performance and satisfaction on their jobs by agricultural development personnel.

### 7. Job satisfaction and rank ordering

The overall job satisfaction of A.A.O's indicated (Table 14 and illustrated in figure 3) that there were 54.55 per cent of them who had high job satisfaction as compared to 45.45 per cent of them who were in low job satisfaction. However, these two groups of A.A.O's did not differ statistically in their rank ordering of tasks (Table 15). In any case, the two categories of respondents shared a common view in respect of ranking with only one task. A.A.O's having high job satisfaction have given much importance for training and field working experience. Secondly, the non-significant job satisfaction in ranking could be due to standardised job chart of A.A.O's under new extension project. Further, it is only the technical component that is being catered to the clientele in A.E.P. so much so the perception of A.A.O's. But yet the differential ranking could have come as a random chance factor. Further, job satisfaction could also be influenced by factors like age, educational level etc. which in turn could influence the rank ordering of tasks. The results of this study were in agreement with the studies of Janardhan (1979), Ramashiva Reddy (1982).

### B. Achievement motivation and rank ordering

The findings of the study indicated that majority of the A.A.O's found to have high achievement motivation. This

has been depicted in Table 16. This is contradictory to the findings of Bharamappa (1981), McClelland (1961) who opined that people from developing countries tend to have low achievement motivation. The definitions and explanations given by eminent authorities such as Edwards (1954), McClelland (1961), Atkinson (1967) and others also make it clear that the achievement motivation is such an attitude, the presence of which differentiates a person from the rest of the group.

In any case, the rank ordering of tasks by these two categories of respondents (Table 17) differed significantly but sharing common view on certain tasks such as guiding and training, both in fortnightly and range level training sessions, besides maintaining good relations with other agencies. The differential ranking could be due to the better appreciation of the take in A.E.P. by A.A.O's of high achievement motivation which in turn could be attributed to the single line of command and flow of technical message uninterrupted and better technical competence achieved through regular training coupled with field exposures. Secondly, better higher degree of achievement motivation could also be due to the entrance of young and energetic A.A.O's into this profession. The results of this study are in agreement to the findings of Janardhan (1979) indicated that there was a positive relation between achievement motivation

and job satisfaction and job performance of Agricultural Extension Officers.

**9. Organizational environmental factors and rank ordering**

Organizational environmental factors grouped under low and high category have narrowly varied as nearly equal per cent of respondents fall to each category (Table 18, 19). It is because of the fact that the working conditions under A.E.P. have greatly improved both technically and organisationally. This in turn has resulted better and quick communications, recognition of the talents, informal exchange of views and better inter personal understandings have been achieved due to frequent training sessions and field visits. As more and more emphasis is given for field oriented trainings, the technical competence has tremendously improved which in turn brought closer relations with supervisors and clientele very closer. The new A.E.P. also envisages the timely supply and services to the farming community to keep in time with the agricultural programmes. Thus, all efforts have been directed towards achieving better organisational environmental factors which in turn reduced the gap between the two categories of the respondents.

As regards to rank ordering of the tasks by the Assistant Agricultural Officers with low and high organisational environmental factors differed significantly in

ordering of certain tasks, but maintained, commonness in respect of only one task namely to see that all I.A.'s participate actively in range meetings. The differential ranking is perhaps due to the need based local situations. The findings of this study are contradictory to the findings of Sharma (1969) and Byra Reddy (1976) who found that block environmental factors was not related to job satisfaction of Gramasevaks, but this study is in agreement with Janardhan (1979) reported that block environmental factors are associated with job performance/job satisfaction of Agricultural Extension Officers.

#### 10. Job involvement and rank ordering

Relatively high per cent of respondents (52.73%) were with low category of job involvement (Table 20 and 21). This was completely in agreement with the findings of Tannenbaum (1966) who stated that individuals at higher ranks are generally more interested and more involved than the persons at the lower levels. Similar observations were also reported by Veerabhadraiah (1980) regarding the job involvement of D.D.A's and A.D.A's. Thus, in this study I.A.O's form the last but one link in the hierarchy of the department of agriculture and hence the reason for more per cent of respondents falling under low job involvement category. However, in terms of ranking of tasks, the two categories of the respondents

differed significantly in ranking of tasks except two tasks where they share the common importance. The differential importance in ranking may be due to difference in the mental preparedness coupled with differential perception of tasks in importance. The results of this study was in agreement with the study of Veerabhadraiah (1980), indicated that, there was significant association, between job involvement and job performance of Assistant Director of Agriculture/ Deputy Director of Agriculture.

#### 11. Perceived work load and rank ordering

The rank ordering of tasks by A.A.O's in relation to the work load (Table 22 and 23) reveals an interesting information that A.A.O's either with too much work load or manageable work load hardly differed statistically in their ranking of tasks. However, a close look at the results suggests that there was apparent difference in rank ordering of tasks. A.A.O's who have perceived work load too much, have shared common opinion in ordering of tasks, with that of A.A.O's with manageable work load, but in strict sense, A.A.O's working in A.E.P. do not differ in their work load except for the areas where the intensive agriculture is in vogue. The findings of this study are in agreement with the studies of Kherde (1971), Byra Reddy (1976), Janardhan (1979)

who reported that perception of work load has not significant relationship with job satisfaction or job performance of agricultural development personnel.

5. Ranking of percentage of time spent on each tasks by Assistant Agricultural Officers

The percentages of time spent on each task and rank ordering of time spent by A.A.O's has been presented in Figure 7 and Table 24. A close look at the data reveals that as much as 19.18 per cent of time is spent on training activities and as high as 69.53 per cent of time has been allocated by the respondents to the supervisory and other field works. As regards to supporting duties 11.29 per cent of time has been spent by these respondents. With respect to ranking of time, the respondents given much importance of time to tasks such as guiding and training, and visiting fields with A.A's and other important tasks, but lower rankings have been awarded for tasks which are lesser importance and supporting in nature. Structuring and accountability of extension programme in Training and Visit system might have influenced the trend of findings. This is in line with the findings of Sethu Rao and Bhaskaran (1981), Ganasunder Kumar (1983), who have reported that agricultural developmental personnel had spent much of their time on performing essential duties.

4. Composite rankings by Assistant Agricultural Officers (Taskwise and timewise)

The composite ranking of task and time by the Assistant Agricultural Officers (Table 25) throw some light on some interesting facts. Some of the tasks which are supervisory and supporting in nature have been pushed back to the lower ladders in the timewise ranking. This suggests that greater proportion of the time at the disposal of the A.A.O's needs to be spared for performing the essential duties which has been very well demonstrated in the percentage of time spent on each task described earlier. On the contrary task ranking alone has revealed that, very important task such as participation in fortnightly training and at range level training, besides adoption of recommendations by farmers have been pushed down in the ladder of ranking. This differential ranking is perhaps due to the fact that the training they are receiving regularly at 15 days interval might be stereotype which in turn could lead to less importance as conceived by the respondents. Further, the respondents might have also felt that by setting continuous training for several seasons on the same technical know-how, is less importance as compared to other tasks.

5. Association of job satisfaction with achievement motivation, organizational environmental factors and job involvement

The association between job satisfaction and

achievement motivation, organisational environmental factors and job involvement has clearly demonstrated the high degree of significant relationship. Job satisfaction of A.A.O's is largely governed by organisational, environmental factors followed by achievement motivation and job involvement. This high significant relationship of job satisfaction with organisational environmental factors might be due to the apparent improvements made in the organisation itself under A.E.P., the working conditions in the new system of extension covers a wide range of improvements ranging from improvement in training, communication, inter personal relations, team work spirit, peoples participation, supply and service, coupled with guidance and supervision. This in-built human relations, which are very much contemplated in the system has generally caused for a congenial working atmosphere which in turn helped the extension personnel to attain high job satisfaction. However, the findings of Janardhan (1979) are not in conformity with this which could be due to the fact that the study was made on this aspect prior to Training and Visit system.

The moderate relationship between job-satisfaction and achievement motivation is quite understandable as it involves more of psychological conditioning of the respondents. This is contrary to the findings of Janardhan (1979) who

refuted that the achievement motivation was not associated with job performance and job satisfaction.

There was a significant association between job-satisfaction and job-involvement. However, it is third in the order of importance as compared to the two characters discussed earlier. This significant relation between the two characters is perhaps due to the well-knitted behavioural pattern in the Training and Visit system itself. All these three characters have got a human touch to the various tasks that are being performed by the A.A.O's. Thus, naturally there exists a strong and positive relationship between job-satisfaction and the three explanatory variables. This can get substantive support from the organisational theory of satisfaction of needs for individual in the organisation for better output. The inter-relationship throws light on mutual inter-dependence of organizational environment on the psychological variables.

## **SUMMARY**

## VI. SUMMARY

Agriculture is the main stay of the Indian people and the country has been striving hard to achieve modernisation in agriculture. Several programmes and schemes have been launched throughout the country from time to time. Training and Visit system of extension is one such schemes, that is primarily aimed at to improve the technical know-how of all the extension personnel and thereby achieve increased food production in the country.

In Karnataka, the Training and Visit system came into being during 1978-79 and it was implemented in three phases to cover the entire state. In this system, the Assistant Agricultural Officer occupies the lower middle level management position. The success of all agricultural programme squarely depends on this functionary as he plays a vital role in solving the field problems of agricultural assistants both technically and administratively. Further, he happens to be initiator and motivator to carry on the desired programmes effectively. A knowledge of how these extension personnel perceive and perform their tasks and to the extent to which they are satisfied and other related factors influencing their perception, performance and satisfaction in their tasks in turn would help in increasing

their efficiency. Further, the Assistant Agricultural Officers are required to be time conscious as their nature of tasks are time bound. This calls for re-orientation of the Assistant Agricultural Officers in Training and Visit system.

The present investigation was planned and taken up with the following specific objectives:

1. To know the relative importance given to different tasks by Assistant Agricultural Officers working under Agricultural Extension Project in Karnataka.
2. To study the relative time spent on each task by Assistant Agricultural Officers.
3. To relate some of the selected independent variables with importance given to tasks by Assistant Agricultural Officers.
4. To find the association between job satisfaction and achievement motivation, organisational environmental factors, and job involvement by Assistant Agricultural Officers.

The study was conducted in Bangalore division comprising of Bangalore, Tumkur and Kolar districts of Karnataka State during 1984-85. All the Assistant Agricultural

Officers who has served for minimum of two years under Agricultural Extension Project were selected for the study. The sample consisted of 110 A.A.O's. Tasks to be performed by the A.A.O's was taken as a independent variable. The rank ordering of tasks by the A.A.O's in relation to different independent variables like age, formal educational status, rural-urban background, total experience in Agricultural Extension Project, job satisfaction, organisational, environmental factors, job involvement and perceived extent of work load. The time apportionment for each task by the A.A.O's was also studied.

The questionnaire was administered personally to all Assistant Agricultural Officers selected as respondents. The information was obtained on their perception of task importance and ranking in relation to independent variables using Spearman Rank Correlation Test. The association of job satisfaction with selected explanatory variables was studied using correlation regression tests. The results obtained were thoroughly examined, interpreted and discussed.

The main findings of the study are briefly presented as below:

1. All the Assistant Agricultural Officers have perceived and attached more importance for majority of the essential tasks.

2. Majority of the A.A.O's belong to higher age group (63.64%) and differed significantly in rank ordering of tasks with that of low age group.
3. Relatively more number of respondents (52.73%) were with formal education level of S.S.L.C. with Gramasevak training. Differential ranking of tasks was observed between two categories of formal education level which was significant.
4. The other independent variables like rural-urban background, total experience, length of experience in agricultural extension project, extent of training received, achievement motivation, organisational, environmental factors and job-involvement were significantly associated with the differential ranking of tasks. However, job-satisfaction and perception of work load appeared to have not much influenced the rank ordering of tasks by A.A.O's as the result found to be non-significant.
5. The time spent on essential tasks by the Assistant Agricultural Officers has accounted for 89.71 per cent and the rest 11.29% of the time was spent on supporting duties.
6. Rank ordering of time in respect of different tasks,

the A.A.O's have spent more time on tasks such as guiding and training of A.A's and other supervisory works.

7. In composite ranking of task and time the A.A.O's have maintained equal importance for most of the tasks barring some deviations.
8. High degree of significant relationship existed between job-satisfaction and organisational environmental factors and a moderate relationship between job-satisfaction and achievement motivation and low but significant relationship between job-satisfaction and job-involvement.

#### Implications and Suggestions:

In the present study an attempt has been made to study the task importance and time management by A.A.O's besides the relative influence of independent variables and task ranking was also made. The association between job-satisfaction and other three explanatory variables were established.

The study revealed that by and large majority of the A.A.O's had a favourable perception of the tasks and the

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ranking was also fairly good. The study also indicated that majority of the independent variables have really mattered in rank ordering of tasks except for the two. This suggests that the perception of the task and effective performance of these would be very well manipulated to achieve the desired results through increased effectiveness of the personnel in the organization. However, there is also need to study such factors of that of work load and job-satisfaction in order to establish a good relation among all independent variables with that of task management. The results on time management also reveal that relatively more time has been spent on training and supervisory works but to keep pace with the demand of various agricultural inputs the A.A.O's need to divert little more time may be 20 to 25 per cent towards supporting tasks. This would facilitate easy and smooth functioning of various agencies involved in supply and services, otherwise it is likely that the physical targets can hardly be achieved with any amount of time spent on training and supervisory works.

It is also suggested that the cause of less involvement and medium achievement can further be improved in the department by providing short term training on achievement motivation and improving their promotional opportunities at a faster rate, as quite a large number of A.A.O's with

long experience are still awaiting for promotions. This pioneering study has implications to the Department of Agriculture to manipulate the different variables to make the extension personnel more effective.

This is only an initial research study on lower middle management supervising personnel in the the Training and Visit system in Karnataka. It calls for a comprehensive study taking a larger sample from all the districts of Karnataka which will help in developing proper strategies about improving the personnel in the organization.

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\*Original not seen.

APPENDIX - I

QUESTIONNAIRE

1. This information is purely for educational purpose.
2. Before answering, please read instructions given.
3. Answer every question and ask for explanation if you have not followed.
4. As this information is required for research work, taken up for completing M.Sc., (Agri) your unbiased objectives, honest answers are best appreciated.
5. It is in no way concerned with your job. Please be frank in your answering.

PART - A

1. General information:
  - i) Name of the A.A.O.: . . . . .
  - ii) Taluk : . . . . .
2. Age: . . . . years: . . . . months:
3. Educational status: (Please mark ( ) against your answer)
  - (a) S.B.L.O. with 2 years of Pre-service Gramscovak training.
  - (b) L.Ag.
  - (c) B. So.(Agri)
  - (d) M. So.(Agri.)
  - (e) Ph.D.
4. Rural-Urban background: (Please mark ( ) against your answer)
  - (a) Father's occupation: Farming/Non-farming
  - (b) From which place you come? Village/Taluk HQ./Dist. #

(c) Where did you complete your primary education?  
Village/Taluk/District

(d) Where did you complete your high school and college?

1) High School - Village/Taluk/District

ii) College - Village/Taluk/District

**5. Experience:**

(a) Total experience ..... years

(b) Total length of experience as A.A.O. .... years

(c) Experience not as A.A.O. .... years

(d) Length of experience as A.A.O. in A.E.P.  
programme. .... years

**6. Training:**

Training (mention name and duration of each one)

**A. Pre-service**

(a) . . . . .

(b) . . . . .

(c) . . . . .

**B. In-service training (after joining as A.A.O)**

(a) . . . . .

(b) . . . . .

(c) . . . . .

**C. Any other special training in administration  
and management:**

(a) . . . . .

(b) . . . . .

(c) . . . . .

**7. Job satisfaction of A.A.O's**

Please indicate your degree of satisfaction/dissatisfaction with regard to the following items relating to your job. (Please mark ( ) against your answer).

	Very much satis- fied	Par- tially satis- fied	Dis- satis- fied	Very dissatis- fied
--	--------------------------------	----------------------------------	------------------------	---------------------------

How much satisfied you are?

1. With the flexibility that you have been given by your superiors to do your job well.
2. With the working facilities that you have in order to do your job well.
3. With the opportunities provided in your job to utilize your personal abilities.
4. With the present job when you consider the expectations you had when you took up this job.
5. With the work you are doing as AAO.
6. With the job authority delegated to you in order to do your job.
7. With the recognition given to your work by the people of your area.
8. With the recognition that you are getting from your colleagues.
9. With the promotional opportunities that you have in the present job.

Sl. No.	Items	Very much satisfied	Satisfied	Partially satisfied	Dissatisfied	Very much dissatisfied
10.	With your present salary in commensurate with your work and position with the job.					
11.	About the rewards and incentives provided in your job.					
12.	With the recognition people are giving to your job when compared with other similar jobs.					
13.	With the security you have with your present job.					
14.	With the relations you have with your co-workers.					
15.	With relations you have with your superiors in your work.					
16.	With technical supervision from your superiors.					
17.	With the policies and practices of the department in relation to your work.					
18.	That your job presents an excellent challenge that you are capable of.					

✓  
**6. Achievement motivations (M-Ach)**

Please indicate what is your feeling about these statements by indicating the degree of your agreement or disagreement. Tick ( ) mark against each statement in the appropriate column which indicates your degree of agreement.

Statements	Strongly agree	Agree	Undecided	Disagree	Disagree
1. One should enjoy work as much as play.					
2. One should work like a slave at everything one undertakes until result.					
3. One should succeed in his occupation even if one has been neglected of his family.					
4. One should have determinations and driving ambition to achieve certain things in life even if these qualities make one unpopular.					
5. Work should come first even if one cannot get rest.					
6. Even when one's own interests are in danger, he should concentrate on his job and forget his obligations to others.					
7. One should set difficult goals for one self and try to reach them.					

9. Organisational environment factors

The following are some of the organization environment factors, influencing the job satisfaction of A.A.O's in the organization. Please study the items carefully and understand them. Each item is provided with five columns namely - 1. Very much satisfied (2) Satisfied (3) Partially satisfied (4) Dissatisfied and (5) Very much dissatisfied. Please indicate your unbiased, objective and correct judgement by putting ( ) mark in the appropriate columns.

Statements	Degree of satisfaction				
	Very much satisfied	Satisfied	Partially satisfied	Dissatisfied	Very much dissatisfied

How much satisfied are you with respect to:

A. Communication:

1. Timely information regarding programmes from higher ups and subordinates.
2. Atmosphere to exchange ideas freely with superiors, subordinates and colleagues
3. Clear and complete message from higher ups and subordinates.
4. Timely and required replies from high ups and subordinates.
5. Communication language used from higher ups and subordinates.
6. The method of communication employed by higher ups and subordinates.

Statements	Very much satis- fied	Somewhat satis- fied	Parti- ally satis- fied	Dis- satis- fied
------------	--------------------------------	----------------------------	----------------------------------	------------------------

**B. INTER-PERSONAL RELATIONS:**

7. Relations with local leaders
8. Relations with clientele
9. Official relations with colleagues.
10. Official relations with superior officers.
11. Informal relations with superior officers
12. Informal-relations with colleagues.

**C. Team work:**

13. Confidence in delegated authorities.
14. Mutual desire to give and take with your colleagues
15. Appreciative attitude for your team.
16. Proper incentives for your work.
17. Procedural design to work together.

**D. People participation:**

18. Recognition to your extension work by people
19. The efforts of the people in implementation of extension programs.

Statements	Very much satis- fied	Se- tis- fied	Parti- ally satis- fied	Dis- satis- fied	Very much dissat- isfied
------------	--------------------------------	---------------------	----------------------------------	------------------------	-----------------------------------

20. Peoples interest in your extension work.
21. Peoples acceptance for the new technology.
22. Peoples extent of seeking advice and guidance from you.
23. Voluntary participation by people in the extension programs.
24. Financial help and assistance offered by the people to you.

E. Supply and Service:

25. Transportation facilities provided by the organization.
26. Field supplies in respect of demonstration
27. Office supplies
28. Supply procedure
29. Storage facility
30. Facilities provided for repair and maintenance of equipment etc.

F. Guidance and supervision:

31. Guidance and supervision of technical matters.
32. Guidance and supervision for professional grounds.
33. Guidance and supervision for job responsibility
34. Guidance and supervision in office work.

35. Guidance and supervision  
for setting ideal examples.

36. Regular and timely advice  
by your superiors

10. Job Involvement:

Below are 20 statements relating to your job involvement.  
You are requested to read clearly each statement and  
indicate how involved you are with your job by marking  
( ) against the appropriate response category, i.e.  
Strongly agree, Agree, Undecided, Disagree and Strongly  
disagree.

Statements	Stron- gly agree	Ag- ree	Un- decid- ed	Dis- agree	Strongly dis- agree
1. I shall stay over time to finish a job, even if I am not paid for it.					
2. We can measure a person pretty well by how good a job he does.					
3. The major satisfaction in my life comes from my job.					
4. For me mornings at work really go off quickly					
5. I usually go for work a little early to get the things ready					
6. The most important things that happen to me involve my work					
7. Sometimes I keep myself awake at night thinking ahead to the next day's work.					
8. I am really a perfectionist about my work.					
9. I feel depressed when I fail at something connected with my work.					

Statements	Stro- ngly agree	Ag- ree	Un- deci- ded	Dis- ag- ree	Strongly dis- agree
10. I have other activities more important than my work					
11. I like, eat and breathe my job.					
12. I would keep working even if I do not get the money.					
13. Quite often I felt like staying at home instead of going for work.					
14. To me, my work is only a small part of my life.					
15. I am very much involved personally in my work.					
16. I avoid taking extra duties and responsibilities in my work.					
17. I used to be more ambitious about my work than I am now.					
18. Most things in life are more important than work.					
19. I used to care more about my work but how other things, are important to me.					
20. Sometimes, I would like to kick myself for the mistakes I make in my work.					

**11. Work Load**

Your job chart has assigned you various tasks to be performed by you as an A.A.O. What is your perception regarding the work load? (Please 0 0 mark the item which suits well to your perception).

1. The work load is too much      2) The work load is manageable  
 3) The work load is light

**PART-B**

**Directions:** Below are 17 statements which are related to your essential duties or tasks that you are expected to do as an A.A.O. in T & V system. You are required to read clearly each statement and indicate how important these are with your job by marking ( ) against the appropriate response category i.e. important, very much important, much important, less important, not important.

Tasks	Very much important	Much important	Important	Less important	Not important
1. Guiding and training of A.A's of your range in building up their professional competence and involving technical problems					
2. Working with A.A's in the field.					
3. Visiting A.A's circle as per monthly schedule					
4. To ascertain that farmers are receiving appropriate technical recommendations and are aware of impact points.					
5. To ascertain that farmers are being visited regularly in their fields by A.A's.					
6. To see whether farmers are adopting recommendations.					
7. To check that, contact farmers have been selected as per guidelines.					
8. To ensure that non-contact farmers are also systematically contacted by A.A's.					
9. Reviewing the diary of A.A's					

Tasks	Very much important	Most important	Important	Less important	Not important
-------	---------------------------	-------------------	-----------	-------------------	------------------

- 10. Participating in fortnightly training sessions
- 11. To see that all A.A's of our range will participate regularly and actively in the training sessions.
- 12. Assisting S.M.S. to organise farm trails and A.A's to conduct them.
- 13. Assisting A.A's and S.M.S. in organising field days.
- 14. Maintaining a simple daily diary in which field activities and observations are recorded.

Supporting duties:

- 15. To note input supply and demand and market conditions relying both on A.A's and your own observation.
- 16. To attend any other duties assigned by higher authorities of the Department.
- 17. Maintaining allied relations with other agencies.

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2. **Directions:** Below 17 statements which are related to your essential duties or tasks, that you are expected to do as an A.A.O. in Training and Visit system. You are required to read clearly each statement and indicate the percentage of time you spent on each task.

Percentage of time spent on all the 17 tasks should total 100 per cent. Keeping this in view, please indicate the percentage of time you spent on each task during last year.

T a s k s	Percentage of time spent on each task
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1. Guiding and training of A.A's of your range in building up their professional competence and involving technical problems.
2. Working with A.A's in the field.
3. Visiting A.A's circle as per monthly schedule.
4. To ascertain that farmers are receiving appropriate technical recommendations and are aware of impact points.
5. To ascertain that farmers are being visited regularly in their fields by A.A's.
6. To see whether farmers are adopting recommendations.
7. To check that contact farmers have been selected as per guidelines.
8. To ensure that non-contact farmers are also systematically contacted by A.A's.
9. Reviewing the diary of A.A's.
10. Participating in fortnightly training sessions.

T a s k s	Percentage of time spent on each task
-----------	---

11. To see that all A.A's of our range participate regularly and actively in the training sessions.
12. Assisting S.M.S. to organize farm trails and A.A's to conduct them.
13. Assisting A.A's and S.M.S. in organizing field days.
14. Maintaining a simple daily diary in which field activities and observations are recorded.

Supporting duties

15. To note input supply and demand and market conditions relying both on A.A.'s and your own observation.
16. To attend any other duties assigned by higher authorities of the Department.
17. Maintaining allied relations with other agencies.

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APPENDIX - II

List of Districts and Taluks selected for the study in  
Bangalore Division of Karnataka State.

Bangalore District

- |                    |                 |
|--------------------|-----------------|
| 1. Anekal          | 7. Hosakote     |
| 2. Bangalore North | 8. Kanakapura   |
| 3. Bangalore South | 9. Magadi       |
| 4. Channarayana    | 10. Helemangala |
| 5. Devanahalli     | 11. Ramnagar    |
| 6. Doddaballapura  |                 |

Kolar district

- |                   |                   |
|-------------------|-------------------|
| 1. Bagipalli      |                   |
| 2. Bangarpet      | 7. Kolar          |
| 3. Chikkaballapur | 8. Malur          |
| 4. Chintamani     | 9. Mulabagal      |
| 5. Gowribidanur   | 10. Sidlaghatta   |
| 6. Gudibande      | 11. Srinivasaपुरa |

Tumkur District

- |                        |                |
|------------------------|----------------|
| 1. Chikkarayakanahalli | 6. Pavagada    |
| 2. Guggi               | 7. Sira        |
| 3. Karatagere          | 8. Tiptur      |
| 4. Kunigal             | 9. Tumkur      |
| 5. Madhugiri           | 10. Turuvekere |

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