A STUDY ON ACHIEVEMENT MOTIVATION OF ASSISTANT AGRICULTURAL OFFICERS UNDER NATIONAL AGRICULTURAL EXTENSION PROJECT IN BANGALORE AND MYSORE DIVISIONS OF KARNATAKA.

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DEPARTMENT OF AGRICULTURAL EXTENSION
UNIVERSITY OF AGRICULTURAL SCIENCES
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Thesis Submitted to the
University of Agricultural Sciences, Bangalore
in partial fulfilment of the requirements
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in

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BANGALORE NOVEMBER 1986

Dedicated to My Beloved Parents

Sri K. V. Venkatashamaiah

and

Smt. Sharadamma

Department of Agricultural Extension
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Bangalore

CERTIFICATE

This is to certify that the thesis entitled "A STUDY ON ACHIEVEMENT MOTIVATION OF ASSISTANT AGRICULTURAL OFFICERS UNDER NATIONAL AGRICULTURAL EXTENSION PROJECT IN BANGALORE AND MYSORE DIVISIONS OF KARNATAKA" submitted by Mr. B. Mohan Kumar, 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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NOVEMBER 18, 1986

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INTRODUCTION

I. INTRODUCTION

India is predominantly an agricultural country. The problem which the agricultural development programmes faces today is not merely technical one, but also human problems with many psychological or behavioural ramifications. Perhaps, Rao (1982) might have referred to the same issues when he said "Productivity is not merely the result of having good technical skills; or of having modern machinary; or of having favourable environment in terms of natural resources. Productivity is also the result of that little some thing which is the interest of the man concerned in bringing about the maximum production, his freedom to express himself, his personality, his dynamism, his drive, his go-nettingness and his animal spirits". This observation no doubt pinpoint that psychological dimensions of an individual is also an important aspect. Human motives is one such dimension which plays a pivotal role in the process of economic growth of the countries.

Recognising its important rule, social scientists in the recent decades have been paying greater attention to study the various motives behind human behaviour. Achievement motivation or need for achievement (n-Ach) is one such motive which has been studied by many researchers.

The goal of achievement oriented activity is to succeed, to perform well in relation to a standard of excellence or in comparison with others who are competitors.

The hypothisis framed by McClelland (1961) that 'achievement motive is in part responsible for economic growth', has provided main basis and conceptual frame work for studies concerning the development and social consequences of achievement motivation. Hermans (1970) has stated that the problem of achievement has been a topic of keen interest in the recent years. Most often, the selection of a task, which varies in difficulty value, has been found to be related with the strength of achievement motivation.

McClelland 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". The behaviour related to achievement motivation represents in its content a competition with a standard of excellence . The standards of excellence may be task-related or self-related or other related. So, when an individual's motive to achieve success is stronger, it results in achievement motivation, no

matter what the level of difficulty of task. A person with high achievement motivation is bound to excel others. This type of excellence should be encouraged and these men represent valuable national resource which ought to be harnessed.

Now, it becomes clear that higher degree of achievement motivation among its people is a necessity for the development of a country. So, it becomes necessary to study the degree of achievement motivation present in the people and then possibilities of enhancing the achievement motivation in the individuals.

As stated earlier 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. It is here where the role played by the extension organization comes into importance. Prior to 1974 the agricultural developmental activities or working with 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 the extension organization.

As a result of this, with the assistance of World Bank a new system of extension known as "Training and Visit System" (Agricultural Extension Project) came into existance 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 (AEP), which has been now called as National Agricultural Extension Project (NAEP) is a unique system for simultaneously professionalising the extension service, with the close involvement of the agricultural scientists in the shape of imparting training through master trainers with a strong back up of research support and also for transfering the technology to the farmers field in a fortnightly fixed schedule of training and visit.

The Assistant Agricultural Officers occupies the lower middle management level in the hierarchy of personnel of the development 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. Agricultural Assistants work at the village level with contact and other farmers. Therefore, Assistant

Agricultural Officer plays a very significant role in the Development of agriculture. Hence, it is necessary to study him in all dimensions, of which achievement motivation is one such psychological dimension which influence his behaviour to a considerable extent in his profession. It is also necessary to analyse various characteristics associated with his achievement motivation level. So, findings of such research in this area will help the trainers and executives to develop necessary strategies for training among the Assistant Agricultural Officers who can becomes pace setters in the field of agricultural development.

Keeping these aspects in view, the present study was conducted in Bangalore and Mysore Divisions of Karnataka with the following main objectives.

1 To assess the existing level of achievement motivation among Assistant Agricultural Officers under NAEP system.

2 To measure the association between the selected characteristics of Assistant Agricultural Officers and their achievement motivation.

3 To study the relationship between some selected organizational variables and achievement motivation of Assistant Agricultural Officers.

Operational definitions of the terms used in the study

National Agricultural Extension Project (NAEP)

It is a new system of Agricultural Extension Service operating in all the districts of the Karnataka State by the Karnataka State Department of Agriculture (KSDA).

Assistant Agricultural Officer (AAO)

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.

Agricultural Assistants (AA)

Agricultural Assistant is an important field functionary at the grass root level, working with the contact farmers and others having responsibilities of promoting technical know how in rural areas, guided and supervised by the AAO and other supervisory functionaries.

Achievement motivation

"Value instilled in the individual through the socialization process in which the individual feels a need or a desire to excell in reaching certain gouls only for the satisfaction or reaching the goal and not for the rewards of the goals or ends involved"(Neill and Rogers, 1963).

Mass media exposure

It refers to the exposure of Assistant Agricultural Officers with respect to their reading and listening activities to different mass communication media.

Rural-Urban background

It relates to the background of the respondent either as rural or urban, depending on the weightages given to his place of native and the places where he has undergone his formal education and his father's occupation.

Organizational environment factors

The organizational environment factors in this study refer to the working environment in the State Department of Agriculture for Assistant Agricultural Officers.

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.

Empathy

In this study empathy refers to the ability of Assistant Agricultural Officer to project himself into seven non-official roles.

Range

It refers to the area of responsibility for an AAO. A 'range' comprises adjacent AA's circles that can be conveniently reached from the AAO's head quarters which should be as near the centre of the AAO's range as possible.

Self reliance

Refers to confidence in oneself along with the realization that all environmental factors are not inscrutable supernatural forces beyond individuals control (Roy et al., 1968).

Scope of the study

The study was conducted in only twenty two taluks of six districts in Bangalore and Mysore Divisions of Karnataka State and the sample of the study was not very large to generalise the findings to all parts of the State. However, the findings will provide the prevailing trends.

Organizing of the study

The study has been arranged into seven chapters. Chapter I relates to introduction in which the need for the study, objectives and scope of the study are presented followed by definition of the terms used. Chapter II consists of relevant review of literature relating to 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 V. In the VI chapter summary is presented followed by implications of the study. This is followed by references and appendices.

REVIEW OF LITERATURE

II. REVIEW OF LITERATURE

In this chapter an attempt, has been made to review the different view points of various researchers about the concept, measurement and findings related to achievement motivation of agricultural developmental personnel.

Concept and difinitions of achievement motivation

McClelland *et al.*(1953) stated need achievement as success in competition with some standard of excellence. They characterized achievement motivation as 'the propensity to strive for success in any and all situations in which a standard of excellence was thought to apply'.

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 (1958) conceived achievement motive as latent disposition to strive for a particular goal; state or aim.

The concept of achievement motivation as stated by McClelland (1961) has competition as the main element which distinguishes achievement motive from other motives.

The various criteria enumerated by McClelland for measuring achievement motivation include two kinds of competition; competition with others, and competition with one's own self. Both these competitions are put in the frame work of excellence.

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

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

He also proposed a model of achievement motivation, refered as A-T-D model. This model can be explained as that, a rise in the level of n-ach (A) in a society will be associated with the rise in the rate of development (D) with a time lag (T) which will always be positive.

Rogers and Svenning (1969) defined achievement motivation as a social value that emphasises a desire for excellence in order to attain a sese of personal accomplishment.

Atkinson and Birch (1974) formed a new and more general conception of motivationknown as the 'Dynamics of Action'. Within this new frame work, the theory of achievement motivation constitute a specification of the determinants of instigating force to achieve and inhibitory force to avoid failure.

Govington and Omelich (1979) concluded that achievement process is not solely, or even primarily a manifestation of cognitive attributions. Rather it is most productively viewed as the operation of personality and socially conditioned dispositions emerging from the individuals efforts to protect and enhance a sense of competency.

Methods of measuring achievement motivation

It has been claimed that 'Thematic Appreception Test (TAT)', is the most appropriate measure of achievement motivation. Many investigators have found other techniques as valid measures and successfully used it.

In this section an attempt has been made to review some important studies where these techniques have been employed to measure the achievement motivation.

Edwards (1957) used personal preference schedule to measure achievement motivation.

The oldest and simplest method of measuring human motivation is to ask the subjects directly or indirectly, what his motives are (McClelland, 1958).

Mukherjee (1968) used sentence completion technique to measure achievement motivation. The test was developed by him and consisted of fifty forced choice triads. One item in the test was reflecting achievement related needs. The respondents score was the number of times he has chosen a statement reflecting achievement related values.

Rogers and Svenning (1969) used sentence completion technique to measure achievement motivation among Columbian peasants.

Sinha and Mehta (1972) used a kind of teacher-made achievement test to measure the achievement motivation of farmers.

Pandhari Pande (1972) conducted a study on college students to compare the four measures of achievement motivation. He concluded that sentence completion test and Edwards Personal Preference

schedule and Thematic Appearception Test and sentence completion test significantly correlated with each other; but 'r' is not high enough to justify the conclusion that they are the equivalent measures of achievement motivation.

Duer (1973) conducted a comparative study of three measures of achievement motivation. He found that the Duer Test of Achievement Motivation (DTAM) was superior to TAT and Mehrabian scale in discriminating between high and low achievers engaged in a risk taking experiment.

Singh (1974) developed and used a questionnaire method of measurement to measure the achievement motivation. It has a six item scale with five alternative responses to each item. The scoring was done using the method of summated ratings.

Sinha (1974) developed and used Thematic Appreception Test measure to assess the achievement motivation. It consists a set of four pictures which were effective in evoking a fantasy or subjects response relating to their achievement motive.

Gyanani (1975) used a self constructed verbal n-Ach test to measure the n-Ach of male-female student-teacher.

Singh and Kumar (1975) employed open ended sentence completion measure which is a modified version of Rogers and Neill (1966) to measure the achievement motivation.

Byra Reddy (1976) used a Likert type scale to measure achievement motivation of village level workers. This consists of seven positive statements relating to achievement motivation with five category responses.

Sentence completion method was used by Hosur (1977) to measure the achievement motivation of grama-sevaks in Dharwad district of Karnataka.

Hundal and Singh (1979) concluded that Rogers and Neill's sentence completion test can be regarded as a resonably good substitute for McClellands, Thematic Apperception Test of achievement motivation.

Ray (1980) pointed out that the three most valid measures of achievement motivation (roughly in order) appears to be the Ray-Lynn scale, Costello Scale-I and the forced choice Mukherjee sentence completion test (SCT).

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The achievement motivation of Assistant Agricultural Officers was measured using sentence completion method by Bharamappa (1981), in Dharwad district of Karnataka.

Ray (1981) measured achievement motivation by immediate emotional reactions. He constructed an achievement motivation inventory with the use of single words rather sentences as items.

Prasad (1983) developed a chievement motivation measurement scale consisting of ten items with twenty sub-items to measure the achievement motivation of farmers in three states of India. He also compared the scale developed by him with questionnaire measure, sentence completion measure and TAT measure; and found that his scale was significantly related with sentence completion measure and TAT measure but not significantly related with questionnaire measure. A significant relationship was noted between sentence completion measure and TAT but there was no significant relationship between questionnaire measure and sentence completion measure and also TAT measure.

Characteristics associated with achievement motivation of respondents

Education

Patel and Paul Legans (1968) found that the most effective gramasevaks were 'highschool educated with agricultural diploma'.

The results of Hosur (1977) study indicated a non-significant association between education and achievement motivation of gramsevaks.

Bharamappa (1981) indicated a positive but not significant relationship between educational level of Assistant Agricultural Officers and their achievement motivation.

Prasad (1983) reported that education was significantly related with achievement motivation of farmers in both the progressive and less progressive villages in Kerala, Tamil Nadu and Karnataka.

The study conducted by Ramakrishna Rao (1985) pointed out that a greater percentage of Assistant Agricultural Officers were with the qualification of SSLC with gramasevak training.

Self reliance

Ray et al.(1968) defined self reliance as confidence in oneself along with the realization that all environmental factors are not inscrutable supernatural forces beyond human control.

Ramakumar (1972) concluded that realistic education of self concept can be conducive to improve academic achievement to the levels to which ones intelligence will permit, seems to be valid .

Hussaini (1974) pointed out that a variability in the centrality of achievement in cultural setting is likely to influence the strength and direction of relationship of achievement motivation to self esteem.

Prasad and Sinha (1978) suggested that a thorough probe into the process of self concept and self esteem is necessary for understanding the self concepts of subjects and their achivement orientation of high and low n-Ach persons.

Sharma (1979) found that self concept on intellectual and school scatus is conducive to high achievement, where as self concept on physical appearance and attributes has an inverse relationship with academic achievement.

Srivastava (1979) reported that achievemen. and self concept were positively correlated and also observed that both high achievement and high self concept were found more frequently in urban subjects.

Agarwal and Tripathi (1980) found that high n-Ach subjects had a tendency to think more interms of future rather than past or present.

Romney (1982) indicated that self concept factors were the most salient prediction of mastery achievement and home making commitment .

Prasad (1983) indicated that a significant relationship existed between self reliance and achievement motivation of farmers in three states of India.

Mass media exposure

Rogers and Neill (1966) indicated that generally a positive relationship exist between mass media exposure and achievement motivation.

Byra Reddy (1976) studied the information sources used by gramsevakas such as extension literature, News paper, Farm magazines, Radio etc., and found that there

was a significant relationship between communication behaviour of gramsevaks and their achievement motivation.

Hosur (1977) concluded that there was only difference of five per cent in the number of gramasevaks falling in the categories of low and high mass media exposure. Further he found that, the extent of mass media exposure and achievement motivation had direct and significant relationship.

Dharmappa (1981) found that a direct and strong relationship exist between achievement motivation of Assistant Agricultural Officers of Dharwad district and their extent of mass media exposure.

Prasad (1983) indicated that there was a significant relationship between exposure to information sources and achievement motivation of farmers in less progressive village of Karnataka.

In his study conducted by Renukaradhya (1983) on farmers indicated that a positive relationship existed between media participation and achievement motivation of the respondents.

Rural-urban background

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

The most effective gramsevak was the son of a farmer and had a rural background of more than ten years (Patel and Paul Legans, 1968).

Hosur (1977) indicated a non-significant relationship between rural and urban background of gramsevaks and their achievement motivation.

Christian (1979) pointed out that the subjects need for achievement was unaffected by rural/urban background.

As concluded by Bharmappa (1981) there was a negative but not significant relationship exist between the rural-urban background and achievement motivation of Assistant Agricultural Officers.

Ramakrishna Rao (1985) found that a higher percentage of Assistant Agricultural Officers were with higher rural background and relatively a lower

per cent of Assistant Agricultural Officers were with higher urban background.

Length of service

Salvi and Dudhani (1967) reported that experience was associated with the effective performance of gramsevaks.

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 five years.

As indicated by Hosur (1977) the gramsevaks with below 25 years of service, who formed the majority group and about 15 years of service who formed the minority group were in high and low achievement motivation category respectively. He also found a non-significant association between length of experience and achievement motivation of gramasevaks.

Bharmappa (1981) concluded that there is no significant relationship between the length of experience and achievement motivation of Assistant Agricultural Officers.

Ramakrishna Rao (1985) pointed out that a greater percentage of Assistant Agricultural Officers belong to high total length of experience category and majority of the Assistant Agricultural Officer's having less length of experience in Agricultural Extension Programme.

Empathy

Lerner (1958) described empathy as individuals ability to identify with other role, especially with those who are different from self.

Learner (1964) found that his respondents expressed highest empathy with roles that appeared most frequently in the mass media and that they had more frequent interaction with.

Rogers and Portocarrero (1965) in their colu mbian study found a positive relationship between achievement motivation and empathy.

Supe and Bajbhiye (1977) selected two types of roles namely localite and cosmopolite to measure empathy.

Somappa (1980) indicated that more number of Agricultural Assistants with less achievement motivation were in high empathy group. He further showed that achievement motivation had association with empathy score.

Organizational environment factors

Sharma (1969) identified ten working environment components in community development blocks for his study of "working environment and professional dedication of extension personnel". They were (1) Communication (2) Decission making (3) Local leadership, (4) Interpersonal relation, (5) Team work, (6) Peoples participation (7) Family adjustment, (8) Supply and service, (9) Guidance and supervision and (10) Job satisfaction.

Sreenivasa Murthy and Byra Reddy (1974) pointed out that Agricultural Extension Officers, did not (1) have adequate opportunity for using their technical ability, (2) have best working conditions for technical work, (3) receive adequate encouragement and (4) have freedom to use their own judgements. They also felt that they were closely watched by their administrators and supervisors which was desirable then.

Byra Reddy (1975) concluded that among the several block environment factors, village level workers satisfactory 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 decission making, communication, personal relation and the guidance on their job provided by their superiors.

Janardhana (1979) found that the overall block environmental score was correlated highly and significantly with overal job satisfaction of Agricultural Extension Officer's.

Ramakrishna Rao (1985) indicated that nearly equal number of Assistant Agricultural Officer's belong to both the categories of low and high organizational environment factors. He further indicated that a significant relationship exists between organizational environment factors and achievement motivation of Assistant Agricultural Officers.

Job involvement

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 immage'.

Weissenberg and Gruen field (1968) found that there was a significant correlation with three motivator variables i.e., recognition, achievement, responsibility and the motivator total. He also found that job involvement increases with increasing satisfaction of motivator variables.

Hasnain and Behl (1978) pointed out that high n-Ach helps the individual for doing well in job and an high n-Achiever was persistant in his work and tries to achieve higher position.

Agarwala (1980) indicated that a very much job involved person is regular, punctual; stick to work and a willing worker. He is technically sound, innovative and for him the work is very center of his life. The characteristics of the least job involved person are just the opposite

Ramakrishna Rao (1985) found that a higher percentage of the Assistant Agricultural Officers fell under low category of job involvement and a significant relationship exists between achievement motivation and job involvement of Assistant Agricultural Officer's .

From the above reviews on achievement motivation certain inferences could be drawn as mentioned below.

Achievement motivation is a multidimensional concept and different researchers developed and used different scales and techniques to measure achievement motivation. These measures seems to measure achievement motivation in different constructs.

With respect to the characteristics associated with achievement motivation of individuals, in most of the cases the following characteristics have shown a considerable influence on achievement motivation of the individuals. These are, education, mass media exposure, self reliance, empathy, organizational environment factors and job involvement. In the case of other characteristics they have not indicated consistent influence on achievement motivation.

The present study was designed keeping in view the above inferences. Hence, the results of this study may throw some more light in selected dimensions with reference to extension personnel.

MATERIALS AND METHODS

III. MATERIALS AND METHODS

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

1 Locale of the study
2 Selection of the respondents
3 Methods used for quantifying dependent and independent variables
4 Instruments used 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 and Mysore, Mandya and Kodagu districts of Mysore division in Karnataka state during 1985-86. Twenty two taluks from these six districts have been selected for study considering the time and resources of the researcher. Two taluks from Kodagu district and four taluks each from other five districts have been selected (Appendix II). These taluks were selected purposively considering the availability of highest number of Asistant Agricultural Officers, working under NAEP in these taluks.

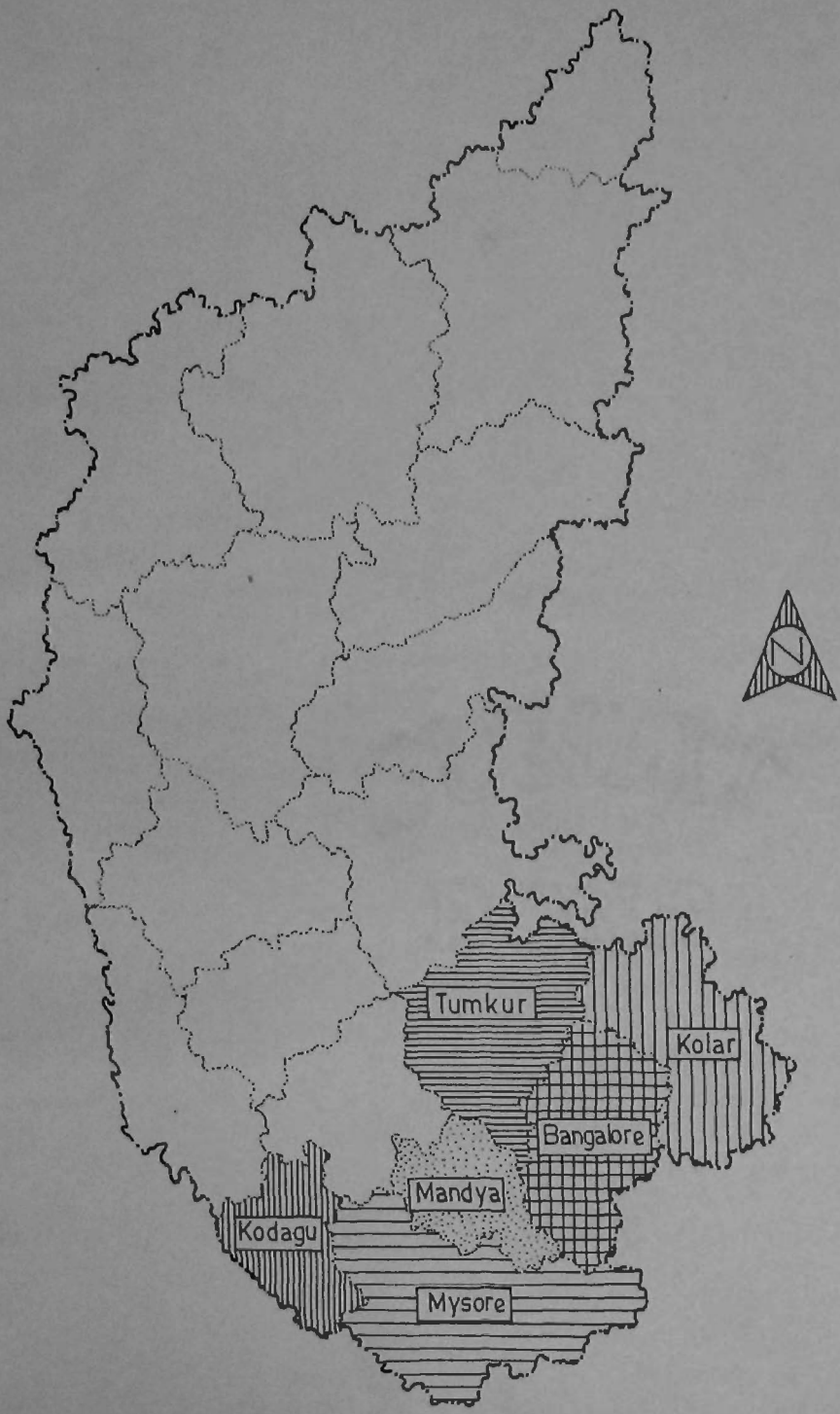


FIG. 1. MAP OF KARNATAKA STATE SHOWING DISTRICTS SELECTED FOR STUDY

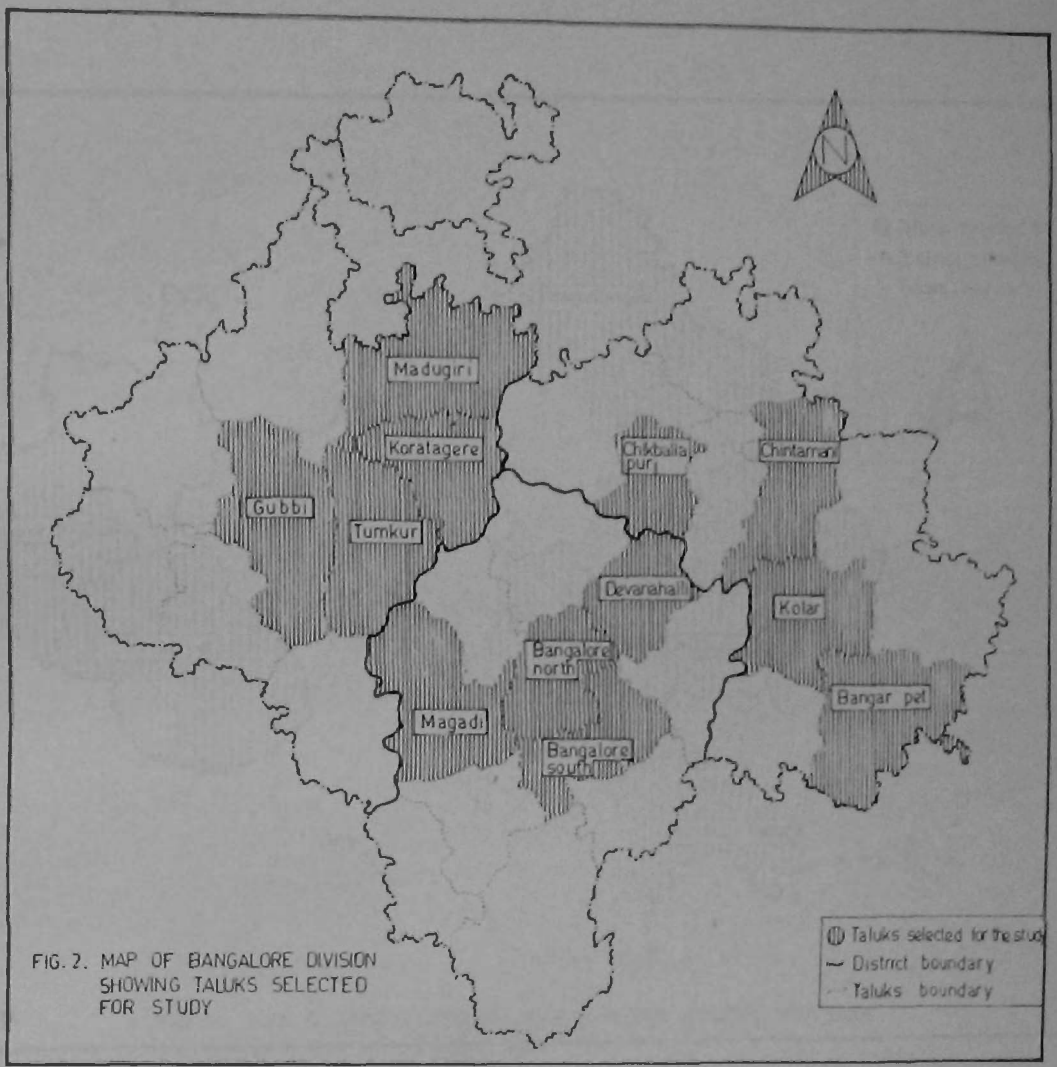


FIG. 2. MAP OF BANGALORE DIVISION SHOWING TALUKS SELECTED FOR STUDY

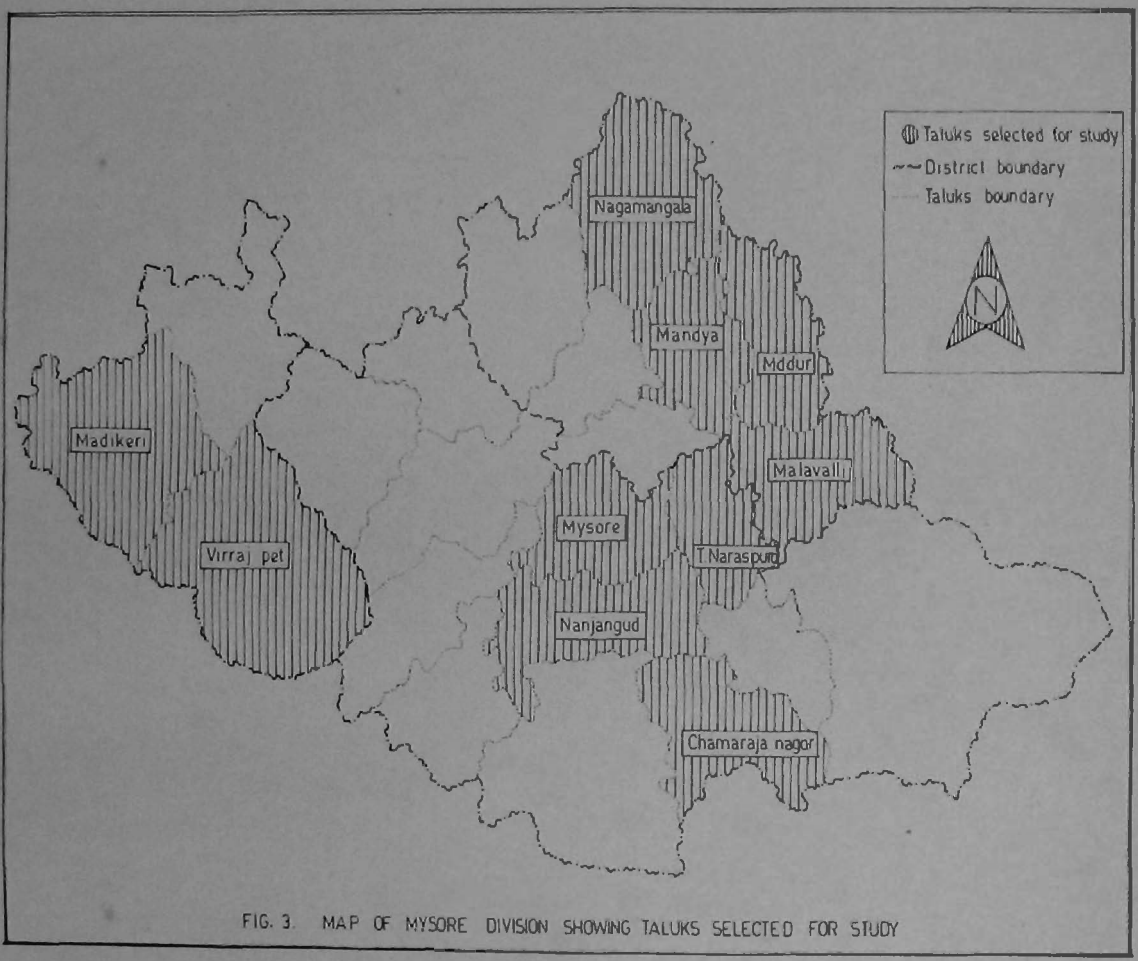


FIG. 3. MAP OF MYSORE DIVISION SHOWING TALUKS SELECTED FOR STUDY

2. Selection of respondents

A list of all the Assistant Agricultural Officers working in National Agricultural Extension Project (NAEP) in all the twenty two taluks and the fortnightly training programme dates were obtained from the Directorate of Agriculture.

There were totally 120 Assistant Agricultural Officers in these 22 taluks. Out of which 97 could be interviewed. After discarding those respondents who gave incomplete answers and having less than two years experience in NAEP, a total of 87 were retained as respondents. This 87 constituted 73 per cent of the total number of Assistant Agricultural Officers working in these taluks under NAEP. Thus, the final sample consisted of 87 respondents.

3. Methods used for quantifying dependent and independent variables

Dependent variable

Achievement motivation

Past research reviews showed that various researchers have used different methods to measure n-Ach, viz., TAT-technique, sentence completion method and inventory item etc. But these methods and techniques

were found to be time consuming and not convenient for this study. Hence, it was decided to use Likert type of achievement motivation scale developed and used by Byra Reddy (1976), to measure the achievement motivation of Assistant Agricultural Officer's.

The scale consisted of seven items which were put into a Likert type scale form with usual five category response, namely "strongly agree, agree, undecided, disagree and strongly disagree". All the seven items were of positive type and given score of five, four, three, two and one respectively for the five category response. Thus, the maximum and minimum possible score were 35 and 7 respectively.

The reliability of the scale was also indicated after test-retest method. The correlation coefficient 0.88 was significant at 0.01 level of probability indicating that the scale was dependable. With respect to the validity of the scale he concluded that selected items had good discrimination value and that it was reasonable to accept the scale as a valid measure of achievement motivation of the respondents.

Total scores for each respondent was obtained by summing up the scores on each item. The sum of the scores over all items formed the score of the Assistant Agricultural Officers on achievement motivation.

The Assistant Agricultural Officers were grouped into two categories taking mean as central point.

Category	Score
Assistant Agricultural Officers with high achievement motivation	Above 25.54
Assistant Agricultural Officers with low achievement motivation	25.54 and below

Quantification of independent variables

The independent variables were studied by operationalising each one of them as under:

1. Educational status

To know the educational level of Assistant Agricultural Officer's, they were asked to indicate the formal education they had under four heads, viz., SSLC and above, graduate, B.Sc.,(Agriculture) and M.Sc. (Agriculture). After getting their responses they were given scores one, two, three and four respectively. Afterwards the Assistant Agricultural Officers were classified into two categories taking mean as central point.

Category	Particulars	Score
Assistant Agricultural Officer's with low educational status	SSLC and above	1.60 and below
Assistant Agricultural Officer's with high educational status	Graduates and above	Above 1.60

2. Mass media exposure

Mass media exposure was determined by the procedure suggested by Hosur (1977). Detailed information about the mass media exposure of respondents was obtained with respect to (a) their reading habits and frequency of reading and (b) their listening habit to radio and frequency of listening to the programmes on agriculture. The following scoring pattern was followed to arrive at a complete score for mass media exposure.

a. Reading habit

	Item	Score
i	News paper	1
ii	Magazines	2
iii	Journals related to agriculture	3
iv	Extension literature folders, leaflets etc.	4
v	Books on agriculture	5
vi	Scientific journal	6

b. Frequency of reading

Item		Frequency	Score
i	News paper	Subscriber	4
		Daily	3
		Once or twice a week	2
		Once or twice in a month	1
ii	Magazines, journals, extension literature, books etc.	Daily	3
		Once or twice in a week	2
		Whenever available	1
iii	Frequency of listening to radio programme on agriculture	Daily	3
		Once or twice a week	2
		Once or twice in a month	1

The composite score was arrived at by summing up the scores obtained by the respondents under each item. Based on the scores obtained by the respondents, they were grouped into two categories, taking mean as central point.

Category	Score
Assistant Agricultural Officer's with high mass media exposure	Above 17.09
Assistant Agricultural Officer's with low mass media exposure	17.09 and below

3. Self reliance

The self reliance of Assistant Agricultural Officer's was quantified as suggested by Roy et al.(1968). The question used to measure this variable was 'How much of your future you feel depends on yourself? out of 100, would you say 100, 75, 50, 25 or nothing? The response was measured based on the scoring system, as mentioned below.

Response	Score
100 out of 100	4
75 out of 100	3
50 out of 100	2
25 out of 100	1
Nothing	0

Based on the score obtained by the respondents, they were grouped into two categories, taking mean as measure of check.

Category	Score
Respondents with high self reliance	above 2.98
Respondents with low self reliance	2.98 and below

4. Rural-urban background

The procedure suggested by Hosur (1977) was used to determine the 'Rural-urban background'. Information about rural-urban background was obtained for various

aspects like family background, father's occupation, native place and the places where the respondent has completed his formal education. The following scoring pattern was followed.

	Item	Score
a	Father's occupation	
	i Farming	2
	ii Other than farming	1
b	Native place of the respondents	
	i Village	3
	ii Taluk	2
	iii District	1
c	Place of completing primary education	
	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 score 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.

Category	Score
Respondents with more rural background::	Above 12.16
Respondents with less rural background::	12.16 and below

5. Length of service in NAEP

Information about length of service as Assistant Agricultural Officer in NAEP was obtained by asking the respondents to indicate their length of service in NAEP in years. Based on the scores obtained the Assistant Agricultural Officers were classified into two categories taking mean as central point.

Category	Score
Respondents with more length of service in NAEP	Above 5.02
Respondents with less length of service in NAEP	5.02 and Above

6. Empathy

The empathic ability of Assistant Agricultural Officer's quantified using the procedure suggested by Somappa (1980) based on the modifications suggested by Supe and Gajbhiye (1977). Out of the fourteen role items he used, only the first seven roles under the head "Localite empathy" has been selected and used to measure the empathy of Assistant Agricultural Officer's. The localite empathy role consisted of roles like contact farmer, village school teacher, fertilizer dealer, demonstrator farmer, president of co-operative society, Chairman of village Panchayat and youth club President. The respondents were asked what would have been their role if they were in that position. Each question was followed by three answers A, B and C. Thus the responses of the respondents were collected on three point scale namely zero for low empathy, one for medium empathy and two for high empathy.

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

Category	Score
Assistant Agricultural Officer's with high empathy	Above 9.66
Assistant Agricultural Officer's with low empathy	9.66 and below

As the Assistant Agricultural Officers occupy a crucial position in the organization, three selected organizational variables, viz., total length of service, organizational emvironment factors and job involvement were considered to assess their type of relationship with achievement motivation, These three organizational variables were quantified as follows.

7. Total length of service

The information about total length of service was obtained by asking the Assistant Agricultural Officers to indicate their total service in years. The respondents were grouped into two categories taking mean as measure of check.

Category	Score
Assistant Agricultural Officers with more total length of total length of service	Above 24.36
Assistant Agricultural Officers with less total length of service	24.36 and below

8. Organizational environment factors

Six environmental factors out of the ten factors indicated by Sharma (1969) were selected to study the organizational environment factors of Assistant Agricultural Officer's. The six factors were:

1 Communication
2 Inter-personal relations
3 Team work
4 Peoples participation
5 Supply and services
6 Guidance and supervision

A questionnaire 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 questionnaire consisted of 36 sub-items under the above six aspects (Appendix I)

The responses were obtained from the respondents on all these items on a five point continuum, response categories namely. 'very much satisfied', 'satisfied', 'partially satisfied', 'dissatisfied' and 'very much dissatisfied' with weightage of 1, 2, 3, 4 and 5, respectively. The sum of scores overall the sub-items was obtained called organizational environment factors

score. Thus, the Assistant Agricultural Officer's were classified into two groups taking means as central point.

Category	Score
Assistant Agricultural Officer's with high organizational environment factors score	Above 128.76
Assistant Agricultural Officer's with low organizational environment factors score	128.76 and below

9. Job involvement

The job involvement of Assistant Agricultural Officer's 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 scores for each respondent was obtained by summing up the scores on each item. The sum of the scores over all items formed the score of the Assistant Agricultural Officer's on job involvement.

Based on the mean score the Assistant Agricultural Officer's were classified into the following two categories.

Category	Score
Assistant Agricultural Officer's with high job involvement	Above 72.44
Assistant Agricultural Officer's with low job involvement	72.44 and below

4. Instruments for data collection

The data were collected from the respondents through personal contacts with the help of a well structured questionnaire. The questionnaire was in simple, 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 August, September and October months of 1986

5. Statistical tests and techniques used

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

Mean scores and percentages were used to analyse the data relating to all the variables.

Chi-square (χ^2) test was used to determine the association between dependent variable and some selected independent variables.

Test of significance ('t' test) employed to know whether mean score values of two categories significantly differ or not.

To determine the relationship between dependent variable and three selected organizational variables, Correlation coefficient was used. That is to find out the relationship of achievement motivation (Y) with organizational environment factors (X1), job involvement (X2) and total service (X3). The formula used was;

$$\text{Correlation coefficient } 'r' = \frac{\Sigma XY - \frac{(\Sigma X)(\Sigma Y)}{N}}{\sqrt{\left[\left[\Sigma X^2 - \frac{(\Sigma X)^2}{N}\right]\left[\Sigma Y^2 - \frac{(\Sigma Y)^2}{N}\right]\right]}}$$

RESULTS

IV. RESULTS

In this part of the thesis, the results of the study are presented as follows.

1 Overall achievement motivation of Assistant Agricultural Officers of 22 taluks of Bangalore and Mysore Divisions

2 Different independent variables and their association with achievement motivation of Assistant Agricultural Officers.

Overall achievement motivation of Assistant Agricultural Officers

The following pattern of achievement motivation of Assistant Agricultural Officers could be seen from table 1 and fig. 4 and 5 .

The data revealed that almost equal number (43 and 44) of Assistant Agricultural Officers were grouped under high and low categories, respectively. The mean achievement motivation score for respondents with high achievement motivation was higher by 4.22 than that of Assistant Agricultural Officers with low achievement motivation.

Table 1: Distribution of Assistant Agricultural Officers on their achievement motivation scores(n-Ach scores)

(N = 87)

Category	Respondents		Mean n-Ach score	Mean score difference	't' value
	Number	Per cent			
Assistant Agricultural Officers with high achievement motivation	43	49.43	27.67		
				4.22	9.17**
Assistant Agricultural Officers with low achievement motivation	44	50.57	23.45		

** Significant at 1 per cent level

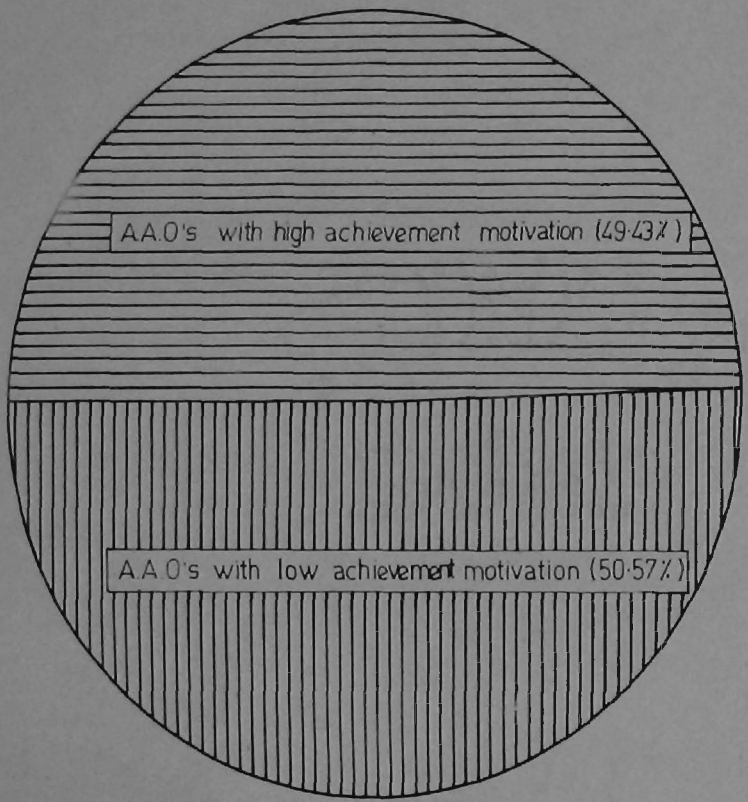


FIG. 4. ACHIEVEMENT MOTIVATION OF ASSISTANT AGRICULTURAL OFFICERS

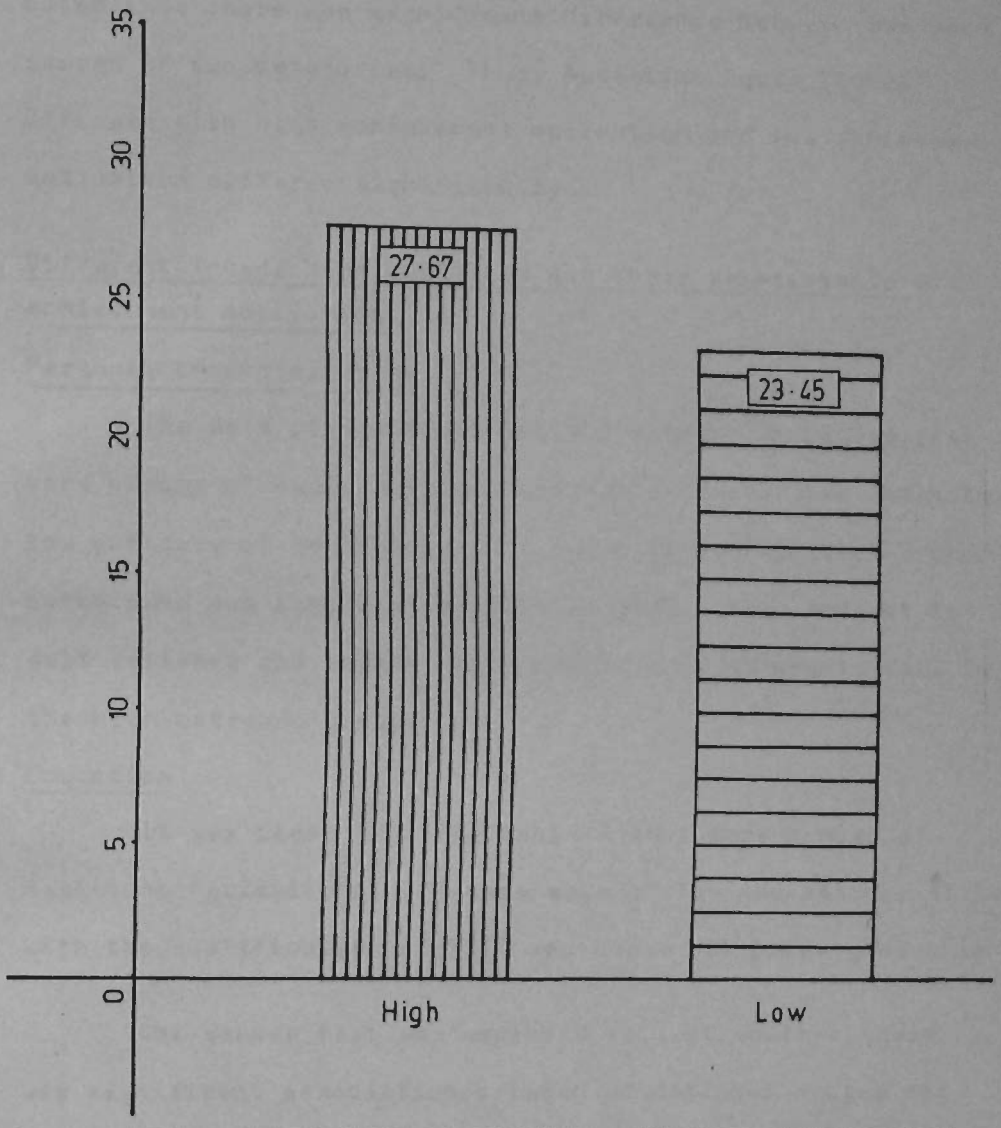


FIG. 5. MEAN ACHIEVEMENT MOTIVATION SCORE OF ASSISTANT AGRICULTURAL OFFICERS BELONGING TO HIGH AND LOW CATEGORY

The normal test of significance was carried out to know whether the mean achievement motivation scores of two categories differ significantly or not. The results indicated that there was significant difference between the mean scores of two categories. Thus, Assistant Agricultural Officers with high achievement motivation and low achievement motivation differed significantly

Different independent variables and their relationship with achievement motivation

Personal characteristics

The data presented in table 2 clearly indicated that more number of Assistant Agricultural Officers were under the low category of education, mass media exposure, rural-urban background and length of service in NAEP. With respect to self reliance and empathy more number of respondents fell in the high category group.

Education

It was clear from the table 2 that more number of Assistant Agricultural Officers were of low educational status with the qualification of SSLC and above but below graduation.

Chi-square test was employed to test whether there was significant association between educational status and achievement motivation of Assistant Agricultural Officers. The results indicated a non-significant association between these two variables.

Table 2: Distribution of Assistant Agricultural Officers on selected personal characteristics

(N = 87)

Category	Respondents	
	Number	Per cent
Education		
High	26	29.89
Low	61	70.11
Mass media exposure		
High	37	42.53
Low	50	57.47
Self reliance		
High	64	73.56
Low	23	26.44
Rural-Urban background		
High	40	45.98
Low	47	54.02
Length of service in NAEP		
High	42	48.28
Low	45	51.72
Empathy		
High	47	54.02
Low	40	45.98

Table 3: Association of education with achievement motivation of Assistant Agricultural Officers (N = 87)

Education category	Achievement motivation category		Total	χ^2 value
	High	Low		
High	10	16	26	1.78^{NS}
Low	33	28	61	
Total	43	44	87	

NS Non-significant

Self reliance

The data presented earlier indicated that majority of the Assistant Agricultural Officers were uncer the category of high self reliance. Further the findings of the table 4 revealed that all most same number of Assistant Agricultural Officers with high self reliance were in low and high achievement motivation categories, respectively.

Chi-square test results indicated a non-significant association between self reliance and achievement motivation of Assistant Agricultural Officers.

Rural-urban background

The data revealed that more number of Assistant Agricultural Officers (54.02%) were of less rural background. Further data from table 5, indicated that more number of Assistant Agricultural Officers with less rural background were in low achievement motivation group.

Chi-square test results showed a non-significant association between rural-urban background and achievement motivation of Assistant Agricultural Officers.

Table 4: Association of self reliance with achievement motivation of Assistant Agricultural Officers

(N = 87)

Self reliance category	Achievement motivation category		Total	χ^2 value
	High	Low		
High	31	33	64	0.094^{NS}
Low	12	11	23	
Total	43	44	87	

NS Non-significant

Table 5: Association of rural-urban background with achievement motivation of Assistant Agricultural Officers

(N = 87)

Rural-urban background category	Achievement motivation category		Total	χ^2 value
	High	Low		
High	21	19	40	0.28^{NS}
Low	22	25	47	
Total	43	44	87	

NS Non-significant

Mass media exposure

It was interesting to note that majority of Assistant Agricultural Officers fell under the category of low mass media exposure (Table 2). Further the data presented in table 6 point out that more number of Assistant Agricultural Officers with low mass media exposure were under low achievement motivation category.

The Chi-square test results indicated a non-significant association between the achievement motivation and the extent of mass media exposure of Assistant Agricultural Officers.

Length of service in NAEP

From the data presented in the early part it could be concluded that more number of Assistant Agricultural Officers were with less service in NAEP. Further, table 7 indicated that more number of Assistant Agricultural Officers with less service in NAEP and less number of more service were in high achievement motivation group.

Results of the Chi-squre test was not significant. This asserts that these two attributes were independent of each other.

Table 6: Association of mass media exposure with achievement motivation of Assistant Agricultural Officers

(N = 87)

Mass media exposure category	Achievement motivation category		Total	χ^2 value
	High	Low		
High	19	18	37	0.095^{NS}
Low	24	26	50	
Total	43	44	87	

NS Non -significant

Table 7: Association of length of service in NAEP with achievement motivation of Assistant Agricultural Officers (N = 87)

Length of service in NAEP category	Achievement motivation category		Total	χ^2 value
	High	Low		
High	20	22	42	0.11^{NS}
Low	23	22	45	
Total	43	44	87	

NS Non-significant

Empathy

It is observed that more number of respondents were with high empathy (54.02%). It is interesting to note that the results from the table 8 clearly indicated that more number of Assistant Agricultural Officers with more empathy were under the category of low achievement motivation.

Chi-squre test results indicated that there was no significant association exists between achievement motivation and empathy of Assistant Agricultural Officers.

Distribution of Assistant Agricultural Officers on selected organizational variables

From the table 9 it could be concluded that more number of (46 and 50) Assistant Agricultural Officers were grouped under low category of organizational environment factors and job involvement, respectively. It is also clear from the table that majority of Assistant Asgricultural Officers were grouped under the category of more service.

Table 8: Association of empathy with achievement motivation of Assistant Agricultural Officers

(N = 87)

Empathy category	Achievement motivation category		Total	χ^2 value
	High	Low		
High	21	26	47	0.92^{NS}
Low	22	18	40	
Total	43	44	87	

NS Non-significant

Table 9: Distribution of Assistant Agricultural Officers on selected organizational variables (N = 87)

Category	Respondents	
	Number	Per cent
Total length of service		
High	62	71.26
Low	25	28.74
Organizational environment factors		
High	41	47.13
Low	46	52.87
Job involvement		
High	37	42.53
Low	50	57.47

Relationship of achievement motivation with three organizational variables, viz., organizational environment factors, job involvement and total length of service

The correlation coefficient of achievement motivation with organizational environment factors, job involvement and total length of service are presented in the table 10.

It could be observed that the relationship between achievement motivation and job involvement was high when compared to organization environment factors and total length of service. The relationship between achievement motivation and organizational environment factors was relatively moderate, whereas, total length of service with achievement motivation was low.

Test of significance indicated that a significant relationship existed between the dependent and organizational variables. The inference that could be drawn is that achievement motivation of Assistant Agricultural Officers was conditioned to a large extent by job involvement followed by organizational environment factors and total length of service. Hence, it could

Table 10: Correlation between the achievement and three organizational variables (N = 87)

	Y	X_1	X_2	X_3
Y	1.000	0.2161*	0.2785**	0.2112*

* Significant at 5 per cent level
** Significant at 1 per cent level

Y Achievement motivation
X_1 Organizational environment factors
X_2 Job involvement
X_3 Total length of service

concluded that the three organizational variables influence to a considerable extent, the achievement motivation of Assistant Agricultural Officers.

DISCUSSION

V. DISCUSSION

In this chapter the results of the study were discussed as below.

Achievement motivation of Assistant Agricultural Officers

The findings from the table 1 and figures 4 and 5 revealed that a little more than fifty per cent of the Assistant Agricultural Officers were found to have low achievement motivation. This reflected that relatively low achievement motivation has been prevailing among Assistant Agricultural Officers. This trend confirmed McClelland's (1961) opinion that, people from developing countries tend to have low achievement motivation. Since, India is a developing country naturally a lower level of achievement motivation could be observed among more number of respondents. The findings of Hosur (1977) supported this trend, and also partially draws support by the findings of Bharamappa (1981).

This relatively low achievement motivation level among Assistant Agricultural Officers might be attributed to their socio-cultural inhibitions. The field of Agriculture in which they are working, which includes lot of risks and uncertainities might also be considered as possible reasons for this.

The findings further revealed that the high and low achievement oriented Assistant Agricultural Officers differed significantly. The mean achievement motivation score for respondents with high achievement motivation was 27.57. Whereas, that of low achievement oriented respondents was 23.45. This type of pattern confirmed by the definitions and explanations of Edwards(1953), McClelland(1961), Atkinson (1967) and other. They made it clear that achievement motivation is such an attitude whose presence differentiate a person from rest of the group. The unpracticability of the outcome of the efforts due to uncontrollable reasons might have added to this trend of findings. The findings are also in agreement with that of Hosur(1977) and Dharamappa (1981).

Education and achievement motivation

A cursory examination of the finding in table 3 revealed a non-significant association between formal educational level of Assistant Agricultural Officers and their achievement motivation level. This gets supported by the finding of the studies conducted by Hosur (1977) and Dharmappa (1981).

Rosen (1959) pointed that persons with least and most education had lower achievement motivation when compared to persons with mediumlevel of education. This perhaps explain for the non-significant association between levels of formal education and achievement motivation of Assistant Agricultural Officers. Though education level of individual influence his

achievement motivation(McClelland, 1961; Rogers and Neill, 1966). Perse it may not be a dominant factor. Other factors like cultural setting may also be considered in this regard. Besides the other knowledge input factors might have contributed to this nature of findings.

Self reliance and achievement motivation

A cursory examination of the findings in table 4 brings into focus that there was no significant association between self reliance and achievement motivation of Assistant Agricultural Officers. This was in contradiction with the findings of the studies conducted by Srivastava (1979) on boys and Muraleedhara Prasad (1983) on farmers. Lack of research studies exploring the association between self reliance and achievement motivation of extension personnel has restricted to draw any strong inference in this aspect.

Hussaini (1974) infered that a variability in the centrality of achievement in cultural setting is likely to influence the strength and direction of relationship of achievement motivation to self esteem. Further, Sharma (1979) indicated that self concept on physical appearance and attributes will also influence its relationship with academic

achievement. These findings might partially give reason for the absence of significant association between self reliance and achievement motivation of Assistant Agricultural Officers.

Rural-urban background and achievement motivation

The data from the Table 5 depicted a non-significant association between rural-urban background and achievement motivation of Assistant Agricultural Officers. This findingwas in confirmation with the results of Hosur (1977) Christian (1979) and was contrary with the findings of Bharmappa (1981).

It was very interesting to note that psychologists such as McClelland (1961) and Atkinson (1958) viewed that urbaonization leads development of higher achievement motivation. Thus the relationship between these two variables becomes central point in this study.

Though the results of the present study indicated that majority of Assistant Agricultural Officers were having more urban background, the native places of most of them was found to be villages. This might

have restricted their extent of urbanization. This might possibly explain for the absence of significant association between rural-urban background and achievement motivation of Assistant Agricultural Officers.

Mass media exposure and achievement motivation

The data from the table 6 revealed a non-significant association between mass media exposure and level of achievement motivation of Assistant Agricultural Officers. This trend has been contradictory to the findings of Rogers and Neill (1966), Byra Reddy (1976), Hosur (1977) and Bharamappa (1981). Previous studies indicated that higher extent of individuals exposure to mass media could produce higher achievement motivation. In this study the results have clearly indicated that majority of Assistant Agricultural Officers were exposed very less to the mass media. This might partially explain for the non-significant association between these two variables. Further, untimely availability of print media and non-availability of much time due to the nature of job under new NAEP system made them to expose less to the mass media which inturn might have affected their achievement motivation. These might possibly add to the reasons for non-significant association between achievement motivation and mass media exposure of Assistant Agricultural Officers.

Length of service as Assistant Agricultural Officer in NAEP and achievement motivation

An examination of table 7 reported a non-significant association between length of service in NAEP and achievement motivation of Assistant Agricultural Officers. The findings of the studies conducted by Hosur (1977) on gramsevaks and Bharamappa (1981) on Assistant Agricultural Officers, partially confirmed this result. Lack of research studies to explore the association between these two variables has restricted to make much comment on this aspect. The following reasons may partially explain for the non-significant association between length of service in NAEP and achievement motivation. Under the NAEP system the Assistant Agricultural Officers might have relatively higher number of items with their job, in addition to their own personal and family problems. This might have curbed their achievement motivation, leading to non-significant association between these two variables. The system itself is not very long in operation to clear the discriminate between the two variables.

Empathy and achievement motivation

The data presented in table 8 indicated a non-significant association between empathy and achievement motivation of Assistant Agricultural Officers. This trend was in contrary to the findings of Rogers and Portocarrero (1965) and Somappa (1980).

It has been infered that individuals who take wide variety of roles which expose them to new things, tend to think in new ways leading to higher achievement motivation and ultimately towards modernization. In the present study the Assistant Agricultural Officers were asked to take several non-official roles. These rolesconditions a person to perceive in a limited environment which in turn tend to indicate lower achievement motivation. This reason might possibly explain for the absence of significant association between empathy and achievement motivation.

Relationship of achievement motivation with organizational environment factors, job involvement and total length of service

The correlation coefficient presented in the table 10. has clearly indicated a positive significant relationship of achievement motivation with the three

selected organizational variables. The achievement motivation of Assistant Agricultural Officers was largely governed by job involvement followed by organizational environment factors and total length of service. This high significant relationship between job involvement and achievement motivation is in partial confirmation with the findings of Weissenberg and Gruenfield (1968) and Hasnain and Behl (1978). They indicated that, increase in the motivator variable and job involvement were directly related. The individual who is doing well in his job and persistant in his work tries to achieve higher position. This might add to the reason for significant positive relationship between these two variables. Further, a well knitted behavioural pattern in the NAEP system might also have influence for significant relationship between achievement motivation and job involvement.

The moderate significant relationship between achievement motivation and organizational environment factors might be due to the improvement made in the organization itself under NAEP system. The working conditions under this new extension system covers a wide range of improvements, such as communication, interpersonal relations, team work spirit, peoples participation,

supply and services along with guidance and supervision. This in-built human relations which are very much contemplated in the system has generally caused for a conginial working atmosphere which in turn might have helped the extension personnel to attain relatively higher achievement motivation. The findings of the study conducted by Ramakrishna Rao (1985) on Assistant Agricultural Officers supported this findings.

The significant relationship between achievement motivation and total length of service was contrary with the findings of Hosur (1977) and Bharamappa (1981). Earnest (1970) opined that Agricultural Extension Officers having five to ten years of experience spent more time in their job. This more involvement in job leads to attain a higher degree of achievement motivation by extension personnel. This might possibly explain for the significant relationship between these two variables.

All these three characteristics have got influence on the achievement motivation of Assistant Agricultural Officers. Thus naturally there exists a strong and positive relationship between achievement motivation and the three organizational variables.

An overview of the results

The findings of the study showing the association of different independent variables with achievement motivation was depicted in tables 3 to 8 and 10 and in figures 6. It was interesting to note that none of the personal characteristics of Assistant Agricultural Officers had significant association with their achievement motivation level to a large extent. Further, the three organizational variables such as organizational environment factors, job involvement and total length of service had a significant relationship with achievement motivation of Assistant Agricultural Officers. Hence, it could be infered that the organizational variables influenced the achievement motivation to a large extent and it was just opposit in case of personal characteristics and achievement motivation level of Assistant Agricultural Officers.

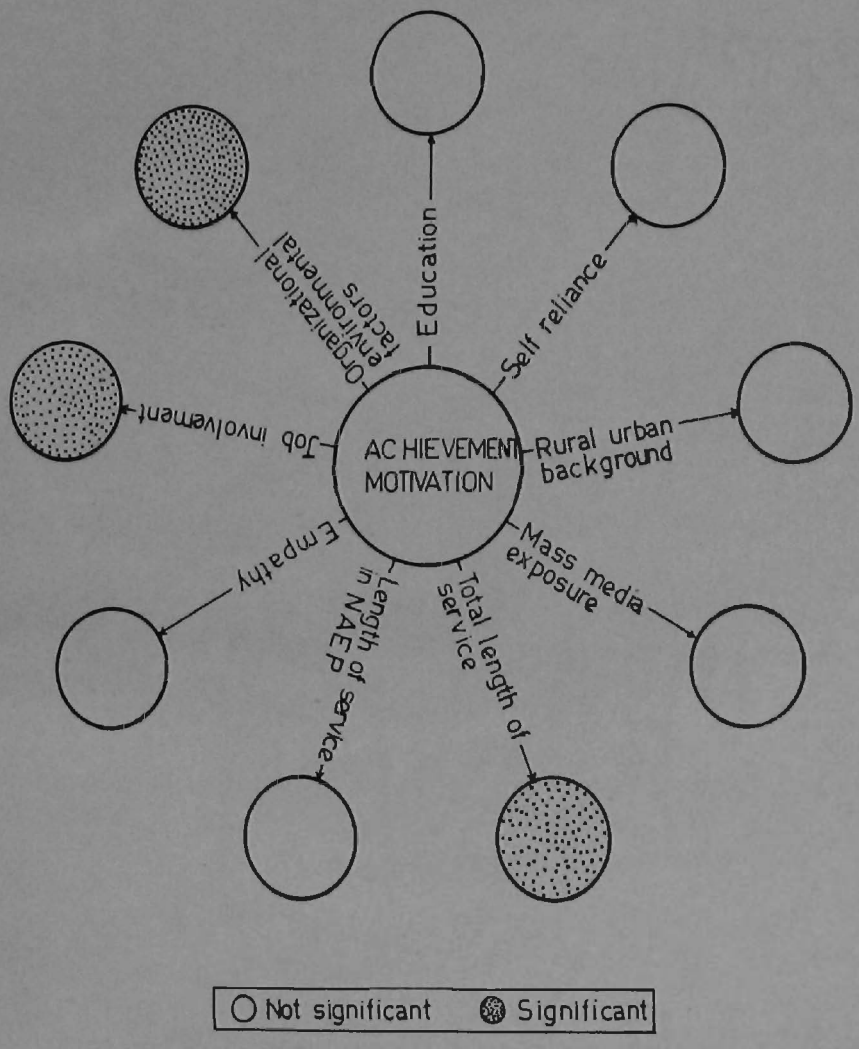


FIG. 6. AN OVER VIEW OF RESULTS

SUMMARY

VI. SUMMARY

Human motivas being of social origin plays a pivotal role in the process of economic growth of the countries. Achievement motivation is one such human motive, whose presence among its people is necessary for the development of a country. So, it becomes imperative to study the degree of achievement motivation present in the people and then possibilities of enhancing the achievement motivation in the people.

Training and visit system (Agricultural Extension project), which is now called as National Agricultural Extension Project (NAEP) in Karnataka, came into existance during 1978-79. This aimed at improving the technical know how of extension personnel and thereby achieve increased food production in the country. Assistant Agricultural Officer occupies the lower middle management level in the heirarchy, operating at range level playes a very significant role in the development of agriculture. Hence, it is necessary to understand him in all dimensions, of which achievement motivation is one such psychological dimension,

influencing his behaviour to a considerable extent in his profession.

The present study was planned and taken up with the following main objectives.

1 To assess the existing level of achievement motivation among Assistant Agricultural Officers under NAEP system.

2 To measure the association between the selected chracteristics and achievement motivation of Assistant Agricultural Officers.

3 To study the relationship between some selected ogranizational variables and achievement motivation of Assistant Agricultural Officers.

This study was conducted in six districts of Bangalore and Mysore divisions of Karnataka during 1985-86. Twenty two taluks from these six districts were selected . The Assistant Agricultural Officers working under NAEP for not less than two yeras in these taluks formed the sample for the study. Thus the final sample was eighty seven. The likert type scale

of achievement motivation developed by Byra Reddy (1976) was employed to measure the level of achievement motivation of Assistant Agricultural Officers in this study. The data were collected personally using a pretested questionnaire. In the analysis of data, means, percentages, test of significance, Chi-square test and correlation coefficient were used.

The important findings of the study were as follows.

Generally the achievement motivation among Assistant Agricultural Officers was low. There was a significant difference between the Assistant Agricultural Officers with low and high achievement motivation.

The achievement motivation was found to be related significantly with the job involvement, organizational environment factors and total length of service. The statistical analysis did not show any significant association with respect to other variables viz., education, mass media exposure, self reliance, rural-urban background, length of service in NAEP and empathy.

Implications and suggestions

The study has revealed that job involvement and organizational environment factors are the strong variables influencing the achievement motivation. So, it is necessary to maintain better organizational environment conditions for the working of Assistant Agricultural Officers which increases their job involvement. This increased involvement in job ultimately lead to develop a higher degree of achievement motivation among them. It would be observed from many other studies that achievement motivation can be developed among the people. In such a case providing better organizational environment conditions which makes a person to involve more in his job can be a vital instrument to develop this motive. Since, Assistant Agricultural Officer is a functionary based at lower middle management level in the heirarchy, it is necessary to provide him proper, adequate training to increase his achievement motivation level to a higher degree.

This study would help trainers and academicians of educational and training institutions and the Government departments towards evaluating achievement

motivation and facilitate its development among the Assistant Agricultural Officers.

This research study was confined to only twenty two taluks of six districts. Hence, it calls for a comprehensive study taking large sample from all the districts of Karnataka which will identify the factors influencing achievement motivation, thereby help in developing proper stratagies about improving the personnel in the organizations.

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APPENDICES

APPENDIX - I

QUESTIONNAIRE

INSTRUCTIONS

1 This information is being collected purely for educational purpose.

2 Read the instructions and directions given in the bracket (Wherever necessary) and then proceed.

3 Correct, complete and honest answers are very much appreciated.

Part - I

I. General information

i Name of the A.A.O.

ii Name of the range

iii Taluka____ District____

II. Education (Please mark ✓ against your answer)

SSLC and above /Graduate/B.Sc., (Agri.) / M.Sc., (Agri.).

III. Mass media exposure

a What do you read? (Mark ✓ against appropriate item).

News papers/ Magazines/ Journals related to agriculture/Books on agriculture/Scientific journals/ Extension literature(folder, leaflets etc.)/ others.

b Do you subscribe to any agricultural journal or magazine? If so name one or two: YES|NO

(1) (2)

c How often you read news paper?(Mark ✓ against your answer)

Daily/Subscriber/once or twice in a week/

once or twice in a month.

d How often you read magazines, journals, books,etc.?

(Mark ✓ against appropriate item)

Daily / once or twice in a week / whenever available.

e How often do you listen to radio programme on agriculture? (Mark ✓ against your answer)

Daily/ once or twice in a week / once or twice in a month.

IV. Self reliance

How much of your future, you feel depends on yourself? Out of 100 would you say 100, 75,50,25 or nothing____

V. Rural-urban background (Mark ✓ against your answer)

i Father's occupation: farming/non-farming.
ii From which place you come from __(Name the Native)
iii Where did you complete your primary Edn?

	Name	Year
a Village		
b Taluka HQ		
c District HQ		

iv Where did you complete your high school edn? Village / Taluka HQ/District HQ.

v Where did you complete your Pre-University Edn? Village / Taluka HQ / District HQ.

vi Where did you complete your graduation ? Village / Taluka HQ / District HQ.

vii Are you from an agriculturist family? YES|NO

VI. Length of Service

i Total service ____ Years
ii Total length of service as AAO____ years
iii Service not as AAO_____
iv Length of service as AAO inNAEP programme___ years

VII. Empathy

Directions:

On the following pages are a number of questions. Each question has got three roles. Note that each of the three roles is equally good. You have to select only one role out of the three which you would have done if you were in that position.

Each of the questions in the following pages are allowed by letter A, B and C. Draw a circle around the answer that corresponds most with your role

It is not the test of your intelligence. There is no question as right or wrong answers and you are requested to answer all the items.

Localite empathy index

1 If you were selected as contact farmer, what would you do to make other farmers of your group to adopt new technology.

A I would have supplied fertilizer from time to time in addition to providing improved agricultural implements like iron plough, seed-cum-fertilizer drill, seed treatment drum etc.

B I would have taught the farmers of my group whatever communicated by the Agricultural Assistant and try to influence them to adopt the new technology.

C I would have asked them to adopt new technology so that they are exposed to new technology and thereby increasing the per acre yield.

2 If you were a village school teacher what would be your role?

A I would have tried to enroll all the children of that village so that they are given good education instead of wasting time in playing.

B I would have arranged the inputs and credit facilities in addition to teaching of related agricultural technology to farmers so that they can get all these very easily.

C I would have tried to enroll all children of the village and teaching according to supervisors direction, so that they can become good citizens of the nation.

3 What would you do if you were a fertilizer dealer in a village?

A I would have demanded more grant for the agriculture developmental activities from the District Development Committee.

B I would have supplied fertilizer from time to time in addition to giving information related to agricultural technology.

C I would have supplied fertilizer if I had sufficient stock so that all the farmers of the village can get required quantity.

4 If you were selected as demonstrator farmer what would you do?

A I would have followed all the recommendations of Agricultural Assistant and convince the other farmers about the advantage of particular technology.

B I would have demonstrated the skills involved in particular technology to Agricultural Assistant and asked him to communicate to other farmers.

C I would have just informed about the package of practices involved in the technology to other farmers so that they can adopt the same.

5 If you were the President of Co-operative Society in your village, what would have been your roles in the development of agriculture?

A I would have arranged for the inputs like seeds, plant protection chemicals, fertilizers so that all farmers can get in adequate quantities.

B I would have arranged the inputs and credit facilities in addition to teaching, use of plant protection chemical, correct dosage of fertilizer.

C I would have asked all the members of our co-operative society to join particular political party.

6 What would you do for the development of agriculture in your village, if you were selected as the Chairman of the village panchayat?

A I would have arranged for the seed treatment drums, sprayers etc. from panchayat so that villagers can easily get such things for their use.

B I would have arranged for the distribution of seeds of sunflower, diancha etc. supplied by ADA office so that the farmers of my village can utilise such facilities.

C I would have supplied seeds, fertilizers at my own cost so that farmers take more interest in panchayat which is the need of the moment.

7 If you were the President of youth club what would you do in relation to agricultural activities.

A I would have conducted night classes in village to teach the illiterate villagers as a part of adult literacy programme to make villagers literate

B I would have persuaded all the members of youth club to take up individual and group projects related to agriculture like rat killing campaign, popularising high yielding varieties, poultry, sheep rearing etc.

C I would have arranged for technical information classes by Agricultural Assistant or AAO so that members can acquire necessary skills in farming.

VIII. Organizational environment factors

The following are some of the organizational environment factors influencing the achievement motivation of Assistant Agricultural Officers in the organization. Please study the items carefully and understand them. Each items is provided with five columns namely (1) Very much satisfied (VS), (2) Satisfied (S), (3) Partially satisfied (PS),(4) Dissatisfied (DS), (5)Very much dissatisfied (VDS). Please indicate your unbiased objective and correct judgement by putting (V) mark in the apropriate column.

Statements	Degree of satisfaction					
	Very much satisfied	Satisfied	Partially satisfied	Dissatisfied	Very much dissatisfied	
1	2	3	4	5	6	

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 higher ups and subordinates

1	2	3	4	5	6

5 Communication language from higher ups and subordinates

6 The method of communication employed by higher ups and subordinate

B Inter-personal relation

7 Relation with local leaders

8 Relation with clientele

9 Official relation with colleagues

10 Official relation with superior officers

11 Informal relation with superior Officers

12 Informal relation 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 incentive for your work

17 Procedural design to work together

D Peoples participation

18 Recognition to your extension work by people

19 The efforts of the people in implementation of extension programme

1	2	3	4	5	6
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 programme					
24 Financial help and assistance offered by the people to you					
E Supply and service					
25 Transportation facilities provided by the organization					
26 Field supplied 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					

X. Job involvement

Direction: 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 (SA), Agree (A), Undecided (UD), Disagree (DA) and Strongly Disagree (SDA)

Your responses are required only for research purpose and they will be treated as strictly confidential.

Your unbiased responses are very essential to complete the research study successfully.

	Statements	Response category				
		SA	A	UD	DA	SDA
1	I shall stay overtime to finish a job, even if I am not paid for it					
2	We can measure a person pratty 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 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 days work					
8	I am really a perfectionist about my work					
9	I feel depressed when I fail at something connected with my work					
10	I have other activities more important than my work					
11	I live, eat and breathe my job					

	Statements	Response category				
		SA	A	UD	DA	SDA
12	I would keep working even if I do not get the money					
13	Quite often I feel 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 now other things are important to me					
20	Sometimes I would like to kick myself for the mistakes I make in my work					

Part - II

ACHIEVEMENT MOTIVATION

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 argument. Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (DA), Strongly Disagree (SDA).

Statements	Respondent category				
	SA	A	UD	DA	SDA
1 One should enjoy work as much as play					
2 One should work like a slave at everything one undertakes until he is satisfied with the result					
3 One should succeed in his occupation even if one has been neglectful of his family					
4 One should have determination and driving ambition to achieve certain things in life even if these qualities makes 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 oneself and try to reach them					

APPENDIX II

List of districts and taluks selected for the study in Bangalore and Mysore divisions of Karnataka state

BANGALORE DIVISION

Bangalore district

- Bangalore North
- Bangalore South
- Devanahalli
- Magadi

Kolar district

- Bangarpet
- Chikballapur
- Chintamani
- Kolar

Tumkur district

- Gubbi
- Koratagere
- Madugiri
- Tumkur

MYSORE DIVISION

Mysore districts

- Chamaraja Nagar
- Mysore
- Nanjanagud
- T. Narasipura

Mandya district

- Maddur
- Malavalli
- Mandya
- Nagamangala

Kodagu district

- Madikeri
- Virrajpet

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