

MOTIVATIONAL FACTORS RELATED TO THE PARTICIPATION OF FARMERS IN CORRESPONDENCE COURSE IN AGRICULTURE

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Correspondence course for farmers is one of the extension educational activities of Kerala Agricultural University. The course aims, among other things, at providing theoretical background on the improved agricultural practices followed in the cultivation of major crops of Kerala, to the practicing literate farmers who are not in a position to attend institutional training programmes. Correspondence course on paddy cultivation was the first in the series. The course for the first batch was commenced in 1976 and completed in 1977. In view of the demand from farmers, the course was repeated for another batch of farmers and completed in 1977. A total of 518 farmers enrolled as members for the two courses. The present study was designed (a) to identify the important motives of participants in joining the correspondence course (b) to find out the association between motivation and personal characteristics of participants.

Reghudharan *et al.* (1976) found that farmers of progressive block adopted high yielding varieties of rice mainly by prestige motive, while those in the non-progressive block were influenced by security motive. Sisodia (1976) in a study of achievement motivation for farm mechanisation found that higher prestige and a rise in the living of adopters were the farmers' motives. Bonner classified motives into (a) security (b) response (c) new experience and (d) recognition motives. Maslow (1977) suggested a hierarchy of motives and classified them into (a) Physiological need (food, shelter, protection etc.) (b) security need (stability of job, income etc.) (c) social need (belongingness in the society at large) (d) self image need (status, recognition etc.) and (e) self actualisation (mastery of job). Maslow also assumed that for higher needs to function, the basic lower needs must be satisfied. For the purpose of this study it was presumed that the farmers enrolled for the correspondence course are satisfied with the physiological need as majority (73.50%) of them are above the average annual per capita income level of the State. Hence it was decided to identify only the needs other than physiological needs that motivated them to join the correspondence course and the relationship between these motives and selected personal characteristics of the participants.

Materials and Methods

A list of possible reasons for joining the correspondence course was collected by consulting relevant literature, experts and some of the farmer participants. Those statements were then sent to judges to rate them on a five point

scale to indicate the strength of the motives expressed by the statements. Thirteen statements based on higher scale value were finally selected. A structured questionnaire containing the finally selected 13 statements was prepared and mailed to 340 participants selected at random. The statements were grouped under four motives as suggested by Maslow viz. security (M1), social need (M2), self image (M3), and self actualisation (M4). The respondents were asked to rank the statements from 1 to 13 in accordance with the importance as perceived by them and 253 responses received back formed the sample.

The ranks allotted by the respondents were used as the measure of motivation and the index was computed by taking the means of ranks of statements under each motive. Here the index measures the intensity of motivation in the inverse fashion, ie. lower index indicates greater degree of motivation than that measured by a higher index. The respondents were categorised in to 3 groups in respect of age (A1 - between 15 to 35, A2-36 to 55 and A3 - above 55 years) and educational background (E1 - those who have studied only up to middle school, E2 - studied up to high school but not including E1 and E3 - studied up to college level but not including E2). Mean indices of motives corresponding to M1, M2, M3 and M4 and critical difference for comparison between different age group and educational background, were worked out for interpretation of data.

Results and Discussion.

Security motive (M1): The study reveals that age has significant influence in the security motive of participants. But educational background of participants has no significant effect. Mean indices of security motive are given in Table 1. Critical differences for different age groups are A1 vs A2 = 0.5731,

Table 1

Mean indices of security motive (M1)

	A1	A2	A3	mean
E1	8.30	8.00	9.17	8.42
E2	7.54	8.30	8.33	7.83
E3	7.30	7.70	7.17	7.39
	7.49	8.13	8.28	

A2 vs A3 = 0.9214 and A3 vs A3 = 0.5858. It could be seen from the table that participants of age group A1 (15 to 35 years) which form 63.20

per cent of the participants are more concerned with security motive than participants of age group A2 and A3. There is no significant difference between A2 and A3. Even though it is not statistically significant, the security motive tends to increase with higher educational background.

Social need motive (M2): The results of the study show that there is no relationship between age/education and social need and membership in correspondence course. Mean indices of social need motive are given in Table 2.

Table 2

Mean indices of social need motive (M2)

	A1	A2	A3	mean
E1	8.50	6.00	8.83	7.75
E2	8.70	8.42	8.25	8.58
E3	8.34	7.93	8.50	8.26

Even though there is no statistical significance, social need motive is more for respondents of lower educational background.

Self image motive (M3): Results of the study show that age and education did not exercise any influence on the self image motive of participants. Mean indices of self image motive are given in Table 3. Self image motive tends to increase with higher educational background of participants, even though statistically it is not significant.

Table 3

Mean indices of self image motive (M3)

	A1	A2	A3	mean
E1	7.55	6.50	7.17	7.04
E2	6.72	8.07	6.08	6.74
E3	6.52	6.77	6.17	6.56
mean	6.68	6.88	6.28	

Self actualisation motive (M4): Results of study indicate that age has significant influence on the self actualisation motive. But educational background has no significant effect. The mean indices of self actualisation motive are given in Table 4.

Table 4
Mean indices of self actualisation motive (M4)

	A1	A2	A3	mean
E1	5.30	2.90	3.17	3.88
E2	3.94	3.29	3.42	3.71
E3	3.74	3.50	3.50	3.67
mean	3.93	3.31	3.39	

Critical difference for different age groups are as follows. A1 vs A2 = 0.382, A2 vs A3 = 0.615 and A1 vs A3 = 0.660 As it could be seen from the table the participants of age group A2 and A3 (28.40 and 8.40 per cent respectively) joined the correspondence course with self actualisation motive. But educational background of participants has no effect. However, self actualisation motive tends to increase with higher educational background even though it is not statistically significant.

Summary

Results of the study indicate that 63.20 per cent participants of age group between 15 and 35 years joined the correspondence course with security motive ie securing a job in the agricultural field on the strength of the certificate of the course.

But participants of age group 36 years and above (36.80%) joined the course with the self actualisation motive, ie. to acquire more knowledge about paddy cultivation and thus mastery of the subject. In both the cases, educational background of participants has no significant role in motivation.

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1976—1977-ൽ

15 മുതൽ 35 വയസ്സുവരെ പ്രായമുള്ള (63.20 ന്ന) സർട്ടിഫിക്കറോട് സംബന്ധിച്ചു കാര്യം കർഷകമാലിന്യകാലിന്യം എന്നു മനസ്സിലാക്കാം. എന്നാൽ 35

വയസ്സിനു മുകളിൽ പ്രായമുള്ള (36.80 ശതമാനം) കർഷകർ നെൽകൃഷിയെക്കുറിച്ച് കൂടുതൽ അറിവുസമ്പാദിച്ചു വിളവു വർദ്ധിപ്പിക്കുക എന്ന ലക്ഷ്യത്തോടെയാണ് പരിശീലന പരിപാടിയിൽ അംഗങ്ങളായത് എന്ന് മനസ്സിലാക്കാം. ^{rosne} പ്രായപരിധിയിലുള്ള കർഷകരുടേയും വിദ്യാഭ്യാസ യോഗ്യതയ്ക്ക് പരിശീലനപരിപാടിയിലെ അംഗത്വവുമായി കാര്യമായ ബന്ധമുള്ളതായി കാണുന്നില്ല.

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