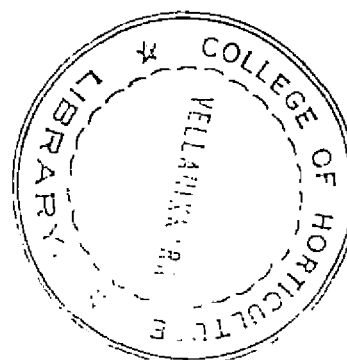


**AN ANALYSIS OF THE ROLE OF JUNIOR AGRICULTURAL
OFFICERS IN IMPLEMENTING AGRICULTURAL DEVELOPMENT
PROGRAMMES IN KERALA**

BY
SOBHANA G.



THESIS
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COLLEGE OF AGRICULTURE
VELLAYANI, TRIVANDRUM

1982

DECLARATION

I hereby declare that this thesis entitled "An Analysis of the Role of Junior Agricultural Officers in Implementing Agricultural Development Programmes in Kerala" is a bonafide record of research work done by me during the course of research and that the thesis has not previously formed the basis for the award to me of any degree, diploma, associateship, fellowship or other similar title of any other University or Society.

Vellayani,
18th Sept., 1982.


SOHANA. G.

CERTIFICATE

Certified that this thesis entitled "An Analysis of the Role of Junior Agricultural Officers in Implementing Agricultural Development Programmes in Kerala" is a record of research work done independently by Smt. Sobhana.G. under my guidance and supervision and that it has not previously formed the basis for the award of any degree, fellowship or associate-ship to her.



Dr. A.H. TAMPI,
Chairman, Advisory Committee
(Associate Professor and Head of the
Department of Agricultural Extension)

Approved by

Chairman:

Dr. A. Muralaeeharan Tampi



Members:

1. Prof. A.G.G. Menon



2. Shri. K.P. Madhavan Nair



14/1/53

3. Dr. M. Chandrasekharan Nair



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S. CHANNA, G.

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ABBREVIATIONS

- JAOs - Junior Agricultural Officers.
- Jr. Agrl. Officers - Junior Agricultural Officers.
- IPDU - Intensive Paddy Development Units.
- OPU - Coconut Package Units.
- SADU - Special Agricultural Development Units.
- VLWs - Village Level Workers.
- AEOs - Agricultural Extension Officers.

INTRODUCTION

CHAPTER I

INTRODUCTION

In Kerala rice is cultivated in contiguous areas called 'Yela' or 'Padasekharana'. On realising the importance of paddy cultivation Intensive Paddy Development Programme was started during middle of 1971. The objective of this programme was to increase paddy production by raising the per hectare yield of paddy by adopting improved methods as well as increasing the coverage under high yielding varieties. Similar to this programme a package programme for coconut was started during 1975. In 1977, Special Agricultural development Units were started in Kerala with the financial assistance of World Bank. The main objective of this programme was the improvement in productivity of major foreign exchange earning tree crops and pepper, with emphasis on improving the economic status of the small and marginal farmers. New planting, rehabilitation and replanting of coconut, improving minor irrigation facilities, rehabilitation of pepper and cashew, strengthening of research, training and technical assistance, improvement of extension services and investment credit facilities etc. are the programmes undertaken by the Special Agricultural Development Units.

In Kerala the extension service in the field of agriculture is mainly carried out by the Department of Agriculture. Junior Agricultural Officers are the change agents at the lower level in the organisational set up of this social system. In the lower level of administration a Junior Agricultural Officer has to act as an administrator, in the field he should be a technologist in agriculture. He has to co-ordinate various activities for agricultural development, to act as a planner and so on. If he has to fulfill all the roles assigned to his position, definitely he should have a correct perception of the duties to be performed by him. How far he perceives his duties and responsibilities both implicit and explicit will influence his devotion, emphasis and contribution. His agreement with what he perceives is a decisive factor in the effective performance. His perception of the role is influenced by various other factors and this in turn will affect the effective role performance. Hence the present study is undertaken at Junior Agricultural Officers level in Intensive Paddy Development Units, Coconut Package Units and Special Agricultural Development Units, which cover almost all areas of agricultural development in Kerala, with the following objectives.

1. To delineate the components of the Role concept as applied to the role of Junior Agricultural Officers in the Department of Agriculture, Kerala.

In Kerala the extension service in the field of agriculture is mainly carried out by the Department of Agriculture. Junior Agricultural Officers are the change agents at the lower level in the organisational set up of this social system. In the lower level of administration a Junior Agricultural Officer has to act as an administrator, in the field he should be a technologist in agriculture. He has to co-ordinate various activities for agricultural development, to act as a planner and so on. If he has to fulfill all the roles assigned to his position, definitely he should have a correct perception of the duties to be performed by him. How far he perceives his duties and responsibilities both implicit and explicit will influence his devotion, emphasis and contribution. His agreement with what he perceives is a decisive factor in the effective performance. His perception of the role is influenced by various other factors and this in turn will affect the effective role performance. Hence the present study is undertaken at Junior Agricultural Officers level in Intensive Paddy Development Units, Coconut Package Units and Special Agricultural Development Units, which cover almost all areas of agricultural development in Kerala, with the following objectives.

1. To delineate the components of the Role concept as applied to the role of Junior Agricultural Officers in the Department of Agriculture, Kerala.



2. To determine the relevance and relationship between the components of the role concept as judged by the Officers of the Department of Agriculture.
3. To determine the degree to which the role is being perceived by Junior Agricultural Officers.
4. To study the extent to which the role perceived is being performed by the Junior Agricultural Officers.
5. To find out whether their role perception and role performance are associated with their personal characteristics.
6. To identify the problems pertaining to role performance as perceived by Junior Agricultural Officers.

Limitations of the study

This study was undertaken only in two districts namely Kottayam and Cannanore, which represented the regions where they were purposively selected based on the intensity of activities of the three programmes studied namely, Intensive Paddy development Programme, Coconut Package Programme and Special Agricultural Development Programme. Hence the findings will not apply to a total situation in the State. More or less the results reflects the self responses of the Junior Agri-

cultural Officers about their own roles performed by them. The study is only of an investigatory type and hence probing in deep to their roles has been to a limited extent.

Scope for future work

Further probing into the roles of the Junior Agricultural Officers could be done. Job charts could be made and by making further related studies on the roles to be performed by Junior Agricultural Officers under different contexts of their work. Similarly expectation, perception and performance rating could also be made on the job of the Junior Agricultural Officers, taking higher officials as samples for the study.

THEORETICAL ORIENTATION

CHAPTER II

THEORETICAL ORIENTATION

The purpose of this Chapter is to link whatever research findings exist in the area of study with the research problem. For this a review of literature was made to select out and integrate important findings in order to give proper orientation to the proposed study. This also helps to locate the problem on a theoretical perspective.

1. Role

Various authors have defined role in different manner. According to Cottrel (1942) the term role is used to refer to an internally consistent series of conditioned responses by one member of a social situation which represent the stimulus pattern for a similar internally consistent series of conditioned responses of others in that situation.

Linton (1945) defined role as the sum total of cultural patterns associated with a particular status. Bennet and Tumin (1948) were also of the same view.

Wilson and Kolb (1949) defined role as a pattern of behaviour corresponding to a system of rights and duties and associated with a particular position in a social group.

Newcomb (1951) said that the ways of behaving that are expected of any individual who occupies a certain position constitute the role associated with that position.

According to Parsons (1951) a role is what the actor or individual does as the member of a social system in his relations with others seen in the context of its functional significance for the social system.

Sargent (1951) defined role as a pattern of social behaviour which seems situationally appropriate to him in terms of the demands and expectations of those in the group.

Sarbin (1954) defined role as a patterned sequence of learned actions or deeds performed by a person in an interaction situation.

Role as defined by Lundberg et al (1958) is a pattern of behaviour expected of an individual in certain group or situation.

Davis (1960) said that role is the manner in which a person actually carries out the requirement of his position.

Ogburn and Nimcoff (1964) defined role as a set of socially expected and approved behaviour patterns consisting of both duties and privileges associated with a particular position in a group. In other words, role refers to the obligations which an individual has towards his group.

According to Hodge and Johnson (1970) role means a unique combination of talent and attitude adopted to dis-

discharge a specific assignment.

Argyris (1957) defined role as a set of behaviour which is expected of everyone in a particular position, regardless of who he is. The behaviour is a course socially ordained and the role therefore sets a kind of limit on the types of personality expression possible in any given situation.

Goutu (1951) has stated that role may be defined as a socially prescribed way of behaving in particular situations for any person occupying a given social position or status.

For the purpose of this study role may be defined as a set of activities corresponding to a system of rights and duties associated with the position of Junior Agricultural Officers and carried out by them in the Department of Agriculture, Kerala.

2. Role Expectation

Role expectations are the products of several elements with ingredients of cultural, personal and situational determination (Sargent 1951). The expectation has got two dimensions—direction and intensity.

Kahn et al (1964) defined role expectations as the prescriptions and proscriptions held by members of a role set.

According to him the role expectations are also communicated to the individual in the role position. They are the ways of behaving which are expected of any individual who occupies a certain position. An expectation is an evaluative standard applied to the behaviour of an incumbent of a particular position, according to Katz and Kahn (1966).

From the standpoint of actors in social situations the expectation that one actor holds for a specific position is in part a function of his relational and situational specifications of this position. They may partly be a function of his perception of the other position the incumbent occupies Kahn et al. (1964).

According to Stankosken (1975) role expectation is simply the way in which individuals are mentally set to perceive the behaviour of others.

In this study role expectation has been operationally defined as the manner of behaving which are expected of any individual occupying the position of a Junior Agricultural Officer, by himself or herself and those who are associated with his or her position and this acts as an evaluative standard applied to the position of Junior Agricultural Officer.

Under the major concept 'Role Expectation', there are minor concepts.

(i) Role segmentation

According to Gross et al., (1958) role segmentation is concerned with the classification of a group or a set of expectations that individuals may hold for an incumbent of a specific position.

(ii) Role prescription

Role prescriptions are a limited set of behaviours tied together by a common understanding of all the functions of a position (Newcomb, 1951).

According to Shafiq (1967) role prescription is nothing but role expectation.

To Baird (1977) role prescriptions are the cultural requirements concerning the manner in which a role should be performed. These, prescriptions, however involve only very general behavioural patterns.

(iii) Role description

Job description is a broad statement of the purpose, scope, duties and responsibilities of a particular job (Grant and Smith, 1969).

Acharya and Gonerkar (1970) said that role description is a brief compact statement of job duties. It is a summary of job analysis giving all the required information.

(iv) Role attribute

Role attribute according to Gross et al. (1958) refers to an actual quality of an incumbent of a position which can be referred to an expectation of an incumbent of that position.

(v) Role sent

Role sent consists of communications stemming from role expectations and sent by members of the role set as attempts to influence the focal person.

Rommetveit (1954) referred to members of a role set as role senders and communicated expectations as the sent role.

(vi) Role set

By the term role set, Horton (1956) meant that complement of role relationships which persons have by virtue of occupying a particular social status.

Role set as defined by Johnson (1960) consists of those social positions which are structurally related to ego's position or of the persons who occupy those positions.

Hodge and Johnson (1970) defined role set as the combination of all roles constituting a general work assignment for an individual.

According to Mitchell (1978) people who interact frequently and discuss important matters with the focal person are that persons role set.

3. Role Perception

The meaning of perception is the awareness of objects, consciousness and is generally concerned with that which interests us.

Perception to Grew and Crow (1956) is the meaningful sensation that assume an important role in the life of an individual.

Perceptions according to Mitchell (1978) are those factors that shape and produce what we actually experience.

Manoharan (1979) in a study on the role of leadership in Agricultural Development in rural areas in Kerala defined role perception as the personal value towards leaders own activities regarding agricultural development.

For the purpose of this study role perception is defined as the respondent's Junior Agricultural Officers indication of what he feels important to do with reference to any statement presented to him, with reference to his role in the organisation.

Minor concept coming under role perception is given below.

(i) Received role

It is the immediate influence on one's behaviour and the immediate source of one's motivation for performance after sending of roles, but not completely responsible, for role performance. It is only a partial determinant of one's role behaviour (Katz and Kahn, 1966).

4. Role Performance

For the purpose of this study role performance is defined as the role being actually performed by virtue of occupying a particular role position.

Minor concepts under role performance are given below:-

(i) Role behaviour

Katz and Kahn (1966) defined role behaviour as the response of the focal person to the complex of information and influence he has received. It is the actual performance of an incumbent of a position which can be referred to an expectation for an incumbent of that position.

(ii) Role playing

Coutu (1951) said that role playing refers to the performance of the expected functions.

(iii) Role forces

It is the sent role by means of which the organisation

communicates to the persons the 'dos' and 'don'ts' associated with his office. It is the received role, however, which is the immediate source of his motivation to role performance. Each sent pressure can be regarded as arousing in the focal person a psychological force of some magnitude and direction. Such forces will be called role forces (Kahn et al. (1964)).

(iv) Role overload

Beohr (1974) defined role over-load as "having too much work to do in the time available".

According to Mitchell (1978) role overload occurs when the expectations and demands of the job exceed the ability of the role occupant to respond. Overload frequently appears in situations which are also ambiguous. Because of the lack of clarity of expectations, more and more demands are made of the individual. It creates dissatisfaction, fatigue and tension.

(v) Role readiness

It is an ability to meet the demands of many organizational settings with the proper co-operation. The requirement may shift from situation to situation, but the individual must be able to pick up his cues and play his part. The norms of reciprocity and helpfulness are major factors in role readiness (Katz and Kahn, 1966).

5. Role Conflict

Gross et al. (1958) defined role conflict as a situation in which the incumbent of a focal position perceives that he is confronted with incompatible expectations.

Katz and Kahn (1966) defined role conflict as the simultaneous occurrence of two or more role sendings such that compliance with one would make more difficult compliance with the other.

Hodge and Johnson (1970) referred to role conflict as a condition in which the actual or perceived definition of roles by the individual and the formal and social organizations are at variance with each other, causing the individual to be in a state of frustration concerning his role behaviour.

Koller (1975) said that role conflict may occur when meeting the demand of one role automatically results in the violation of another.

Harigopal and Kumar (1979) defined role conflict as the extent to which the subjects job entails, tasks that conflict with his values and job expectations and the incompatible requests the subject receives concerning his work. In other words, it is the degree of incongruity of expectation with a role.

Minor Concepts Under Role Conflict

(i) Role ambiguity

Role ambiguity is related with tension and anxiety and with the role performance (Kahn et al., 1964). The major sources of role ambiguity according to them were complexity of task and technology, rapidity of organisational changes, inter-connectedness of organisational positions and managerial philosophy of restriction on information diffusion.

Role ambiguity as defined by Rizzo et al. (1970) is the lack of clarity of role expectations and the degree of uncertainty regarding the outcomes of one's role performance.

(ii) Role consonance

According to Hodge and Johnson (1970) role consonance is the absence of severe conflict. In other words role consonance will result in role harmony.

(iii) Role strain

As defined by Keller (1975) role strain is the personal difficulties that result where inconsistencies are built into a role. Role strain may occur when conflicting demands are built into one role.

Role Consensus

Gross et al. (1958) described role consensus as the degree of agreement or disagreement among the different sets of role definers and incumbents of the role position. This will include the differences in both intensity which expectations are held and differences in the directions of the expectations.

Arnold (1960) defined consensus as the broad area of agreement spoken or unspoken, within which the terms of co-operation are laid down.

According to Ogburn and Nimcoff (1964) consensus is the agreement on opinions or values. It is a measure of integrations, since it is a matter of degree scales can be devised to measure the extent to which a given opinion is held by the members of a group.

From among the role concepts discussed above, three major role concepts namely role consensus, role perception and role performance were selected to be included in this study.

Dependent Variables

Role Consensus, Role Perception and Role Performance

No. studies have been reported on association of role consensus with role perception and role performance.

Dube (1958) observed that even the village level workers themselves were not clear about their actual position, role functions and responsibilities in C. D. organization.

Wilkening (1958) found that the county agents indicated that there was considerable disagreement between (1) the role expectations by the local client system of the county agent (2) the agent's self definition of his role. For eg. the change agents perceived their role as one of education, but their clients expected them to provide services also.

Khosla (1966) studied on role expectation and role performance of VLMs which revealed that administration in Community Development Blocks was top heavy and there was undue pressure on VLMs from superior officers to achieve unrealistic physical targets.

Sultana (1967) in her study on level of understanding of jobs, found that mukhyasevikas had better understanding of gramasevikas job.

Studies by Klinger et al. (1969) revealed that the persons who defy role prescriptions develop strong resistance to role inappropriate behaviour.

Hebel (1972) found that person's behaviour was natural when one become habituated to all his roles to the point where he does not have to prepare himself to perform them.

The assessment of an employees job performance is important both for the worker and his superior for understanding the level of efficiency in the job, according to (Goodale, 1975). This appraisal also helps in raising the standard of work of employees and also in building more effective work team (Clark, 1962).

Rajagopalan (1965) in his study of nurses observed that the correct perception of the attributes of a role lead to a right role performance and conversely. Incorrect role perception is important in improper and unsatisfactory role performance.

Kherde and Sahay (1970) found that the perception of job was positively related with the performance of job of gramsevakas.

Mitchell (1973) reported that behaviour was a function of one's perception and that changing perceptions would result in changing behaviour.

It is assumed in this study that there is positive inter-relationship between role consensus, role perception and role performance.

Independent Variables

The following independent variables were selected for inclusion in this study.

1. Age
2. Education
3. Experience
4. Training
5. Rural background
6. Attitude towards profession.

1. Age

No studies have been found to be reported associating age with role consensus and role perception of J.A.Os.

Wilkening (1957) reported that age of extension agents was positively related to their effectiveness in carrying out extension work in their country.

Frutchey (1958) observed that more effective and less effective workers did not differ significantly in their age.

Austman (1961) stated that age was positively associated with the effectiveness of village level workers.

Songupta (1963) found that age had no influence on the efficiency of village level workers.

Salvi and Dudhani (1967) reported that age of gram-sevaks was not related to their effective performance.

Patel and Leagans (1968) opined that extension workers belonging to the age group of 26-35 years were more effective than those of other age groups.

Kherde and Sahay (1970) and Saigonkar and Patel (1970) found association between age and role performance of extension workers.

Somasundaram (1971) revealed that age has no significant influence on role performance of agricultural leaders in Tanjavor in Tamil nadu.

Kanakasabai and Subrahmanyan (1975) reported that Dy. Agrl. Officers below the age of 30 years were less efficient when compared to those above 31 years. Those above 36 years were found more efficient.

Reddy (1976) reported positive influence of age on the efficiency level of gramsevakas.

From the above studies it is assumed that an extension worker should be matured enough to gain confidence of rural people among farmers. At the same time he should be young enough to be enthusiastic about his work and be of real service to farmers. Hence the influence of his age on role performance is being studied. Since role consensus and role perception are theoretically related to role performance relationship of age to these variables is also being studied. Hence it is postulated that age shall have positive association

with role consensus, role perception and role performance of Jr. Agrl. Officers.

Education

Aiken (1952) noted that the most effective extension agent had taken graduate training for his improvement.

Dube (1958) observed that a university graduate on the whole had not proved to be successful as a V.L.W.

Moe (1960) observed that the most effective extension agents were likely to have graduate training.

Austman (1961) concluded that the extension agents grade point average in high school and scholastic achievements in college were positively associated with their performance.

Rahudkar (1962) found that gramsevakas having higher secondary education fell in the most effective group, those below higher secondary standards were in the least effective group, while graduates were found to be mediocre.

Rahudkar (1963) also found that academic training was positively associated with the effectiveness of village level extension workers.

Sengupta (1963) stated that general education alone was not a decisive factor in extension workers' job effectiveness.

Bisen and Dhama (1965) reported that academic qualification affect the role perception and role performance of Agrl. Extension Officers.

Salvi and Dadhani (1967) remarked that the Village Level Workers with relatively better educational status seemed to be effective in their job.

Patel and Leagans (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.

Thakur et al. (1970) revealed that to be successful in extension work, one should have a clear idea of the concept and objectives of the programme they are administering. Academic qualification and position in the organisation were found significantly associated with extension personnel's programme concept.

Study by Somasundaram (1971) revealed that education has some positive influence on the role performance of Agrl. leaders, but the influence was statistically not significant.

Kanakasabai and Subrahmanyam (1975) found that professional graduates are more efficient than non-graduates in extension work.

Rajagopal (1977) reported that education of Gramasevaks was not associated with their role performance.

Being an extension worker, a Jr. Agrl. Officer should be educated to understand the technical subject matter and to communicate it effectively in a rural community. It is necessary, therefore, he should be well qualified to help the rural people in order to bring about the desired changes not only in their farming practices but also in their attitude towards improved technology. One with higher educational level/status may be in a better position to keep themselves professionally up-to-date and educate the rural people effectively. To be effective in extension work one should perceive their roles better, and he should be in agreement with what he perceives. Education may help to perceive correctly what to do in a particular situation.

Hence in this study it is hypothesised that education would have positive relationship with role consensus, role perception and role performance of Jr. Agrl. Officers.

Experience

There is a general saying "practice makes man perfect" and "practice is achieved through experience".

Chambers Dictionary (1972) defined experience as practical acquaintance with any matter gained by trial or wisdom derived from the changes and trials of life.

Barret (1926) and Frutchey (1958) quoted that more effective and less effective extension workers did not differ significantly in their tenure in extension work.

In contrast to this, Bahudkar (1962) pointed out that gramasevaks with more than 2 years of service were found more effective than those with less than 2 years of service.

Salvi and Dadhani (1967) reported that the tenure in extension did not bear any association with the effectiveness of V.L.Ws. Patel and Leagas (1968) found that the V.L.Ws worked for more than five years were more effective.

Ernest (1970) observed that efficiency of extension workers increased with years of service.

Singh and Srivastava (1970) found that experience of extension personnel was not associated with the perception of nature of their job as educational by the Extension Officer.

Kanakasabai and Subrahmanyam (1975) revealed that experience is one of the factors in deciding the effectiveness of extension worker.

Rajagopal (1977) reported that experience was not associated with the effective performance of gramasevaks.

For the purpose of this study it is assumed that more the experience of a Jr. Agrl. Officer in extension

work more would be his role consensus, role perception and efficiency in role performance and vice-versa.

Training

Training is the process of aiding employees to gain effectiveness in their present or future work through the development of appropriate habits of thought, action, skill, knowledge and attitude (Krishnaraj, 1975).

Types of Training

i) Pre-service training is the general educational qualification required for a particular job (Krishnaraj, 1975).

ii) Induction training

It is the training provided to a candidate from the time he is recruited for the job till he is given independent charge of the post (Krishnaraj, 1975).

iii) Inservice training

It is that phase of organised learning experience designed to improve the professional competence of service personnel while in service and provided to the employees by the agency throughout the employment period (Krishnaraj, 1975).

Nye (1952) stated that training was one of the factors positively associated with job effectiveness.

Hall (1954) defined training as the process of aiding employees to gain effectiveness in their present or future work.

Halsey (1956) remarked that it was the over all objective of every training programme to cause people to become interested in their work and to aid them acquire knowledge and skill necessary to do that work well.

Study team headed by COPP (1957) emphasised the need for adequate training in agriculture to Agri. Extension Officer for better performance.

Agricultural Administration Committee (1958) stressed the need for organising training in farm management operations for new entrants to the extension wing of Agriculture Department.

Murthy (1962) suggested that village level workers must be trained to act independently to be able to understand his role and relationship with others and also to plan his work. Further, he expressed that V.I. We should be trained to face problems, analyse them and suggest remedies.

Murthy (1963) stated that system of pre-service and inservice training appeared to be necessary to keep the extension workers efficient in their job performance.

Sharma and Pisharody (1964) reported that gramsevakas who received two years of integrated training were more

suited to their job as compared to others who had six months or one and a half years training.

Verheij (1966) found that the performance of our extension worker is influenced by the trainings he has received.

Savli and Dadhani (1967) felt that the village level workers with a longer job training; tended to be effective in their job.

Patel and Longans (1968) observed that more effective VLWs had undergone extension training.

Saigonkar and Patel (1970) stated that the success of VLWs was related to the duration of pre-service training.

Singh and Srivastava (1970) found in their research among extension personnel that formal training to extension officers in Agriculture has been responsible for better understanding of their job.

Kherde^{and Sahay} (1970) found significant relationship between inservice training of extension personnel and their job performance.

Kanakasebai and Subrahmanyam (1975) observed that training had a definite bearing over the efficiency of Dy. Agrl. Officers.

A Jr. Agrl. Officer is an important link between the research system and client system. He functions at the

farmers level and is in direct contact with them. He is concerned with planning and implementation of various extension programmes. He is also an administrator at farmers level unit level. To be successful in all these job he should have technical knowledge as well as executive skill. He should be well versed with the various extension methods and office procedures. To perform the job effectively mere academic qualification is not adequate enough, but requires special training. Training may help him to perceive his role correctly and also help him to be in agreement with the roles perceived.

Hence it is hypothesised in this study that there would be an association between trainings undergone by Jr. Agri. Officers and their role consensus, role perception and role performance.

Rural Background

Junior Agricultural Officers have to live in rural areas and to work with rural people. Hence he should be able to understand the rural people and their problems. It is supposed that this may be possible only if he has rural background.

No studies have been reported on the relationship of rural background to role consensus and role perception.

Kelsey and Hoarne (1949) expressed that the extension agent should have rural background.

Nye (1952) found that rural background was one of the factors positively associated with the effectiveness of county agents.

The second joint Indo-American Team on Agrl. Education, Research and Extension (1960) emphasised on the farm background as an important requirement for the development of an effective Extension Service.

Rahudkar (1963) stated that the rural background was positively associated with the effectiveness of village level workers.

Sengupta (1963) observed that a VW with rural background had a better chance to be effective in his job performance.

Bisen and Thana (1965) reported that performance of an extension worker is influenced by his rural background.

Mundra (1966) found that most of the Agrl. Extension Officers in Rajasthan were from urban areas and had no experience in rural life and farm work. Graduation was their only orientation to agriculture and received no job training. As such they were found not sound in technical know-how and very poor in extension work.

Salvi and Dudheni (1967) reported that job effectiveness was significantly influenced by the rural background of VLWs.

Sultans (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 Leagans (1968) found that most effective VLW was the son of a farmer with rural background of more than ten years.

Saigonkar and Patel (1970) opined that success of a Gramasevak was related to his rural background.

Kanakaabai and Subrahmanyam (1975) found no association between background and efficiency levels of Dy. Agrl. Officers.

Reddy (1976) reported non-significant relationship between rural background and communication behaviour of extension personnel.

Rajagopal (1977) observed that there was no association between rural background and performance of gramasevaks.

It is hypothesized in this study that there would be association between rural background, ^{and} role consensus, role perception and role performance of Jr. Agrl. Officers.

Attitude

Various definitions of attitude have been advanced. Allport (1935) defined attitude as a mental and neural state of readiness organised through experience, exerting a directive or dynamic influences upon the individual's response to all objects and situations with which it is related. Murphy, Murphy and Newcomb (1937) defined attitude as primarily a way of being set towards or against certain things. Thurstone (1946) defined attitude as the degree of positive or negative affect associated with some psychological object towards which people can differ in varying degrees. According to Krech and Cruchfield (1948) attitudes are a function of perception. Newcomb (1951) speaks of attitude as a state of readiness for motive arousal and an individual's attitude towards something is his predisposition to perform, perceive, think, ^{and} feel in relation to it. Rosenberg (1956) stated "an attitude is a relatively stable affective response to an object". Katz and Scotland (1959) defined attitude as a tendency of disposition to evaluate an object or symbol of the object in a certain way. Hamors et al. (1967) defined attitude informally as a feeling for and against something. Sharma (1972) defined attitude as a personal disposition which impels an individual to react to some objects or situations. Mehrabian (1973) defined attitude as the degree

of liking, positive evaluation and/or preference of one person for another.

Allport's definition implies that attitudes refer to a very general state of readiness. Murphy, Murphy and Newcomb, however, restricts the state of readiness or 'set' to reaction 'toward or against' certain objects. The latter, more recent definition focus on the affective tendency to favourably or unfavourably evaluate objects. Krech et al. (1962) defined attitude as an enduring system of three components entering about a single object. The cognitive component - the belief about the object - feeling component the effect connected with the object and the action tendency component - the disposition to take action with respect to the object. Thus, attitude is briefly, a determining tendency, or set or state of readiness to act in a characteristic manner, which predisposes a person to behave in certain ways towards specific objects, persons, ideas, values or situation in the social environment.

Man possesses attitude towards a wide range of phenomena. As Krech et al. (1962) have pointed out, it is the valence and the degree of multiplicity of attitude that decide the influence of attitude on behaviour at a given point of time.

Attitude towards job

Gilmer (1961) stated that job attitude is the feeling the employee has about his job, his readiness to react in one way or another to specific factors related to a job.

Mongia (1976) stated that high productivity could be achieved if the attitude of the employees towards their work is maintained at favourable level.

Horzberg et al. (1957) established quantitative relationship between productivity and job attitude in fourteen out of twenty six studies conducted by him. In nine studies there was no relationship and in three studies there was negative relationship.

Steers and Porter (1975) reported that for effective role performance, favourable attitude is a pre-requisite.

No studies have been reported on the relationship of attitude towards profession with role consensus.

It is postulated that attitude towards profession has significant influence over role consensus, role perception and role performance of Junior Agricultural Officers.

Problems affecting the role performance of Junior Agricultural Officers.

Bhason and Thana (1965) identified unresponsive nature of farmers, too much area of operation, too much paper work, untimely supply of seeds and fertilizers, ill planned programmes, lack of guidance, lack of co-operation and co-ordination among block level extension workers, lack of storage facilities etc. as problems affecting the effectiveness of Agrl. Extension Officers.

Sandhu (1965) found out that inadequate and rigid allocation of budget, inadequate staff, inadequacy of training, more desk work, work overload etc. are some of the difficulties experienced by Block Extension staff.

Reddy and Bhaskaran (1966) reported that inadequacy of materials, equipments and literature for extension work, non-availability of inputs for demonstrations, inadequate transport facilities, lack of audio-visual aids, poor quality of seeds supplied and too much office work etc. are some of the barriers to good extension work as stated by the Agrl. Extension Officers.

Sharma (1968) found out that interference by non-technical administrators and political leaders, lack of single line control, multifarious duties, lack of co-operation from Block staff, inadequate and untimely allocation of funds and inputs and lack of training in extension programme planning

to the Agrl. Extension Officers in the Block are some of the difficulties stand in the way of effective performance of role by AEOs.

Definition of concepts of the study

Dependent variables

1. Role consensus

Role consensus is the degree of agreement or disagreement of Jr. Agrl. Officers with the roles to be performed by them as Jr. Agrl. Officers.

2. Role perception

Role perception is the respondent's (Jr. Agrl. Officers) indication of what he/she feels important to do with reference to any statement presented to him/her with reference to his/her role in the organisation.

3. Role performance

Role performance is defined as the role a Jr. Agrl. Officer actually performs by virtue of occupying that particular role position.

Independent variables.

1. Age

It is defined as number of completed years of age by the Jr. Agrl. Officer at the time of investigation.

2. Education

It is defined as the formal education received by Jr. Agrl. Officer from SSLC upwards.

3. Experience

It is defined as the period in years for which the Jr. Agrl. Officer had been in service as an extension worker.

4. Training

For this study training is defined as any kind of training given to Jr. Agrl. Officers with the intention of improving the efficiency of their present or future work as an extension agent.

5. Rural background

In this study a person is said to have rural background if he is born and brought up or only brought up in a farming background.

6. Attitude towards profession

It is defined as the degree of positive or negative affect towards the extension profession held by the occupant of the position of Jr. Agrl. Officer.

Theoretical model showing the expected relationships between the concepts and variables selected for the study is shown in Fig. 1.

THEORETICAL MODEL SHOWING THE EXPECTED RELATIONSHIP
BETWEEN THE CONCEPTS/SELECTED FOR THE STUDY
AND VARIABLES

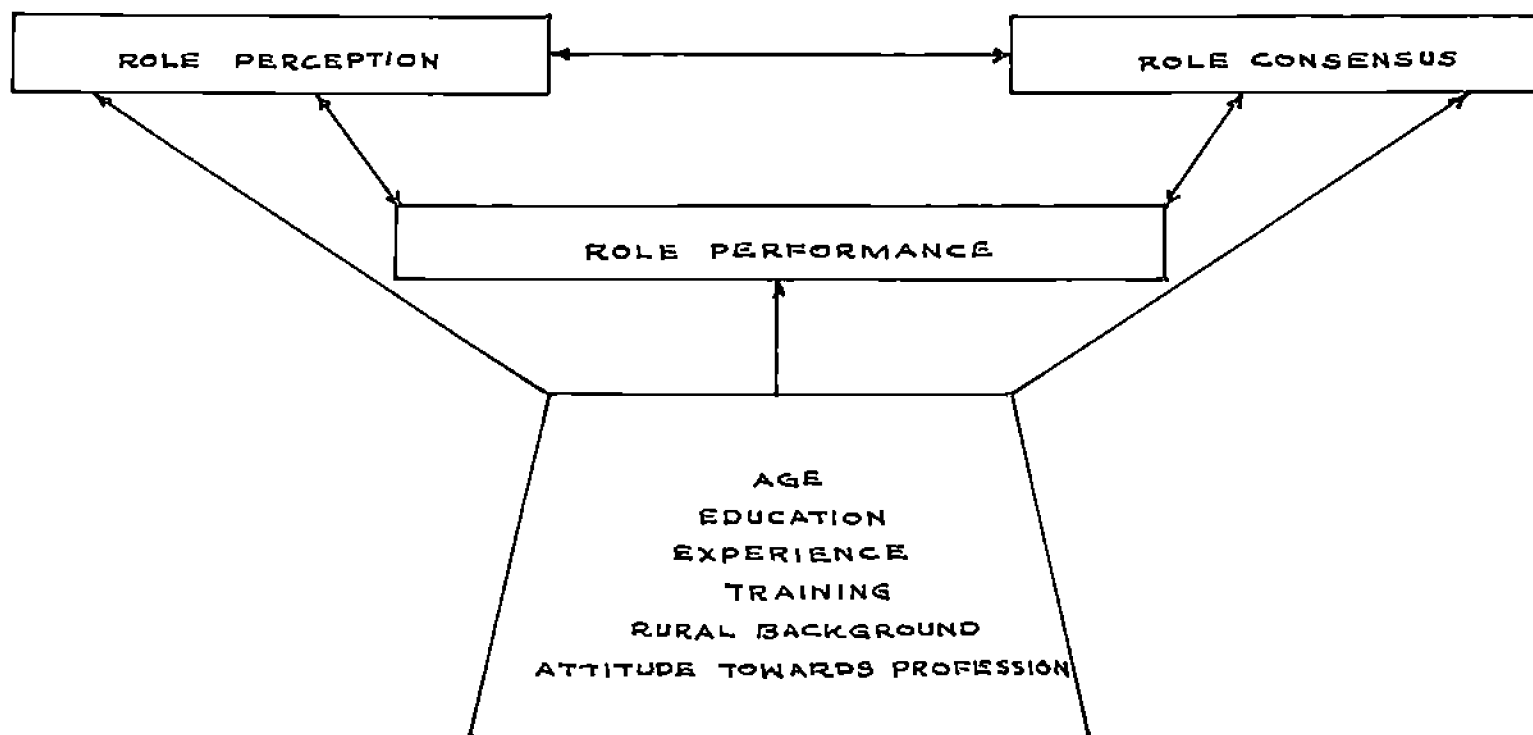


FIG. 1

METHODOLOGY

CHAPTER III

METHODOLOGY

This chapter deals with the materials and methods employed in the study which are presented under the following headings.

1. Location of the study
2. Sampling procedure for the study
3. Categories of Junior Agricultural Officers and delineation of their role items.
4. Variables and their measurement.
5. Data collection.
6. Statistical analysis used.

1. Location of the study

The study was confined to Kottayam, Idikki and Cannanore districts where Intensive Paddy Development Scheme, Coconut Package Scheme and Special Agricultural Development Units are under operation. Trivandrum, Quilon and Alleppey were purposively excluded from the study because a new extension approach viz. Training and Visit system is in operation here and as such Intensive Paddy Development Scheme and Coconut Package scheme were abolished recently in these districts. From the rest of the districts, two extreme districts Cannanore from northern region and Kottayam from southern

region - were selected purposively. Since the sample was not sufficient in Kottayam, Idikki was also included and these two districts were considered as one unit termed Kottayam for the purpose of this study. (Fig. 2).

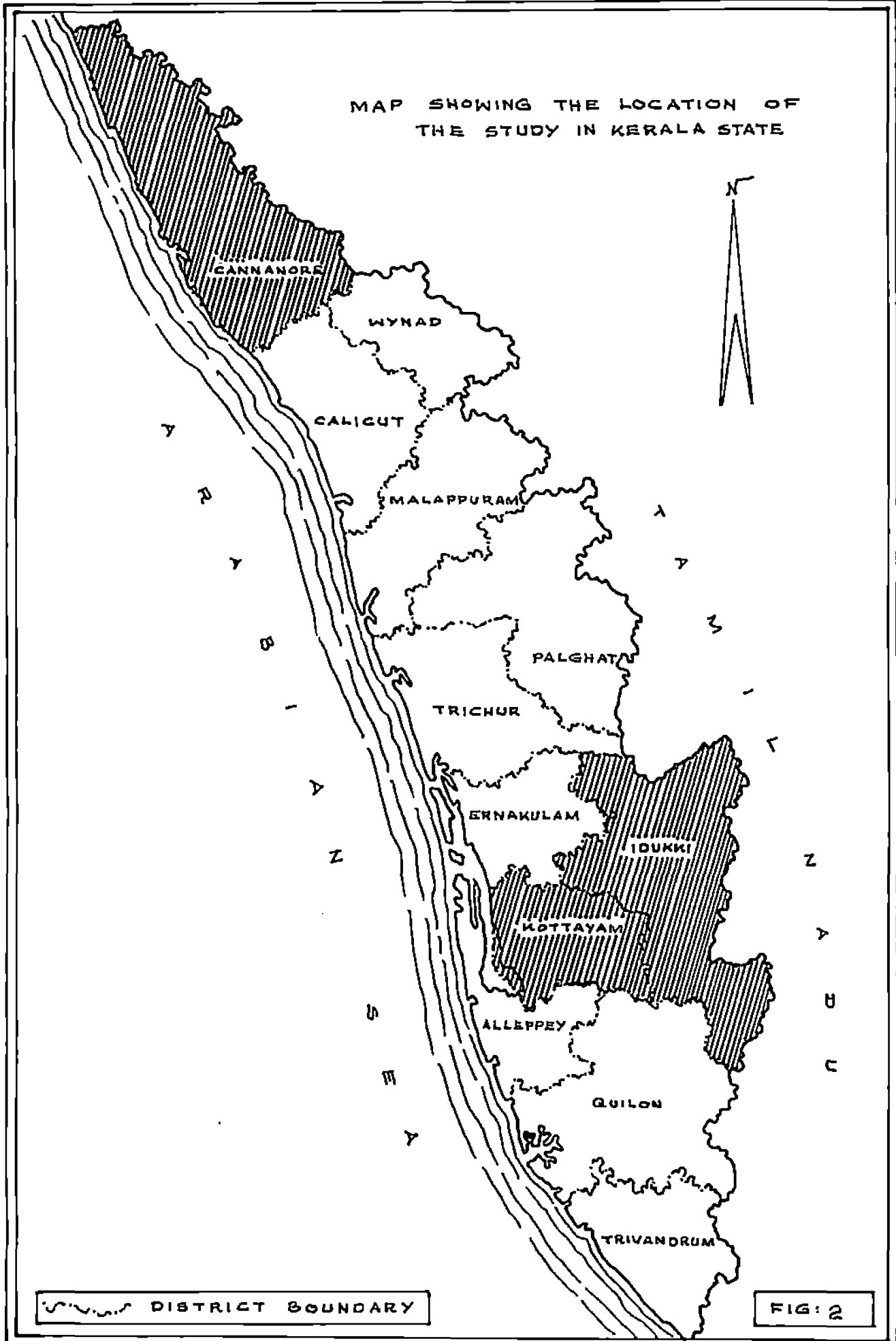
In Kottayam there were 21 IPDU Jr. Agrl. Officers, 10 CPU Jr. Agrl. Officers and 12 SADU Jr. Agrl. Officers. There were 28 IPDU Jr. Agrl. Officers, 15 CPU Jr. Agrl. Officers and 33 SADU Jr. Agrl. Officers in Cannanore district.

2. Sampling procedure for the study

The number of Junior Agricultural Officers working under Intensive Paddy Development Units, Coconut Package Units and Special Agricultural Development Units in each district in Kerala is given in Table - 1.

From the above, population, Kottayam, Idikki and Cannanore where all the three schemes are under operation were selected for the study. All Junior Agricultural Officers working under the three schemes, viz., IPDU, CPU and SADU were selected as sample population. Number of respondents coming under each category is given in Table - 2.

MAP SHOWING THE LOCATION OF
THE STUDY IN KERALA STATE



~ ~ ~ DISTRICT BOUNDARY

FIG: 2

Table 1. Distribution of Junior Agricultural Officers working under IPDU, CPU and SADU in the districts of Kerala.

Sl. No.	District	Number of J. A. Os in		
		IPDU	GPU	SADU
1.	Trivandrum	-	15	15
2.	Quilon	-	9	-
3.	Alleppey	-	9	-
4.	Kottayam	15	8	6
5.	Idikki	6	2	6
6.	Ernakulam	33	9	-
7.	Trichur	32	9	-
8.	Palghat	35	1	-
9.	Melappuram	26	8	14
10.	Calicut & Wynaad	19	15	24
11.	Cannanore	28	15	33
Total		194	100	98

Table 2. Distribution of the sample respondents in the districts under study.

District	IPDU	GPU	SADU	Total
Kottayam & Idikki	21	10	12	43
Cannanore	28	15	33	76
Total	49	25	45	119

3. Categories of Junior Agricultural Officers and delineation of their role items.

After discussion with higher officials like Joint Directors, Additional Directors, Deputy Directors, Assistant Directors etc. and Junior Agrl. Officers in the Department of Agriculture and referring scheme reports, Administrative reports etc. of the Department, 64 role items were listed. These role items were classified under five major headings viz. Planning, Educational, Supervisory, Supply and Services and Administrative and Organisational roles. These roles were judged by the Jr. Agrl. Officers and officers belonging to the cadre above them as well as Scientists of the Kerala Agricultural University for the relevance of these roles to the job of Junior Agricultural Officers working in Intensive Paddy Development Units, Coconut Package Units, Special Agrl. Development Units, Soil Conservation Units and Plant Protection schemes. Based on the relevancy score obtained for each category of Junior Agrl. Officers, these categories were statistically compared using analysis of variance. And the role items listed were found to be relevant to the position held by the Junior Agrl. Officers in IPD units, CP Units and SAD Units as evidenced by lack of significant difference among these three categories with respect to their roles. But many of the roles were found to be not relevant in the case of Jr. Agrl. Officers working under Plant Protection Schemes and Soil Conservation Units. Hence these two categories were deleted.

For selection of role items which are most important, a Likert type scale was used. Sixty four role items were given to 30 judges, to judge the importance attached to each role item in connection with the roles to be performed by the Jr. Agrl. Officers. Procedure of scoring adopted for this purpose was as follows:-

Very important	4
Important	3
Undecided	2
Less important	1
Not important	0

The responses were statistically analysed. The Kolmogorov Smirnov two sample test was used and finally 32 items were found to be significant and were selected. Number of items under each role namely planning, educational, supervisory, supply and services and administrative and organisational roles were 7, 7, 5, 3 and 10 respectively.

4. Variables and their measurement

Based on the objectives and the review of the past studies conducted, the following variables were selected for this study.

A. Dependent variables

1. Role consensus on the selected role items under the five roles.

2. Role perception on the selected role items under the five roles.
3. Role performance of the selected role items under the five roles.

B. Independent variables

1. Age
2. Education
3. Experience
4. Training
5. Rural background
6. Attitude towards profession.

C. Problems affecting the role performance of Junior Agricultural Officers.

A. Measurement of dependent variables

1. Role consensus

A five point continuum ranging from strongly agree to strongly disagree was used to measure the role consensus of Junior Agricultural Officers. This consisted of 32 role items. The responses were scored as follows:

Strongly agree	4
Agree	3
Undecided	2
Disagree	1
Strongly disagree	0

The Junior Agricultural Officers working under different schemes were compared with respect to role consensus by using analysis of variance by means. District-wise comparison as well as role-wise comparison were also made.

2. Role perception

The same rating procedure used to measure role consensus was used for measuring role perception. All the role items were presented before respondents for rating the items on a five point continuum based on the importance they attach to each role. The five points in the continuum were described as follows, and score assigned to each point is also given.

Very important	4
Important	3
Undecided	2
Less important	1
Not important	0

The same procedure was used by Thakur et al. (1970) to measure the perception of extension personnel about the Package Programme. Jayaraman and Menon (1973) used the same rating procedure to measure the role perception of Dy. Agri. Officers in Tanjavur district of Tamil Nadu.

Analysis of variance by means was used to compare different categories of Junior Agricultural Officers. Besides,

district-wise comparison and role-wise comparison were also made.

3. Role performance

Some methods open to the researcher could be the direct observation, the immediate supervisors rating and self reporting by the respondents.

Job chart has been used to assess the job performance of extension personnel in two ways - firstly as self assessment by extension personnel themselves (Khorde^{and Sahay}, 1971) and secondly, as the assessment of the extension personnel by his supervisory officers (Singh, 1970; Kolte, 1972; Perumal, 1975).

To measure role performance of Junior Agricultural Officers a three point rating scale was used. The scale consisted of 3 points described as follows.

Often	2
Sometimes	1
Never	0

Analysis of variance by means was the statistical method used for analysing the role performance.

B. Measurement of Independent Variables

1. Age

In this study age was measured as the number of years completed by the respondent at the time of investigation.

2. Education

Bisen et al. (1965) measured education on the basis of academic qualification of the respondent.

Kanakasabai (1975) credited the respondents with scores based on their academic qualification.

Similarly, in this study, education was measured by assigning scores for the academic qualifications acquired by the respondents, as follows:

SSLC	1
Graduation other than agriculture	2
Graduate in Agriculture	3
Post-graduate in Agriculture.	4

3. Experience

Frutchey (1958)^{and} Ernest (1970) measured experience in terms of number of years in service.

Frutchey and ~~Risley~~ (1968) measured experience by grouping the respondents into different classes based on their tenure of service and assigning appropriate scores for each class.

In this study experience is measured as the total number of years, rounded to the nearest year in service by the respondent at the time of the survey.

4. Training

For the purpose of this study, training was measured by assigning scores to each type of training undergone, as follows and multiplying the scores obtained for each type of training by the number of trainings undergone.

Pre-service Training	3
Inservice training:	
i. 1 Month training and above.	2
ii. Less than 1 month	1
iii. No training	0

5. Rural background

Rural background was measured based on the size of the farm holding occupied by the respondent or his family. Scoring procedure followed was as follows:-

No farm holding	0
Less than 1 acre	1
1.1 Acre to 3 acres	2
3.1 Acre to 5 acres	3
5.1 Acre to 10 acres	4
More than 10 acres	5

Further an additional score of one was also given to the respondents belonging to a family fully depending on farming.

Attitude towards Profession

To measure the attitude of respondents towards their profession a Likert type attitude scale consisting of five negative and five positive statements was developed (Likert 1932). Method of summated rating was followed to develop the scale. At first 34 statements expressing both positive and negative attitude towards extension profession were served to 26 respondents say. Jr, Agrl. Officers and their responses were collected in a five point continuum. Scoring procedure was as follows. For positive statements -

Strongly agree	4
Agree	3
Undecided	2
Disagree	1
Strongly disagree	0

Scoring was reversed in case of negative statements. From the responses obtained 't' value for each statement was worked out using the formula.

$$t_x = \frac{\bar{X}_H - \bar{X}_L}{\sqrt{\frac{SH^2}{nH} + \frac{SL^2}{nL}}}$$

Where,

- 't' value for
 t_x = The given statement.
- \bar{X}_H = The mean score on a given statement for high attitude group.
- \bar{X}_L = The mean score on the same statement for the low attitude group.
- SH^2 = The variance of the distribution of responses of the high attitude group to the statement.
- SL^2 = The variance of the distribution of responses of the low attitude group to the statement.
- nH = Number of subjects in the high attitude group.
- nL = Number of subjects in the low attitude group.

From among the statements having 't' value more than 1.75, five positive and five negative statements having highest 't' values were selected to form the attitude scale for the study.

The responses from sample respondents were collected in a dichotomous scale 'Agree' and 'Disagree'. For positive statements, a score '1' was given to 'Agree' responses and '0' score was given to 'Disagree' response. For negative statement the scoring procedure was reversed, i.e. 'Agree' response was given a score of '0' and 'Disagree', a score of '1'. The total score of a respondent was the summation of numerical weights assigned to the responses.

C. Measurement of problems affecting the role performance of Junior Agricultural Officers.

After detailed discussion with Junior Agricultural Officers and in the light of review of past studies, fifteen problems which may hinder role performance of Jr. Agrl. Officers in Kerala were selected. These problems were placed before sample respondents with instructions to place each problem on the appropriate steps of the given ladder on the basis of intensity with which each problem is experienced by the respondent. The ladder had 7 steps and the steps were scored from 0 to 6 from bottom to top i.e. first step was given a score of '0' and seventh step a score of '6'. Total score obtained for each problem is calculated by summing up the response score of all respondents for that problem.

5. Data collection

A questionnaire was prepared in English and served to the respondents by mail. The responses were collected both by mail and directly from the respondents.

6. Statistical analysis used

1) Analysis of variance

This test was employed to test whether there is significant difference among the Jr. Agrl. Officers working under Intensive Paddy Development Units, Coconut Package Units and Special Agrl. Development Units in different districts with regard to their role consensus, role perception and role performance. For this, analysis of variance was used. Critical difference values were also worked out to compare the means for these factors with significant 'F' value.

Certain problems faced by Junior Agricultural Officers were also identified and the intensity with which each problem experienced by Junior Agrl. Officers was also worked out. Analysis of variance was used to find whether there is significant difference among these problems.

Correlation

Correlation coefficients were worked out to find the relationship of each of the independent variables with the

dependent variables. Correlation analysis was also used to find out the inter-relationship between the dependent variables. The formula used to compute correlation coefficient was

$$r_{xy} = \frac{P_{xy}}{\sigma_x \sigma_y}$$

Where,

r_{xy} = Correlation between x and y

P_{xy} = Product moment of x and y.

σ_x = Standard deviation of the distribution of x.

σ_y = Standard deviation of the distribution of y.

RESULTS

CHAPTER IV

RESULTS

In this chapter the results of the study are presented in the following sequence.

A. Comparison of mean scores on the degree of consensus on the roles to be performed by the Junior Agricultural Officers of Intensive Paddy Development Units, Coconut Package Units and Special Agricultural Development Units in Kottayam and Cannanore Districts;

B. Comparison of mean scores on the extent of perception on the roles to be performed by the Junior Agri. Officers of the Intensive Paddy Development Units, Coconut Package Units and Special Agricultural Development Units in Kottayam and Cannanore Districts.

C. Comparison of mean scores on the extent of performance of their roles by Junior Agricultural Officers of Intensive Paddy Development Units, Coconut Package Units and Special Agri. Development Units in Kottayam and Cannanore Districts.

D. Inter-correlation between the dependent variables viz. Role consensus, Role perception and Role performance.

E. Correlation between selected personal characteristics of Junior Agri. Officers and their Role consensus, Role perception and Role performance.

F. Comparison of mean scores obtained for each problem experienced by Junior Agri. Officers.

A. Comparison of mean scores on the degree of consensus on the roles to be performed by JAOs. of Intensive Paddy Development Units, Coconut Package Units and Special Agricultural Development Units in Kottayam and Cannanore Districts.

A comparison of the degree of consensus among the three categories of JAOs working in Kottayam and Cannanore Districts was made with regard to their five roles viz. Planning, Educational, Supervisory, Supply and services and Administrative and organisational roles. The results obtained are presented in the following tables.

Table 3 - Comparison of mean scores on Role consensus among Junior Agricultural Officers

JAO categories	Mean score on role consensus	'p' Ratio
IPD Units (N = 40)	3.37	
CP Units (N = 20)	3.42	0.17 NS
SAD Units (N = 36)	3.37	
Pooled mean = 3.39		N.S - Not significant

Though not significantly different, when compared to the pooled mean, the JAOs of CP units have highest degree of consensus (3.42) regarding the roles to be played by them in their programmes. Whereas the JAOs of both IPD Units and SAD Units (3.37) equally agree with regard to their roles.

Figure 3 shows the graphic presentation of data given in table 3.

Table 4 - Districtwise comparison of mean scores on Role CONSENSUS OF JAOS

Districts	Mean score on Role consensus	'F' ratio
Kottayam (N = 34)	3.43	2.83 NS
Cannanore (N = 62)	3.35	
Pooled mean = 3.39 N.S Not significant.		

JAOs of Kottayam District have a higher degree of consensus on their roles (3.43) when compared to JAOs of Cannanore District (3.35). But the difference is not statistically significant. Mean score on role consensus of JAOs in Kottayam District (3.43) is found to be higher than the pooled mean (3.39).

Figure 4 is the graphic presentation of the data given in Table 4.

Table 5 - District-wise comparison of mean scores on role consensus of three categories of JAOS.

JAO categories	Mean score on Role consensus		'F' ratio
	Kottayam (N = 34)	Cannanore (N = 62)	
IPD units	3.52	3.28	
CP units	3.51	3.36	7.57*
SAD units	3.25	3.42	

Pooled mean = 3.39

* Significant at 5 per cent level of probability

C.D. for comparing JAOS. IPDU, Kottayam and IPDU Cannanore = 0.15

" IPDU, Kottayam and CPU, Kottayam = 0.20

" IPDU, Kottayam and CPU, Cannanore = 0.17

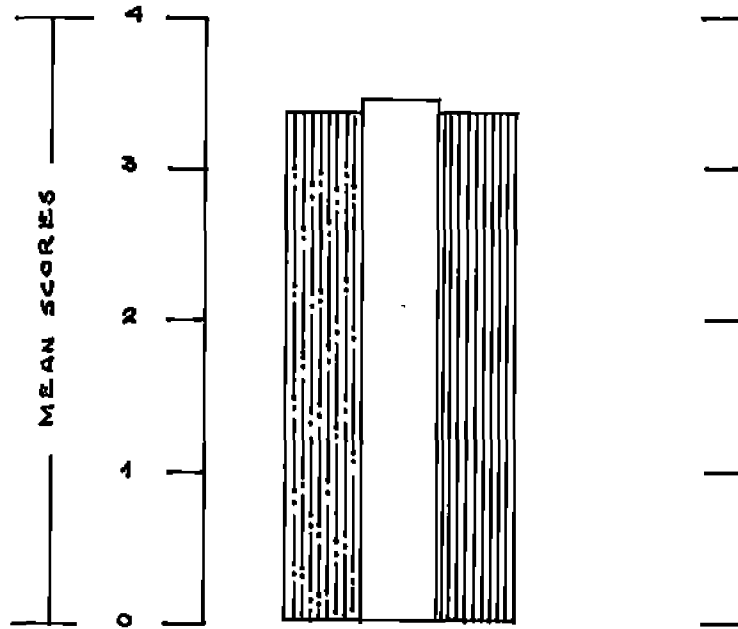
C.D. for comparing JAOS	IPDU, Kottayam and SADU, Kottayam	= 0.18
"	IPDU, Kottayam and SADU, Cannanore	= 0.15
"	IPDU, Cannanore and CPU, Kottayam	= 0.18
"	IPDU, Cannanore and CPU, Cannanore	= 0.16
"	IPDU, Cannanore and SADU, Kottayam	= 0.16
"	IPDU, Cannanore and SADU, Cannanore	= 0.13
"	CPU, Kottayam and CPU, Cannanore	= 0.20
"	CPU, Kottayam and SADU, Kottayam	= 0.21
"	CPU, Kottayam and SADU, Cannanore	= 0.18
"	CPU, Cannanore and SADU, Kottayam	= 0.19
"	CPU, Cannanore and SADU, Cannanore	= 0.16
"	SADU, Kottayam and SADU, Cannanore	= 0.16

Irrespective of the role categories Table 5 evidenced significant difference in their role consensus between the different categories of JAOS analysed on a district basis.

Junior Agri. Officers of IPD Units in Kottayam had the highest degree of role consensus (3.52) followed by JAOS of CP Units, Kottayam (3.51) JAOS SAD Units, (3.42) CP Units, (3.36) and those ^{of} IPD Units, Cannanore (3.28) as well as the JAOS of SAD Units, Kottayam (3.25) respectively in the descending order in their role consensus. JAOS of IPD Units and CP Units, Kottayam and JAOS of SAD Units, Cannanore had mean role consensus scores higher than the pooled mean. JAOS of IPD Units, Kottayam had a significantly higher role consensus than their counterparts in Cannanore and SAD Units, Kottayam. But JAOS in IPD Units and CP Units, Kottayam and Cannanore and SAD Units, Cannanore were on par with regard to their role consensus.

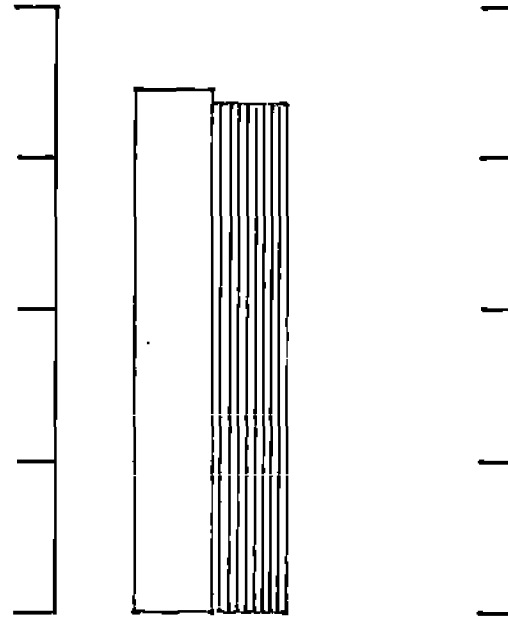
**DISTRICTWISE COMPARISON OF MEAN SCORES
ON ROLE CONSENSUS OF TR: AGRL:**

**COMPARISON OF MEAN SCORES
ON ROLE CONSENSUS
AMONG TR: AGRL:
OFFICERS**



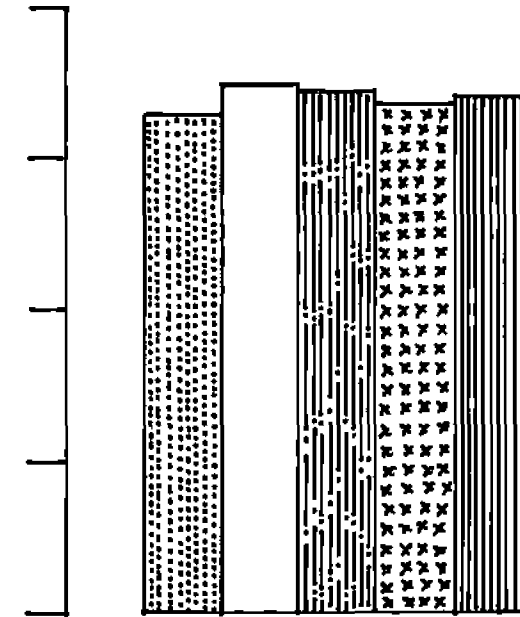
TR: AGRI: OFFICERS

OFFICERS



DISTRICTS

**COMPARISON OF MEAN SCORES
ON CONSENSUS OF TR: AGRI:
OFFICERS IN RESPECT OF THEIR
DIFFERENT ROLES**



ROLES

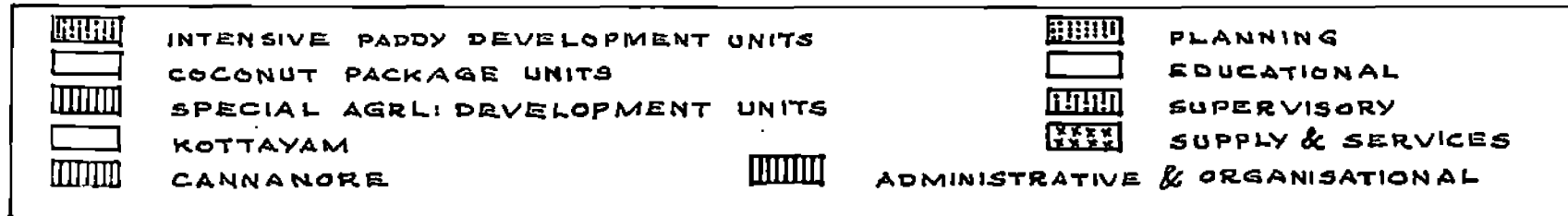


FIG: 3

FIG: 4

FIG: 5

Table 6 - Comparison of mean scores on Role consensus of Jr. Agrl. Officers in respect to different role categories

Role Categories	Mean Score on Role consensus		'F' ratio
	(N = 96)		
Planning	3.29		
Educational	3.47		
Supervisory	3.43		1.51 NS
Supply & Service	3.34		
Administrative and organisational	3.39		
Pooled mean = 3.39		N.S - not significant	

The above table reveals a non-significant 'F' ratio indicating no difference in the role consensus on the five role categories among the JAOS of IED Units, CP units and SAD units. The data given in Table 6 is graphically presented in Figure 5. Still the Officers evidenced a high degree of consensus on their educational roles (3.47) as against their least consensus in planning (3.29). Their role consensus had been medium with regard to their supervisory roles (3.43), Administrative and organisational roles (3.39) and supply and Service (3.34).

Table 7 - District-wise comparison of mean scores on Role Consensus of JAOS in respect to different role categories

Role categories	Mean score on Role consensus		'F' ratio
	(N = 34)	(N = 62)	
	Kottayam	Cannanore	
Planning	3.44	3.21	
Educational	3.47	3.44	

Supervisory	3.46	3.41	0.67 NS
Supply & Services	3.34	3.34	
Administrative & Organizational	3.45	3.35	

Pooled mean = 3.39

N.S Not significant

The district-wise analysis of the response of the JAOs under study, irrespective of their categories, revealed no significant difference in their consensus among the five categories of roles played by them as JAOs. Yet the JAOs of Cannanore showed least consensus in planning (3.21). Anyhow, JAOs of both the Districts have comparative higher consensus on their educational and supervisory roles. In general JAOs of Kottayam district showed high consensus on their roles than their counter parts in cannannore district, except supply and services.

Table 8 - Comparison of mean scores on Role consensus of three categories of JAOs in respect to different role categories

Role categories	Mean score on Role consensus of JAOs.			'F' ratio
	IPDU (N=40)	CPU (N=20)	SADU (N=36)	
Planning	3.17	3.34	3.39	
Educational	3.43	3.51	3.44	
Supervisory	3.48	3.42	3.37	0.91 NS
Supply & Services	3.32	3.45	3.31	
Administrative & Organizational	3.45	3.37	3.33	

Pooled mean = 3.39

N.S - Not significant.

Table 8 indicated no significant difference with regard to role consensus amongst the three categories of JAOs on their five types of roles as evidenced by the 'F' ratio. But within the roles, JAOs of IPD units had least consensus in Planning (3.17) and JAOs of CP had the highest consensus in Educational roles (3.51). The table also evidenced that mean scores on role consensus of the JAOs of SAD Units are comparatively lower than those of the other categories of JAOs in Kerala.

B. Comparison of mean scores on the extent of perception on the roles to be performed by JAOs of IPD Units, CP Units and SAD Units in Kottayam and Cannanore Districts.

As in the case of role consensus a comparison on the extent of perception of their roles by the three categories of JAOs in Kottayam and Cannanore districts was made in respect to each of their five roles viz. Planning, Educational, Supervisory, Supply & Services and Administrative and Organizational roles. The results of the comparative study are presented in the following tables.

Table 9 - Comparison of Mean scores on Role perception among JAOs.

JAO categories	Mean score on role perception	'F' ratio
IPD units (N = 40)	3.36	
CP units (N = 20)	3.41	7.16*
SAD units (N = 36)	3.18	
Pooled mean = 3.30		* Significant at 5 % level of probability

C.D. for comparing Junior Agri. Officers of

i) IPD Units & CP Units	- 0.14
ii) IPD Units & SAD units	- 0.11
iii) CP Units & SAD Units	- 0.14

The table above evidenced a significant 'P' ratio indicating marked differences among the three categories of JAOs with regard to role perception. JAOs of CP units had the highest perception of their roles (3.41) closely followed by JAOs of IPD units (3.36). But JAOs of SAD Units had the lowest mean score on role perception (3.18) which is less than the pooled mean. JAOs of CP Units and IPD Units had a significantly higher perception of their roles than JAOs of SAD Units.

The data given in Table 9 is graphically presented in Figure 6

Table 10 - District-wise comparison of mean scores on role perception of JAOs.

Districts	Mean score on Role perception	'P' ratio
Kottayam (N = 34)	3.33	
Cannanore (N = 62)	3.28	0.85 NS
Pooled mean = 3.30		N.S. - Not significant

District-wise analysis showed that there is no difference between JAOs in Kottayam and Cannanore districts regarding their role perception.

Figure 7 gives a graphic picture of the data given in Table 10.

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The data given in Table 9 is graphically presented in Figure 6

Table 10 - District-wise comparison of mean scores on role perception of JAOS.

Districts	Mean score on Role perception	'F' ratio
Kottayam (N = 34)	3.33	
Cannanore (N = 62)	3.28	0.85 NS
Pooled mean = 3.30		N.S. - Not significant

District-wise analysis showed that there is no difference between JAOS in Kottayam and Cannanore districts regarding their role perception.

Figure 7 gives a graphic picture of the data given in Table 10.

Table 11 - District-wise comparison of mean scores on Role perception of three categories of JAOs.

JAO Categories	Mean score on Role perception		'F' ratio
	Kottayam (N = 34)	Cannanore (N = 62)	
IPD units	3.43	3.32	
CP units	3.48	3.37	1.89 NS
SAD units	3.10	3.22	

Pooled mean = 3.30 NS - Not significant

The mean scores on role perception of the three categories of JAOs from Kottayam and Cannanore Districts are given in Table 11. The scores showed that there is no significant differences among the three categories of JAOs of IPD units, CP units and SAD units in the two districts of Kottayam and Cannanore with regard to their role perception. Yet JAOs of SAD units in both districts had least perception of the roles to be played by them while JAOs of CP Units had higher perception in both districts.

Table 12. Comparison of Mean scores on Role perception of JAOs in respect of different role categories

Role categories	Mean score on role perception (N = 96)	'P' ratio
Planning	3.25	
Educational	3.35	0.49 NS
Supervisory	3.32	
Supply and services	3.32	
Administrative and Organizational	3.27	

Pooled mean = 3.30

NS - Not significant

**DISTRICTWISE COMPARISON OF MEAN SCORES
ON ROLE PERCEPTION OF JR: AGRL:**

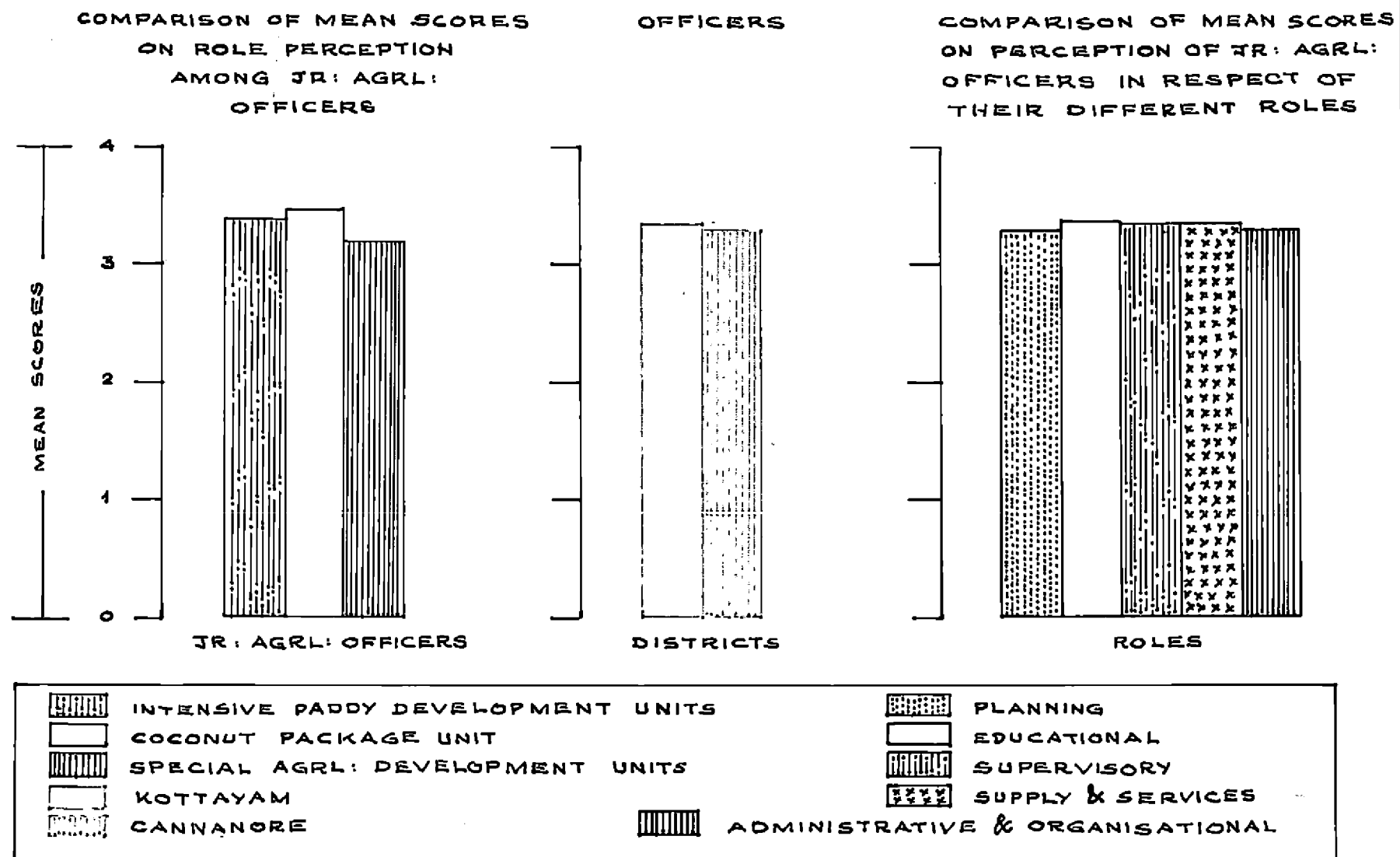


FIG: 6

FIG: 7

FIG: 8

The results presented in Table 12 (Figure 8) revealed that the perception of JAOs in respect to different roles do not differ significantly. Even then educational roles, supervisory roles and supply & Services were comparatively perceived more (3.35, 3.32 and 3.32 respectively) than the pooled mean (3.30)

Table 13 - District-wise comparison of the Mean scores on Role perception of different categories of JAOs in respect to different role categories.

Role categories	Mean score on Role perception		'F' ratio
	Kottayam (N = 34)	Cannanore (N = 62)	
Planning	3.33	3.21	
Educational	3.39	3.33	
Supervisory	3.35	3.30	0.17 NS
Supply & Service	3.30	3.32	
Administrative & Organizational	3.30	3.26	
Pooled mean = 3.30 NS - Not significant			

Table 13 evidenced no significant difference among the JAOs of the two district with regard to their perception on different roles. Yet, JAOs of Kottayam district had perceived roles in Planning, Education, Supervisory, administrative & Organization than the JAOs in Cannanore District.

Table 14 - Comparison of Mean scores on Roles perception of three categories of JAOs in respect to different role categories.

Role of categories	Mean Score on Role perception			'F' ratio
	IPDU (N=40)	CPU (N=20)	SADU (N=36)	
1	2	3	4	5

1	2	3	4	5
Planning	3.21	3.26	3.30	
Educational	3.38	3.57	3.20	
Supervisory	3.42	3.41	3.16	1.04 NS
Supply & Service	3.40	3.50	3.12	
Administrative & Organizational	3.39	3.32	3.12	

Pooled mean = 3-30 NS - Not significant

Though the values presented in Table 14 showed no significant difference with regard to perception of roles by different categories of JAOs, IPD Unit JAOs and CP Unit JAOs had a higher mean score than the pooled mean with respect to educational, supervisory, supply and services and administrative and organizational roles.

The JAOs of IPDU and CPU perceived planning as least important and those of SAD Units had obtained lower mean scores for all role categories except planning than pooled mean.

C. Comparison of the Mean scores on the extent of performance of their roles by JAOs of IPD Units, CP Units and SAD Units in Kottayam and Cannanore Districts.

A Comparative study on the extent of role performance by three categories of JAOs viz. JAOs working under IPD Units, and SAD Units in Kottayam and Cannanore Districts was made in respect of each of their five roles viz. planning, educational, supervisory, supply and services and administrative and organisational roles. The results of the study are presented in the tables following.

Table 15 - Comparison of mean scores on Role performance among JAOs.

JAO categories	Mean score on Role performance	'P' ratio
IPD Unit (N = 40)	1.49	
CP Units (N = 20)	1.55	3.13*
SAD Units (N = 36)	1.44	

Pooled mean = 1.49

* Significant at 5 per cent level of probability.

C D for comparing JAOs of IPDU & CPU - 0.08

" " IPDU & SADU - 0.07

" " CPU & SADU - 0.09

Mean scores on role performance obtained for JAOs working in IPD Units, CP Units and SAD Units are presented in Table 15. The result showed significant differences among the three categories of JAOs with regard to their role performance. JAOs working in CP Units were found to have the best level of role performance (1.55), followed by JAOs in IPD Units (1.49), and JAOs of SAD Units stand last (1.44). But JAOs, IPD Units and CP Units are statistically on par with regard to their role performance. Similarly there was no significant differences between JAOs of IPD Units and SAD units in their role performance. But JAOs working in CP Units differ significantly in their role performance from JAOs of SAD units. (Figure 9)

Table 16 - District-wise comparison of mean scores on Role performance of JAOs

Districts	Mean score on role performance	'F' ratio
Kottayam (N = 34)	1.52	1.95 NS
Cannanore (N = 62)	1.47	
Pooled mean = 1.49		NS - Not significant

The data presented in the table above showed that the JAOs in Kottayam and Cannanore districts perform their roles uniformly, though the JAOs in Kottayam district had a mean score (1.52) higher than the pooled mean (1.49) as well as the mean score of JAOs in Cannanore District. (Figure 10)

Table 17 - District-wise comparison of mean scores on Role performance of three categories of JAOs.

JAO categories	Mean score on Role performance		'F' ratio
	Kottayam (N = 34)	Cannanore (N = 62)	
IPD Units	1.51	1.49	3.70*
CP Units	1.68	1.47	
SAD Units	1.41	1.46	

Pooled mean = 1.49

* Significant at 5 per cent level of probability

C.D. for comparing JAOs, IPDU, Kottayam and Cannanore	- 0.10
" IPDU Kottayam and CPU Kottayam	- 0.14
" IPDU, Kottayam and CPU Cannanore	- 0.12
" IPDU, Kottayam and SADU, Kottayam	0.12

C.D. for comparing JAOs,	IPD Units Kottayam and SAD Units Cannanore	- 0.10
"	IPD Units Cannanore and CP Units Kottayam	- 0.13
"	IPD Units Cannanore and CP Units Cannanore	- 0.11
"	IPD Units Cannanore and SAD Units Kottayam	- 0.11
"	IPD Units Cannanore and SAD Units Cannanore	- 0.09
"	CP Units Kottayam and CP Units Cannanore	- 0.14
"	CP Units Kottayam and SAD Units Kottayam	- 0.14
"	CP Units Kottayam and SAD Units Cannanore	- 0.13
"	CP Units Cannanore and SAD Units Kottayam	- 0.13
"	CP Units Cannanore SAD Units Cannanore	- 0.11
"	SAD Units Kottayam SAD Units Cannanore	- 0.11

Mean score on role performance obtained for JAOs working under the three schemes viz. IPD Units, CP Units and SAD Units in Kottayam and Cannanore districts is presented in Table 17. On analysis, it was seen that there is considerable variation in role performance among the JAOs working under the three schemes in the two districts under study. Based on the mean scores obtained for role performance different categories of JAOs were ranked as follows:

- 1st rank - Jr. Agri. Officers, C P Units, Kottayam.
 2nd rank - " IPD Units, Kottayam.
 3rd rank - " Cannanore

4th rank - Jr.Agrl.Officers, CP Units, Cannanore
 5th rank - " SAD Units, Cannanore
 6th rank - " " Kottayam

The results showed that JAOS working in coconut package units, Kottayam had performed their roles best (1.68) and their performance was significantly superior over that of the rest under study which were found on par in their role performance.

Table 18. Comparison of mean scores on Role performance of JAOS in respect to different role categories.

Role categories	Mean score on Role performance (N = 96)	'F' ratio
Planning	1.38	
Educational	1.44	
Supervisory	1.46	8.90*
Supply & Service	1.50	
Administrative & Organization	1.66	

Pooled mean = 1.49

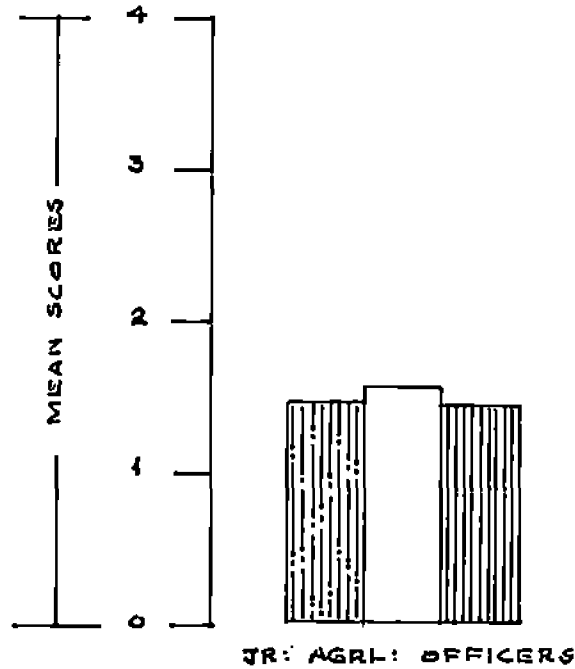
*Significant at 5 per cent level of probability

C.D. = 0.10

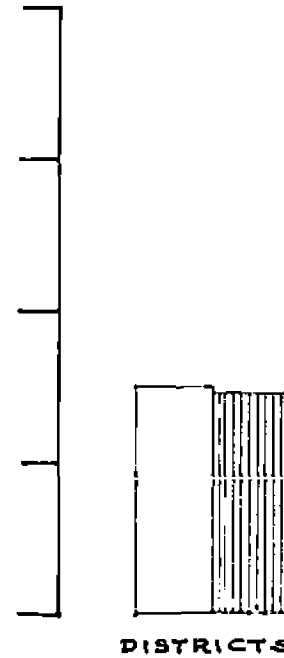
The results of the analysis of the data to find out which of the five roles is being performed best by the JAOS is presented in Table 18 and Figure 11. It shows that administrative and organizational role is being ^{performed} best (1.66) by the JAOS as a whole, followed by supply and Services (1.50) Supervisory roles (1.46), Educational roles (1.44) and lastly Planning (1.38) respectively. The performance of administrative and organizational roles differ significantly from all other

DISTRICTWISE COMPARISON OF MEAN SCORES ON
ROLE PERFORMANCE OF JR. AGRL. OFFICERS

COMPARISON OF MEAN SCORES
ON ROLE PERFORMANCE
AMONG JR. AGRL.
OFFICERS



OFFICERS



COMPARISON OF MEAN SCORES
ON PERFORMANCE OF JR. AGRL.
OFFICERS IN RESPECT OF
THEIR DIFFERENT ROLES

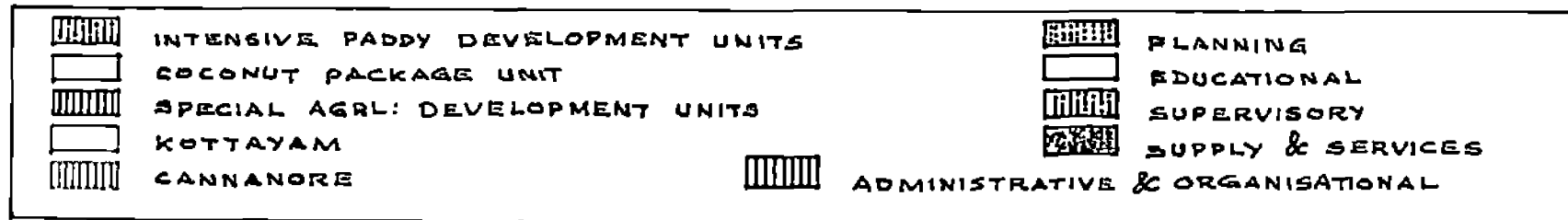
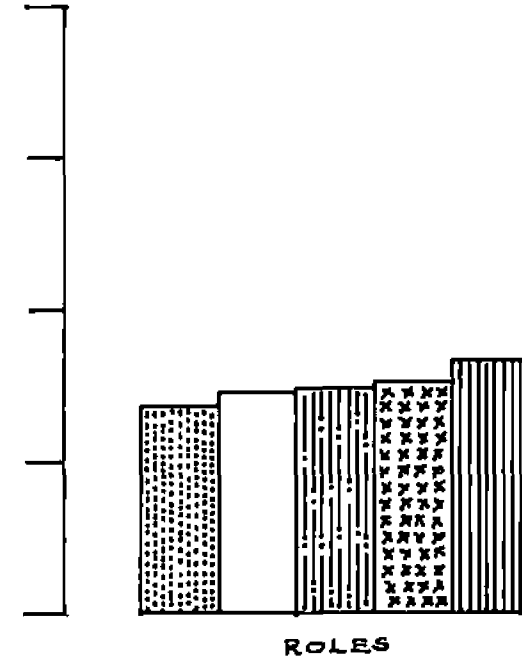


FIG: 9

FIG: 10

FIG: 11

roles and stand in the first place in performance. Supply and services are also being performed significantly better than planning, educational and Supervisory roles which are on par in the level of performance.

Table 19 District-wise comparison of mean scores on Role of performance of JAOs in respect to different role categories

Role categories	Mean score on Role performance		'F' ratio
	Kottayam (N=34)	Cannanore (N=62)	
Planning	1.47	1.32	
Educational	1.45	1.43	
Supervisory	1.52	1.42	1.02 NS
Supply & Services	1.49	1.51	
Administrative & Organizational	1.65	1.67	
Pooled mean = 1.49			NS - Not significant

Table 19 evidenced no significant difference between the JAOs working in both the districts of Kottayam and Cannanore with regard to their performance of the different roles viz. Planning, Educational and Supervisory, Supply and Services and administrative and organizational roles. Yet, JAOs of Kottayam district evidenced a mean score on supervisory roles (1.52) higher than the pooled mean (1.49) and JAOs of both the districts evidenced a higher mean score than the pooled mean on supply and services and administrative and organizational roles. The JAOs of Kottayam district had their mean scores on performance on Planning, Education and

Supervisory higher than those of Cannanore.

Table 20 - Comparison of mean scores on Role performance of three categories of JAOs in respect of to different role categories

Role categories	Mean score on Role performance			'P' ratio
	IPDU (N=40)	CPU (N=20)	SADU (N=36)	
Planning	1.29	1.39	1.46	
Educational	1.40	1.57	1.39	
Supervisory	1.48	1.49	1.42	2.22 NS
Supply & Services	1.61	1.60	1.33	
Administrative & Organizational	1.69	1.70	1.61	

Pooled mean = 1.49 NS - Not significant

Data presented in Table 20 revealed that there is no significant difference in the performance of different roles by JAOs working in IPD Units, CP Units, and SAD Units. Though the differences are not significant, mean score on role performance of JAOs of IPD Units on Supply & Services (1.61) and administrative and organization roles (1.69) is above the pooled average. Similarly JAOs of CP Units had a mean score above the pooled mean for educational roles (1.57), Supply and Services (1.60) and Administrative and Organizational roles (1.70). But JAOs of SAD units had mean scores lower than pooled mean for all role categories except for administrative and organizational roles (1.61). In general JAOs of CP Units were found to perform better than those of IPD Units and SAD Units.

D. Inter-correlation between the dependent variables viz. Role Consensus, Role Perception and Role Performance.

Relationship among the three dependent variables under study viz. Role consensus, Role Perception and Role performance was worked out by computing the coefficient of correlation. The results are presented in Table 21.

Table 21 - Relationship among the dependent variables viz. Role Consensus, Role perception and Role performance of JAOs under study.

Dependent variable	Correlation coefficient 'r'
Role consensus and Role perception	0.45 *
Role consensus and Role Performance	0.43 *
Role Perception and Role Performance	0.60 *

* Significant at 5 percent level of probability

The computed 'r' value for all the three combinations of dependent variables revealed that the relationship among these variables is significant. Role consensus had a significant positive correlation with role perception and role performance of Junior Agri. Officers. Similarly, Role perception was positively correlated with role performance of JAOs.

E. Relationship between the selected Personal characteristics of JAOs and their Role consensus, Role perception and Role performance.

Relationship of the selected personal characteristics of JAOs viz. age, education, experience, training, rural background and attitude towards profession with the three dependent variables viz. Role consensus, Role perception and Role

performance was studied by computing the coefficient of correlation 'r'. The results are presented below:-

Relationship of the selected independent variables with the degree of consensus of JAOs on their roles was found out by computing coefficient of correlations 'r' and the values are presented in table 22.

Table 22. - Relationship between Role consensus and selected personal characteristics of JAOs.

Sl.No.	Personal characteristics	Correlation coefficient 'r'
1.	Age	0.02 NS
2.	Education	-0.33 *
3.	Experience	0.05 NS
4.	Training	0.05 NS
5.	Rural background	-0.12 NS
6.	Attitude towards profession	0.30

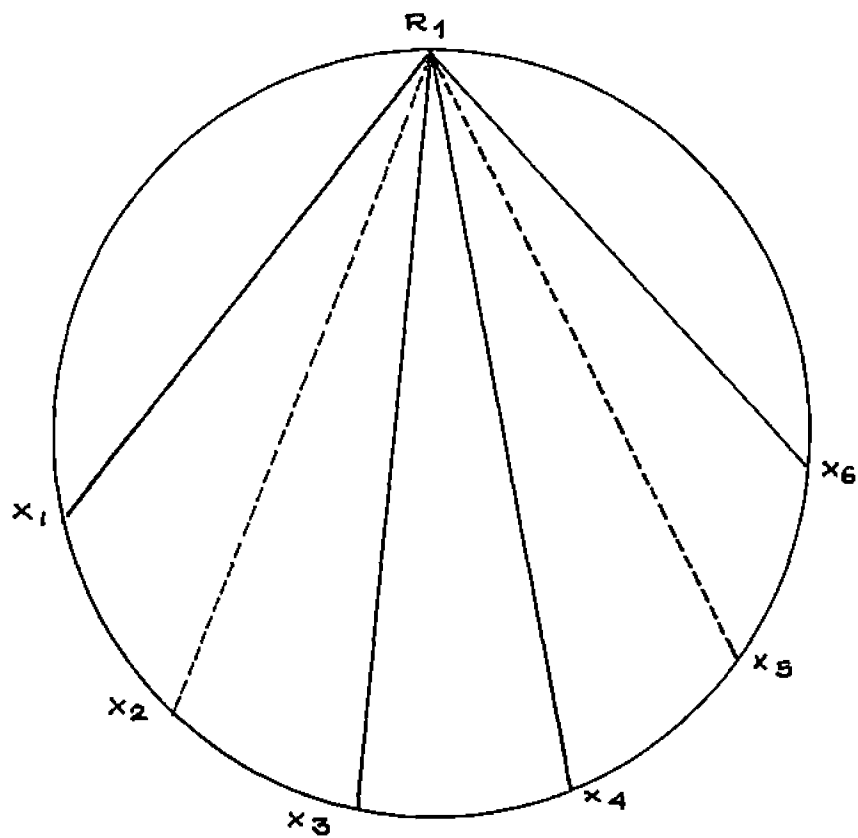
NS - Not significant.

* Significant at 5 percent level of probability.

An analysis of Table 22 revealed that the variables age, experience, training and rural background have no significant relationship with role consensus of Junior Agri. Officers. The variable education is found negatively related to role consensus of JAOs and the relationship is significant also. Attitude of JAOs towards their profession is found to have a significant positive correlation with their role consensus.

Relationship of the independent variables, age, education, experience, training, rural background and attitude towards profession with the dependent variable role consensus is

CORRELATION BETWEEN ROLE CONSENSUS AND
THE SELECTED PERSONAL CHARACTERISTICS OF
JUNIOR AGRICULTURAL OFFICERS



R_1 - ROLE CONSENSUS	
X_1 - AGE	X_4 - TRAINING
X_2 - EDUCATION	X_5 - RURAL BACKGROUND
X_3 - EXPERIENCE	X_6 - ATTITUDE TOWARDS PROFESSION

—————	NOT SIGNIFICANT
- - - - -	NEGATIVE BUT NOT SIGNIFICANT
—————	POSITIVELY SIGNIFICANT
- - - - -	NEGATIVELY SIGNIFICANT

FIG: 12

diagrammatically presented in Figure 12.

Table 23 - Relationship between Role perception and the selected personal characteristics of JAOs.

Sl.No.	Personal characteristics	Correlation coefficient 'r'
1.	Age	0.14 NS
2.	Education	-0.20 NS
3.	Experience	-0.11 NS
4.	Training	-0.06 NS
5.	Rural background	-0.19 NS
6.	Attitude towards profession	0.27 *

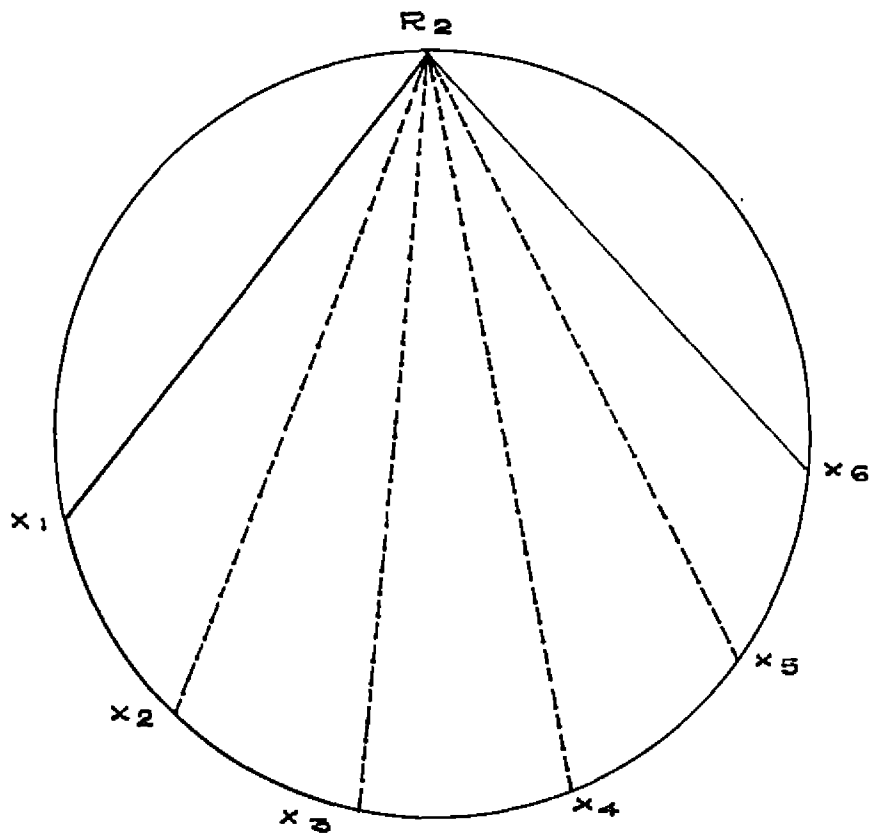
NS - Not significant

* Significant at 5 per cent level of probability.

Table 23 shows the correlation between the perception of JAOs on their roles and the personal characteristics. It is seen that except age and attitude towards profession all other independent variables viz. Education, experience, training and rural background are negatively related with role perception, but the relationship is not statistically significant. The variable age revealed a positive but non-significant relationship. There is significant positive relationship between role perception of JAOs and their attitude towards profession.

The relationship between role perception and the independent variables viz. age, education, experience, training, Rural background and attitude towards profession is diagrammatically presented in Figure 13.

CORRELATION BETWEEN ROLE PERCEPTION
AND THE SELECTED PERSONAL CHARACTERISTICS OF
JUNIOR AGRICULTURAL OFFICERS



R₂ - ROLE PERCEPTION	
X₁ - AGE	X₄ - TRAINING
X₂ - EDUCATION	X₅ - RURAL BACKGROUND
X₃ - EXPERIENCE	X₆ - ATTITUDE TOWARDS PROFESSION

—————	NOT SIGNIFICANT
-----	NEGATIVE BUT NOT SIGNIFICANT
—————	POSITIVELY SIGNIFICANT

FIG: 13

Table 24 - Relationship between Role performance and the Selected personal characteristics of JAOS

Sl.No.	Personal characteristics	Correlation Coefficient 'r'
1	Age	0.07 NS
2	Education	-0.17 NS
3	Experience	0.09 NS
4	Training	0.15 NS
5	Rural background	-0.17 NS
6.	Attitude towards profession	0.43 *

NS - Not significant.

* Significant at 5 percent level of probability.

In Table 24 the correlation between Role performance and the selected personal characteristics of JAOS are presented.

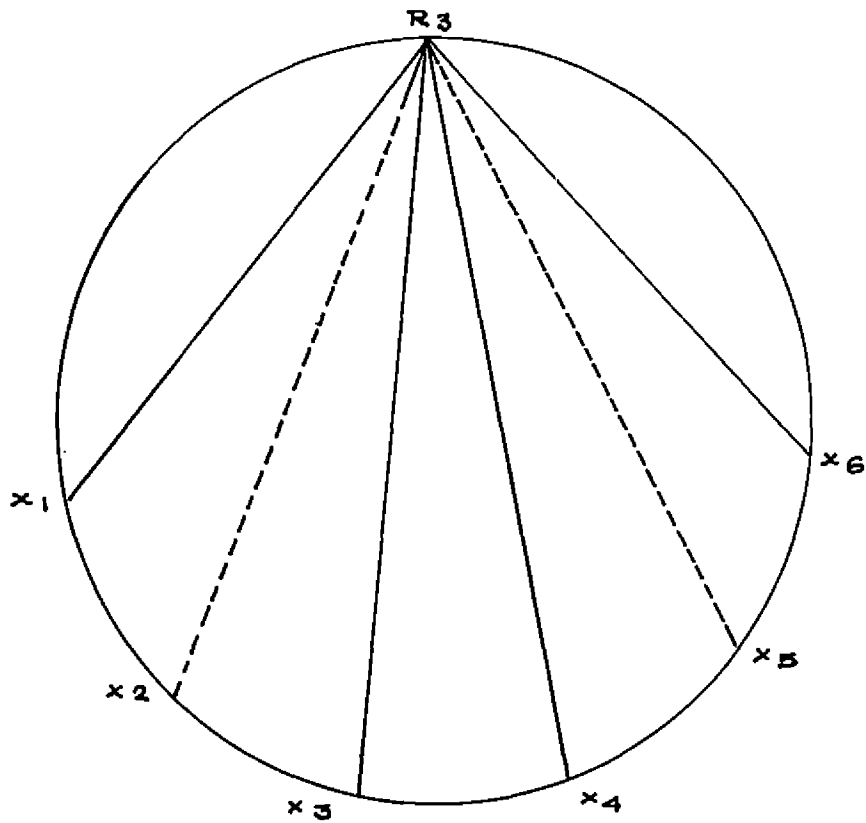
There is no significant positive correlation between role performance and age, experience, and training received by JAOS. Though not significant education and rural background are negatively related with role performance. Only attitude towards profession had significant positive correlation with role performance.

Figure 14 represents the correlation between role performance and the selected personal characteristics of the Junior Agri. Officers.

F. Comparison of mean scores obtained for each problem experienced by Junior Agri. Officers.

To find out the intensity with which each problem is experienced by Junior Agri. Officers, the data obtained were analysed using analysis of variance and comparisons were

**CORRELATION BETWEEN ROLE PERFORMANCE
AND THE SELECTED PERSONAL CHARACTERISTICS OF
JUNIOR AGRICULTURAL OFFICERS**



R_3 - ROLE PERFORMANCE	
X_1 -- AGE	X_4 -- TRAINING
X_2 -- EDUCATION	X_5 -- RURAL BACKGROUND
X_3 -- EXPERIENCE	X_6 -- ATTITUDE TOWARDS PROFESSION

—————	NOT SIGNIFICANT
- - - - -	NEGATIVE BUT NOT SIGNIFICANT
.....	POSITIVELY SIGNIFICANT

FIG: 14

made on the basis of mean scores. Mean scores obtained for each problem is presented in Table 25.

Table 25 - Comparison of mean scores on problems experienced by Jr.Agrl.Officers.

Sl.No.	Problems	Means score	'F' ratio
1	Lack of training to improve technical knowhow	2.55	
2	Chances of promotion are poor	4.34	
3	Salary is not sufficient when compared to workload	3.24	
4.	Reluctance of farmers towards improved farm practices	3.60	
5	Working jurisdiction is much	2.60	
6.	Office work is more	3.57	
7	Many programmes are not suitable to the locality	2.97	
8	Delay in sanctioning programmes and financial allotment for their implementation	3.67	13.28*
9	Lack of co-ordination and co-operation among different agencies involved in Agrl. Development programmes	3.31	
10	Lack of proper guidance from the supervisory staff	2.44	
11	Lack of proper facilities for storing Agrl.inputs	2.72	
12	Poor facilities for transporting Agrl.inputs	2.70	
13	Poor communication facilities for execution work	2.89	
14	Lack of recognition for good work	3.81	

Sl.No.	Problems	Means score	'F' ratio
15	Frequent transfers	1.47	

C.D. = 0.55

* Significant at 5 per cent level of probability

From the data presented in Table 25 it is seen that poor chances of promotions is the most serious problem faced by JAOs as a whole. Lack of recognition for good work, delay in sanctioning programmes and financial allotment for their implementation, reluctance of farmers towards improved farm practices due to illiteracy, inability, prejudice against innovations etc. and more office work are equally felt problems as poor chances for promotion. Lack of co-ordination and co-operation among different agencies involved in Agricultural Development and low salary in comparison to work load are the second important problems. These two problems are statistically on par with problem numbers 14, 8, 4 and 6. Third place goes to lack of programmes suitable to each locality and poor communication facilities for executive work which were found equally important as problem numbers 8, 4, 6, 9, and 3. Lack of proper storage facilities for Agrl. inputs, poor facilities for transporting agricultural inputs, large extent of working jurisdiction and lack of training to improve technical know-how stand next and these are on par with problem numbers 9, 3, 7 and 13. Lack of proper guidance from the supervisory staff, though significantly different from problem number 9 is on par with problem numbers 3, 11, 12, 5 and 1. Frequent transfer is found to be the least experienced problem.

DISCUSSION

CHAPTER V

DISCUSSION

In this Chapter a detailed discussion of the results obtained are presented under the following sections.

- A. Role consensus among Jr.Agrl.Officers of Intensive Paddy Development Units, Coconut Package Units and Special Agricultural Development Units in Kottayam and Cannanore Districts.
 - B. Role Perception of Jr.Agrl.Officers of Intensive Paddy Development Units, Coconut Package Units and Special Agricultural Development Units in Kottayam and Cannanore Districts.
 - C. Role Performance of Jr.Agrl.Officers of Intensive Paddy Development Units, Coconut Package Units and Special Agrl. Development Units in Kottayam and Cannanore Districts
 - D. Inter-relationship between Role Consensus, Role Perception and Role Performance.
 - E. Relationship between selected personal characteristics of Jr.Agrl.Officers and their role consensus, Role Perception and role performance.
 - F. Problems experienced by Jr.Agrl.Officers.
- A. Role Consensus among Jr.Agrl.Officers of Intensive Paddy Development Units, Coconut Package Units and Special Agrl. Development Units in Kottayam and Cannanore Districts

A comparative analysis of the role consensus of Jr. Agrl. Officers of Intensive Paddy Development Units, Coconut Package units and Special Agrl. Development Units in the two Districts with regard to their five roles has been presented in Tables 3 to 8. According to Table 3 there is no significant difference found in the role consensus among the Jr. Agrl. Officers of IPD Units, CP units and SAD Units. Similar trend was noticed in respect of District-wise comparison of the role census of J.A.Os also in Table 4. At the same time Table 5 evidences a significant difference between the two Districts, between the three categories of J.A.Os. Accordingly the Jr. Agrl. Officers of Coconut Package Units and Intensive Paddy Development Units evidenced higher consensus as compared to the low consensus amongst the Jr. Agrl. Officers of Special Agrl. Development Units in Kottayam District. Incidentally the J.A.Os of SAD Units in Cannanore District had a high role consensus compared to their group in Kottayam.

This disparity may be because of the fact that the manner of implementation of the programmes within the IPD Units and CP Units is comparably different to that of in SAD Units. For eg. in a role item namely issue of loans, modus operandi of issue of loans to farmers is different under the SAD Unit to that of IPD Units and CP units; hence a low consensus among the J.A.Os of Special Agrl. Development Programmes.

With regard to tables 6 and 7 though not significant it is found that the J.A.Os of Cannanore District had least consensus in planning as a role, and high consensus accorded by J.A.Os of both

the Districts to educational and supervisory roles. Evidently Table 8 reveals that the J.A.Os of Special Agri.Development Units had least consensus in almost all roles compared to the Jr.Agrl. Officers of Coconut Package Units and Intensive Paddy Development Units.

It is seen from the table that their least consensus in planning may be due to lack of their involvement in the planning process at either levels.

B. Role perception of Jr.Agrl.Officers of Intensive Paddy Development Units, Coconut Package Units and Special Agricultural Development Units in Kottayam and Cannanore Districts.

It is seen from Table 9 that the roles perceived by the Jr. Agrl.Officers of IPD Units and CP Units have been significantly high to that of the role perception of the Jr.Agrl.Officers of Special Agri.Development Units.

This might be due to the lack of specificity and their understanding of the roles listed out under the Special Agri.Development Programme as compared to the clarity of the roles specified under Intensive Paddy Development Programme and Coconut Package Programme. This may also be due to lack of working instructions given to Jr. Agrl.Officers in fulfilment of their defined roles.

Though not significant the role perception of Jr.Agrl.Officers in Kottayam District is higher than their pooled mean as found in Table 10 and least perception has been evidenced by the personnel

in Special Agri.Development Units in both Kottayam and Cannanore Districts as found in Table 11. Evidently it is felt that the Jr. Agri.Officers of the Special Agri.Development Programme have been attaching little importance to their programme of activities in terms of their role. This might be due to the lack of proper reporting procedure and feed back process followed under the Special Agri.Development Programme.

Discussing on Table 12 and 13 with no significant difference, the Jr.Agrl.Officers in general exhibited a role perception mean lower than the pooled average in the case of planning, and administrative and organisational roles whereas Jr.Agrl.Officers of Special Agricultural Development Units have been perceiving all the roles except planning, very low as evidenced in Table 14. Still the Jr.Agrl.Officers of the Kottayam District perceived planning, educational, supervisory and administrative and organisation roles higher than that of in the Cannanore district.(Table 13). In case of perception also, as in the case of role consensus planning has been considered to be least important while fulfilling their job requirements. Educational and supervisory roles achieved higher perception (Table 14) among the Jr.Agrl.Officers of IPD Units and CP Units due to the relativity in their nature of job combined with services.

C. Role performance of Jr.Agrl.Officers of Intensive Paddy Development Units, Coconut Package Units and Special Agri. Development Units in Kottayam and Cannanore districts

Significant difference in performance of roles has been evidenced between the Jr.Agrl.Officers of coconut package and SAD Units as per table 15. J.A.Os of Kottayam performed better than that of Cannanore (Table 16). Though coconut package and Special Agrl.Development Programmes have similar programmes for coconut development, the special Agrl.Development programme is found to be more credit oriented. More or less the Jr.Agrl.Officers of coconut package units have many other roles other than providing credit to farmers, such as demonstration units, field visits and rendering services to farmers other than coconut cultivators.

Significant variation has been evidenced in Role performance between Jr.Agrl.Officers of coconut package, Intensive Paddy Development and SAE Units on a district-wise assessment (Table 17). Accordingly the Jr.Agrl.Officers of coconut Package and IPD Units in Kottayam were found to be above pooled average performance score. This may be due to the low intensity of cultivation and diversified cropping system in Kottayam District where in coconut package and Intensive Paddy Development programmes fit better than special Agrl. Development Programme in the district.

Table 18 evidenced significant difference in the performance of the roles by Jr.Agrl.Officers pertaining to supply and services and administrative and organisation roles which is better performed than the other roles namely planning, educational and supervisory roles. Reasoning for this shall be attached to the orientation of the officers towards achievement of targets by all the three categories of Jr.Agrl.Officers.

From Table 19 it is seen that the performance of Jr.Agrl. Officers of Kottayam District is better than that of Cannanore, in case of Supervisory roles, educational roles and planning roles, while Jr.Agrl.Officers of Cannanore District were found better in supply and services and administrative and organisation. roles.

Though not significant Table 20 evidenced poor role performance by J.A.O of SAD Units of the roles studied under the programme. The roles pertaining to supply and services, and Administrative and organizational work are the only ones that found to be performed better by J.A.Os of both IPD Units and CP Units as evidenced by the mean score above the pooled average except mean scores on administrative and organizational roles for J.A.Os of Special Agrl.Development Units and educational roles for Jr.Agrl.Officers of CP Units. This is supporting to the finding of Table 18.

D. Inter-relationship between Role consensus, Role perception and role performance.

Table 21 indicates significant relationship between Role consensus and Role perception, Role consensus and role performance and Role perception and Role performance. Those things which we agree can be better perceived and better perception results in better performance. This finding is supported by the findings of Rajagopalan (1965), Kherde and Sahay (1970) and Mitchell (1973) This finding substantiated the relationship hypothesized in this study.

E. Relationship between selected personal characteristics of Jr.Agrl.Officers and their role consensus, role perception and role

performance.

(i) Relationship between Age and Role consensus, role perception and Role performance of Jr.Agrl.Officers

This study reveals that there is not significant relationship between age and the three dependent variables viz.role consensus role perception and role performance of Jr.Agrl.Officers as evidenced in Tables 22, 23 and 24. This finding is supported by the findings of Sengupta (1963), Salvi and Dudhani (1967) and Somasundaram (1971). The assumption that age has some positive influence with role consensus, role perception and role performance is not correct according to the result of this study.

(ii) Relationship between Education and Role consensus Role perception and Role performance of Jr.Agrl.Officers

This study shows that education has a negatively significant influence on role consensus. That means Jr.Agrl.Officers who had graduation in Agriculture had a very low consensus with the roles to be performed by them (Table 22)

It is very interesting to see that education is negatively related to role perception and role performance also though the relationship is not significant. Eventhough the negative relationship is not significant, this finding supports the finding of Kherde and Sahay (1970), but contradict the views of most of the researchers. Hence the hypothesis that education is positively related with role consensus, role perception and role performance of Jr.Agrl.Officers is not correct according to this finding.

This negative relationship may be due to their being direct appointees to the post as well as their lack of interest in their field work.

(iii) Relationship between Experience and Role consensus,
Role perception and Role performance of Jr.Agrl.
Officers

In this study it is found that experience has no significant influence over role consensus, role perception and role performance of Jr.Agrl.Officers as evidenced from Tables 22, 23 and 24. Though not significant, experience is negatively related with role perception of the Jr.Agrl.Officers. This view is supported by the research findings of Harret (1926), Frutchey (1958), Salvi and Dudhani (1962) Singh and Srivastava (1970) and Rajagopal (1977). Hence the hypothesis that experience has some positive influence on the role consensus, role perception and role performance of Jr. Agrl.Officers is contradicted here.

IV. Relationship between training and role consensus, Role
perception and Role performance

Tables 22 and 24 evidence non-significant relationship between Training and role consensus and role performance of J.A.Os while role perception is negatively related with training (Table 23). This finding contradicts the relationship assumed in chapter 2 as well as findings of all researchers reviewed in this study.

Though training has been received by some of the Jr.Agrl.Officers, they have not been properly conceived by them to their expectations.

Non-significance in consensus and performance reveals disparity between the training need and training received by the Jr.Agrl. Officers.

V. Relationship between Rural background and Role consensus, Role perception and Role performance of Jr.Agrl.Officers

It is seen in this study that rural back ground is negatively related with role consensus, role perception and role performance of Jr.Agrl.Officers though the relationship is not significant. That means those with more rural background tended to have less agreement with their roles, lack of perception of their roles correctly and thus their performance being very low as compared to those having less rural background. Sultana (1967) Kanakasabai and Subrahmanyam (1975) reported that the rural background of extension workers have no influence in their job effectiveness. No one reported negative relationship between rural background and job effectiveness. This finding contradicts the assumption that rural background has positively influence over role consensus, role perception and role performance of J.A.Os.

The reason shall be assigned to non-consideration of rural background of the personnel appointing as Jr.Agrl.Officer and more or less a bigger proportion of these Jr.Agrl.Officers are exposed to urban situations both in their living as well as while they undergo learning.

(Vi) Relationship between attitude towards profession and the Role consensus, Role perception and Role performance of Jr.Agrl.Officers.

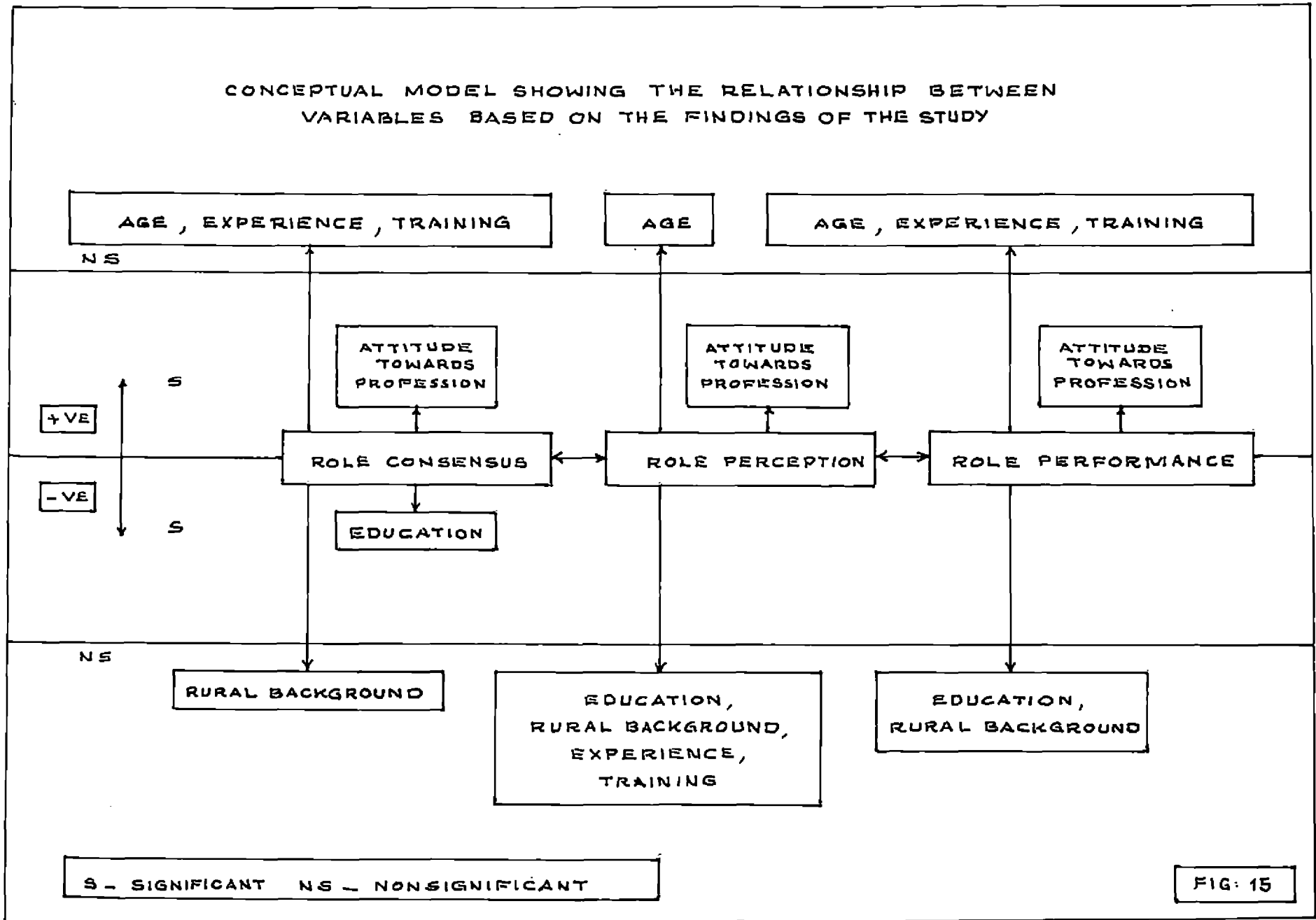
Tables 22, 23 and 24 depict significant positive relationship between the three dependent variables say role consensus, role perception and role performance and the attitude of J.A.Os towards their profession. This result is in line with Herzberg et al.(1957); Steers and Porter (1975) and Mongia (1976). Hence the hypothesis that attitude towards profession is positively related with role consensus, role perception and role performance of J.A.Os is substantiated. Figure 15 shows the relationship between variables based on the finding of the study.

F. Identification of Problems experienced by Jr.Agrl.Officers

Out of the 15 problems identified through the pilot study and review of past studies made by the researcher, seven problems were intensively felt by the Jr.Agrl.Officers under study. These problems pertained to their chances for promotion, lack of recognition for good work, late sanctioning of programmes by the organisation, non-adoption by farmers, more office work, lack of coordination and insufficient salary compared to work load, in the order of importance felt by them. Sandhu (1965), Bisen et al (1966), Reddy ^{and} Bhaskaram (1966) and Sharma (1968) identified such problems which affect the role performance of Agrl.Extension Officers.

Summarising the discussion chapter the study evidenced common consensus among the J.A.Os of both the districts viz.Kottayam and Cannanore; Amongst whom the Jr.Agrl.Officers of IPD Units and coconut package units had higher consensus than that of special Agrl.Development programmes. The Jr.Agrl.Officers of Coconut Package Programme revealed significantly high perception and performance of the planning, educational, supervisory, supply and services and administrative

CONCEPTUAL MODEL SHOWING THE RELATIONSHIP BETWEEN
VARIABLES BASED ON THE FINDINGS OF THE STUDY



and organisational roles than that of the J.A.Os of IPD Units and Special Agri. Development Units. The Jr.Agrl.Officers of Kottayam District were found to perceive and perform better their roles than their counter parts in Cannanore district. The Jr. Agrl.Officers of Special Agri.Development Units were found to possess least perception of their roles. The Jr.Agrl.Officers of IPD and CP units evidenced better perception and performance than the Jr.Agrl.Officers under Special Agri.Development Programme. More or less, the study showed that the role consensus, perception and performance of the Jr.Agrl.Officers were found to be significantly related to each other. Amongst the independent variables, attitude towards their profession was significantly related to their role consensus, role perception and role performance. Education and rural background were found to be negatively correlated to role consensus, role perception and role performance whereas the Jr.Agrl.Officers of all the three categories had least perception and performance in the planning process.

SUMMARY

C H A P T E R VI

SUMMARY

In Kerala the extension service in the field of Agriculture is being carried out by the Department of Agriculture. Various programmes are being implemented to increase agricultural production. JAOs are the implementing officers at the unit level of these programmes and success of these programmes, to a large extent, depends on their efficiency in implementation of the programmes. No study has been so far undertaken to analyse their roles. Hence this study was undertaken with the following objectives.

1. To delineate the components of the Role concept as applied to the role of JAOs in the Department of Agriculture, Kerala.
2. To determine the relevance and relationship between the components of the role concept as judged by the officers of the Department of Agriculture.
3. To determine the degree to which the role is being perceived by JAOs.
4. To study the extent to which the role perceived is being performed by the JAOs.
5. To find out whether their role perception and role performance are associated with their personal characteristics.
6. To identify the problems pertaining to role performance as perceived by JAOs.

Three programmes viz. Intensive Paddy Development Programme, Coconut Package Programme and Special Agricultural Development Unit and thirty four role items were delineated through a pilot study.

For conducting the study Kottayam and Cannanore districts were selected by using purposive sampling procedure. All the JAOS working under IPD Units, CP Units and SAD units in these districts were selected as sample for the study.

On the basis of review three variables viz. role consensus, role perception and role performance were selected for the study. Six independent variables viz. age, education, experience, training, rural background and attitude towards profession were also selected to establish their relationship with the dependent variables. Fifteen problems which may hinder the role performance of JAOS were identified to find out their intensity as judged by the JAOS.

Role consensus and role perception were measured using five point continuum as a modification of the Likert scale ranging from 'strongly agree to' 'strongly disagree' and 'very important' to 'least important' respectively. Role performance was measured by a three point continuum ranging from 'often' to 'never'.

Age was measured based on the completed years of age by the respondent at the time of investigation. Education on the basis of their academic qualification, experience in terms of number of years, rounded to the whole year in service by the respondent. Training was measured by assigning

appropriate scores based on the duration and number of trainings received and rural background on the basis of extent of farm holding as well as belongingness to family fully depending on farming. To measure attitude towards profession an attitude scale was developed using the method of summated rating suggested by Likert (1932). Problems faced by JAOs were measured by using a seven step ladder. Analysis of variance and correlation analysis were the statistical techniques employed in this study.

The salient findings of the study are summarised and presented below.

1. Regarding the role consensus of JAOs of Intensive Paddy Development Units, Coconut Package units and Special Agricultural Development Units in Kottayam and Cannanore Districts. JAOs of IPD Units, Kottayam had the highest degree of role consensus, ^{which was} significantly higher than that of their counter-parts in Cannanore and SAD units, Kottayam.

2. The JAOs working in CP Units and IPD units were found to have better perception of their roles than those of the SAD Units.

3. The JAOs working in CP units were found to have high level of performance closely followed by JAOs of IPD Units and those of SAD Units. JAOs of CP Units showed a significantly better performance than those of SAD Units. District-wise comparison among the three categories of JAOs showed that role performance of JAOs of CP Units in Kottayam District was significantly superior than role performance of the rest under study who were on par. Among the five roles

viz. Planning, Educational, Supervisory, Supply and Services and Administrative and Organisational roles, the roles pertaining to administration, organisation and supply and services were found to be performed significantly better than planning, educational and supervisory roles.

4. Relationship was established among the ^{dependent} variables. Significant positive relationship was found among role consensus, role perception and role performance of the JAOs.

5. (i) Education was negatively related to role consensus
 - (ii) Though not significant education was found to have negative relationship with role perception and role performance.
 - (iii) Rural background was negatively related with role consensus, role perception and role performance though not significant.
 - (iv) Attitude towards profession had positively significant influence over role consensus, role perception and role performance.
 - (v) Age, experience and training were not related to role consensus, role perception and role performance.

6. The following problems were identified as the most felt problems by JAOs.

- (i) Poor chances for promotion
- (ii) Lack of recognition for good work
- (iii) Late sanctioning of Programmes and budget by the organisation.
- (iv) Reluctance of farmers towards improved farm practices due to illiteracy, inability, prejudice against innovations etc.
- (v) More Office work
- (vi) Lack of co-ordination among the agencies involved in agricultural development

(vii) Poor salary as compared to work load.

Implications of the study

It was found out that JAOs of SAD units were poor in their role performance as compared to those of their counterparts in CP Units. This disparity in role performance may be made up by finding the reasons for the same. Among the five roles, planning was found to be less perceived and performed by JAOs in total. Consensus on the role was also found to be low. JAOs may be made aware of their better and should be involved in the planning process at unit level.

Training, though not significant, was found to be negatively related with role perception. This may be due to the disparity in the trainings received and training need. So it is suggested that programme oriented trainings may be given to the JAOs.

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APPENDICES

APPENDIX I

AN ANALYSIS OF THE ROLES OF JUNIOR AGRICULTURAL OFFICERS
IN IMPLEMENTING AGRICULTURAL DEVELOPMENT PROGRAMMES IN KERALA.

INFORMATION SHEET OF THE RESPONDENTS

PART-I

1. Age (Completed years) ::
2. Education (SSLC/Graduation,
other than Agriculture/
Graduate in Agriculture/Post
Graduate in Agriculture) ::
3. Experience in Years:-

	<u>Designation</u>	<u>Name of scheme under which you worked.</u>	<u>Duration in years.</u>
1)			
ii)			
iii)			

4. Present post held ::

5. Trainings undergone:-

Duration

Number of
trainings

a) Pre-service Training -

b) In-service Training
(with specialization if
any)

6. Do you belong to a farming
family? ::

7. If so, the area owned by you/
by your family members. ::

PART - II

Please give your opinion on the following statements by marking (✓) in the appropriate columns.

	Agree	Disagree
1. I hate my profession because it requires working in country side.	:	:
2. Extension profession offers little opportunity to get acquainted with all kinds of people.	:	:
3. Extension job offers sufficient opportunity for development of leadership ability.	:	:
4. A Junior Agricultural Officer is an eminent by effective force in bringing about Agricultural Development.	:	:
5. Extension personnels have very little to contribute towards National Development.	:	:
6. A Junior Agricultural Officer can contribute a lot for Agricultural Development.	:	:
7. Extension profession is satisfying for me.	:	:
8. Honestly I wish I had not become a Junior Agricultural Officer.	:	:
9. Professional standards of Extension work is far inferior to other professions.	:	:
10. A Junior Agricultural Officer has ample opportunity to display his initiatives.	:	:

APPENDIX II

- (i) Certain activities which may or may not be the role of Junior Agricultural Officers are given below. Firstly, please go through each role and give your opinion as to whether you agree to these activities as the roles of the Junior Agricultural Officers or not. Mark your degree of agreement by putting (✓) in the appropriate role consensus column, against each activity.
- (ii) After marking your response in terms of degree of agreement with each role, mention the degree of importance you attach to these roles while on duty. For example, if you feel that item No. 1 is a very important role of a JAO put (✓) mark in the 'Very Important' column against item No. 1 under 'Role perception'
- (iii) Now say how far you are able to perform each role, by putting (✓) marks in the appropriate column against each item under 'Role Performance'.

V.I. Please do not forget to respond to each statement simultaneously within the three categories i.e. Role consensus, Role perception, and Role performance - of response.

APPENDIX III

Certain problems which may or may not be affecting your work as a JAO are listed below. Please indicate to what extent you experience these as problems, by placing each item within the appropriate step of the ladder provided. Put only serial numbers of the items within each step of the ladder based on the degree of intensity experienced by you, on the problem.

1. Lack of training to improve technical know how.
2. Chances for promotion are poor.
3. Salary is not sufficient when compared to work load.
4. Reluctance of farmers towards improved farm practices due to illiteracy, inability, prejudice against innovations, superstitions, etc.
5. Working jurisdiction is much.
6. Office work is more.
7. Many programmes are not suitable to the locality.
8. Delay in sanctioning programmes and financial allotment for their implementation.
9. Lack of co-ordination and co-operation among different agencies involved in Agrl. Development Programmes.
10. Lack of proper guidance from the supervisory staff.
11. Lack of proper facilities for storing agricultural inputs.
12. Poor facilities for transporting agrl. inputs.
13. Poor communication facilities for executive work.
14. Lack of recognition for good work.
15. Frequent transfers.

	6
	5
	4
	3
	2
	1
	0

**AN ANALYSIS OF THE ROLE OF JUNIOR AGRICULTURAL
OFFICERS IN IMPLEMENTING AGRICULTURAL DEVELOPMENT
PROGRAMMES IN KERALA**

**BY
SOBHANA G.**

**ABSTRACT OF THE THESIS
SUBMITTED IN PARTIAL FULFILMENT OF THE
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COLLEGE OF AGRICULTURE
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ABSTRACT

The study was undertaken in Kottayam and Cannanore districts in order to analyse the role of JAOs working in IPDU, CP and SADU. Objectives of the study were the following.

1. To delineate the components of the Role concept as applied to the role of JAOs in the Department of Agriculture, Kerala.
2. To determine the relevance and relationship between the components of the Role concept as judged by the Officers of the Department of Agriculture.
3. To determine the degree to which the role is being perceived by the JAOs.
4. To study the extent to which the role perceived is being performed by the JAOs.
5. To find out whether their Role perception and Role performance are associated with their personal characteristics.
6. To delineate the problems pertaining to Role performance as perceived by JAOs.

The study revealed that JAOs of IPDU, Kottayam had a significantly higher consensus on their roles than their counter parts in Cannanore and JAOs of SADU, Kottayam. JAOs of CP and IPDU were found to have better perception of their roles than those of SADU. In general, JAOs of CPU performed their roles better than those of SADU. Among the five roles studied, supply and services and administrative and organisational roles were performed better than, planning, educational and supervisory roles.

Significant positive relationship was established among role consensus, role perception and role performance. Of the six independent variables studied, only attitude towards profession was found to have positive relationship with role consensus, role perception and role performance of JAOs. Education was found negatively related with role consensus of JAOs.

Poor chances of promotion, lack of recognition for good work, late sanctioning of programmes and budget by the organisation, reluctance of farmers to adopt improved methods of cultivation, more office work etc. were reported by JAOs as seriously felt problems.