PERFORMANCE ANALYSIS OF VHSE AGRICULTURAL TEACHERS IN KERALA

by

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(2017-11-115)

THESIS

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2019

DECLARATION

I, hereby declare that this thesis entitled **"Performance analysis of VHSE Agricultural Teachers in Kerala"** is a bona fide record of research work done by me during the course of research and 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,
Date: 10.10.2019

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CERTIFICATE

Certified that this thesis entitled **"PERFORMANCE ANALYSIS OF VHSE AGRICULTURAL TEACHERS IN KERALA"** is a record of research work done independently by Mr. Chhanda charana Mahananda (2017-11-115), under my guidance and supervision and it has not previously formed the basis for the award of any degree, fellowship or associate ship to him.

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LIST OF ABBREVIATIONS AND SYMBOLS USED

%	Percentage
&	And
e.g.	For example
F	Frequency
i.e.	In other words
No.	Number
r	Correlation coefficient
Sl.	Serial
VHSE	Vocational higher secondary education
Via.	Through
Viz.	Namely

INTRODUCTION

1. INTRODUCTION

Society demands are steadily growing. In line with this, efficiency needs to be enhanced in every sector, be it agriculture or enterprise. This requirement has led to drastic changes in all sectors. Education is the primary sector to lead towards the society demands but it has ceased to be the mere pursuit of the intellect. So, the need for skilled and semi-skilled employee in the country cannot be attained by school education i.e. from primary to higher education, because it offers only education in major courses. It is becoming increasingly skill-oriented in order to achieve the goal of developing productive individuals. This method has shaped vocationalization as a significant educational objective at all levels. This trend is the consequence of the implementation of vocational higher secondary education throughout the nation.

The vocational higher secondary education programme was introduced in in 19 states and 4 union territories of India in 1976 and in Kerala during 1983-84. It has enhanced national development in all sector, be it agriculture or enterprise. The use of human resources is the most crucial factor among the fundamental aspects of development, as planning for capital formation, resource allocation, and distribution assessment depends on the skills used by human resources. This implies that the precise manipulation of human resources is one of the prerequisites of a country's economic development i.e. allocating the precise people in the precise positions in the precise way at the right time and place is a basic requirement for development. Allocating the right people in varying professions such as primary (agriculture), secondary (business) and tertiary (service) sectors is feasible by vocational education as it prepares individuals for particular skills. Hence Vocational education is called as a career and technical education. It is not only skill oriented but also knowledge based and contributes towards positive attitude, confidence and personality of the learners.

In terms of increasing government consciousness, accelerated advances in science and technology have stimulated the development of formal organizations in the agricultural sector. Vocational schools are the primary organizations for

evolving human resources, skills, employment creation and expertise necessity of a state for the sustainable agricultural development, by promoting, intervening and incorporating skills and education. Education is a key feature in attaining the diverse developmental goals such as attaining higher standards of living, progressions in technology and achievement in global economic race. Hence, teachers are regarded as the soul of school and play a key part in society's upliftment and nation's growth. For attaining these diverse developmental goals, we need to increase the effectiveness of the educational organizations through increasing the efficiency of the teachers of the school because they are the key personals of an educational organization.

An organization comprised of a collection of people working together within a system to achieve a common goal. According to Scanlan (1973), there are three aspects to be given due consideration in the organization process such as, the work to be done (goal), the people doing the work (employee or people) and the place of work (structure). The author also says that the main emphasis must be given to the job, as the aim of organizing is to achieve the predetermined goals. An organization's success relies largely on the individuals engaged in it. It is increasingly understood that the ultimate application of leadership policies is achieved by individuals working within the organization. Management's basic functions such as planning, organizing, staffing, directing, and controlling are key for a successful organization. Manager make decisions and utilizes the resources available in the organization to achieve the determined goals by using these functions. But, in the latest years, this realization has greatly transformed the understanding of the management idea, giving greater significance to the human resource management in several successful organizations.

Organizational development is a determination, planned and managed from the top to improve the efficiency and safety of the organization through systematic organizational process measures (Backhard,1969). It needs deliberate attempts on the part of administrators to understand the dynamics of employee relationships, their morals, intentions, and to align them with the organization's objectives. In

perspective of altering environmental factors and human resources, organizational management becomes even more challenging. Changes in environmental factors such as management structure, working technique, norms, and the financial, dogmatic and socio-cultural patterns in which the organization exists, require changes and adjustments. In addition, human resources will be constantly changing. With their fresh thoughts and expectations, new people are being hired, while the current workforce is constantly changing in relation to their thoughts, attitudes and values. For its survival, the organization requires to adapt to the developing circumstances by strengthening the human resource management of the organization.

Human resource management includes significant and complicated problems in the form of multidimensional responses involving the perception of the organizational environment by staff, their attitude, background, the objective consciousness of organizational culture, management structures and interpersonal relationships, to name a few that lead to performance motivation for employees. Since the days of scientific management this notion has altered dramatically (Heyel, 1973). Modern behavioral sciences ' effect on today has fresh perspectives and approaches to the human resource management. As a significant approach, this fresh intuition has highlighted the concept of motivating individuals within the organization. The primary issue in human resource management is to improve the individuals operating within the organization in order to increase their efficacy through providing necessary opportunities and facilities to the employees and motivating to perform their jobs proficiently by analyzing their job perception and job performance within the working situation of the organization.

The perception of work is related to how the staffs look at their tasks. Differences in the perceptual framework may lead individuals to act differently in the face of common environments. Thus, the analysis of perception in all its diversity and complexity is a prerequisite for understanding and explaining work behavior. Job perception has been operationalized as an indication of what a person feels essential to do in relation to the work he is expected to do in the organization

as a worker (Leavitt, 1958). Perception is a fundamental method of cognition and psychology. It is a procedure through which individuals in a workplace organize, interpret, experience, process and use the stimulus resources (Ray, 1991). Teachers ' job perception is usually how they feel about the numerous characteristics of their work, the extent to which they like their job or dislike it and also as a powerful predictor of their general well-being and a good predictor of teacher intentions or choices to give up their work.

The employees' job performance is one of the important principles by which an organization's efficacy is measured. According to Getzels (1958), the function of both role and character is the performance of an individual. An individual's role attitude in any organization will be good if the prospects of role and personality arrangements are consistent. Razvi (1967) explained job performance as the way and how, in a specific scenario, distinct jobs are performed. To know how well an organization works and how effectively different employees of the organization do their tasks, it is essential to evaluate the performance of the employee's work. This performance appraisal plays an important role in an organization's achievement through identifying the strong and weak points of employees and organization, so it can best be evaluated in terms of its employees ' job performance.

The job perception, job performance and quality of the employee are the important components for the effectiveness of an organization. Employees should have a high level of job perception and job performance, strong mental abilities and skills, knowledge on subject matter, work interest, excellent personality and interpersonal relationship with all members of the organization to achieve the organizational objective. Hence, for increasing the effectiveness of the VHSE school, a high level of job perception, job performance and qualities of teachers needed. These all can be attained by the human resource management of the organization (school), since teaching is multifaceted and need varieties of human traits and abilities such as teachers' mental abilities and skills, his knowledge of the subject matter, personality, beliefs, attitude, interest and relationship with students, teachers and all members of the school.

In Kerala the vocational education in Agriculture is mainly focused on developing skill, abilities, knowledge and personality of the students to make them employable and self-employed in Agricultural and allied sector. It can be achieved by increasing the efficiency of the VHSE Agricultural teachers and by creating awareness about VHSE among the peoples in the state.

In perspective of these considerations, the current study entitled "Performance analysis of VHSE Agricultural Teachers in Kerala." has been addressed with the following objectives.

1.1 OBJECTIVES OF THE STUDY

1. To know the personal, socio-psychological characteristics of VHSE teachers and organizational characteristics of VHSE.
2. To analyze the job perception & job performance of the VHSE teachers.
3. To find out the relationship between personal, socio-psychological and organizational characteristic of VHSE teachers with their job perception & job performance level.
4. To identify the problems of VHSE teacher.
5. To suggest the effective teaching strategies of VHSE system.

1.2 IMPORTANCE AND NEED OF THE STUDY

Very few studies were performed in vocational schools to assess the multiple functions of teachers. None of them even went to study the organizational characteristics of VHSE, job perception and job performance of VHSE teachers among these limited researches. Centered on this need, this study was tried to explore the organizational characteristics of VHSE, job perception and job performance of VHSE teachers along with the mentioned objectives.

1.3 SCOPE OF THE STUDY

The main purpose of the study is to determine the organizational characteristics of VHSE, level of job perception, and job performance of VHSE agricultural teachers and their problems while performing the duty in Kerala. These

results could encourage the managers, administrators, policymakers and members of the organization to structure their operations in the desired direction, through building efficient relationships between the organization and the members.

1.4 PRACTICAL UTILITY OF THE STUDY

The study will help to define the organizational constraints, system constraints, social constraints, and constraints experienced by teachers as well as identify the factors or components contributing to the organizational characteristics and job perception, and job performance of the teachers. It will also describe a structural relationship of the personal, socio-psychological characteristics of the teachers and the organizational characteristics of the VHSE with the job perception and performance of the teachers.

These all findings will be helpful for the planners, administrators, government and the policy makers of the VHSE system to understand about the organization and the constraints which are reducing the efficiency of the teachers and the organization. In addition, it will throw light on the administrators and planners to structure their activities in the desired direction in order to improve the effectiveness of the VHSE system by considering the helpful components that increase the efficiency of teachers in terms of job performance, and perception and elimination of constraints that reduce their efficiency.

1.5 LIMITATIONS OF THE STUDY

The study was conducted in the three zones of Kerala by a single investigator with inadequate time and resources is the major limitation of the study. The study only covered the VHSE agricultural teachers of the VHSE system. A lot of effort was made to make the study as objective and systematic as possible, despite the limitations.

1.6 OUTLINE OF THE THESIS

The study covers five chapters. The first chapter discussed with a brief introduction, objectives, importance and need of the study, scope, practical utility,

and limitations of the study. The second chapter 'Review of Literature' deals with the review of significantly linked studies in the field of current study and theoretical representation of the study. The third chapter was about the 'Methodology' including research design, the locale of the study, selection of respondents, selection of variables, operationalization and measurement of variables, data collection methods and tools and statistical tools used in the study.

The fourth chapter dealt with objective wise results and discussion. The fifth chapter covered the summery and future line of the study. At the end, references, abstracts and a questionnaire used for data collection is attached.

REVIEW OF LITERATURE

2. REVIEW OF LITERATURE

A review of literature is a written summary of journal articles, books, research papers and other documents and sources that describes about the past and current state of information and it organizes the literature in to topics and documents a need for a study (Creswell, 2005).

A wide-ranging review of literature is of paramount importance to any research endeavor. Because it not only gives an idea on the work done in the past but also provide general background in the study to find out the available information and assist in delineation of problem area and provides for interpretation and discussion of finding.

For fulfilling the determined objectives of the study, a detailed investigation had been taken up. It is necessary for the researcher to acquaint himself with the research work already done on the topic by briefing available review of literature related to the work. This chapter shows the amount of work that has been done already and the available technical information on the study. This will be helpful to avoid the repetition of the enquiry in to the study. The available review of literature is presented in comprehensive manner under the following sub-headings.

2.1 An overview on Vocational Education in India

2.2 Concept of Vocational Education

2.3 Concept of organizational characteristics of VHSE in Kerala

2.4 Review of personal, Socio-psychological characteristics and organizational characteristics

2.5 Concept of Job perception and its review

2.6 Concept of job performance and its review

2.7 Problems faced by teachers

2.8 Suggestions by teachers

2.1 AN OVERVIEW ON VOCATIONAL EDUCATION IN INDIA

The history of vocational education in India shows its vertical and lateral expansion since its inception i.e. from ancient India till the present modern India. In ancient India the Gurukula system of education where the students were living in Ashram with their Gurus can be treated as the introductory to vocational education as they were required to perform all kinds of manual work for living and learning. Chatterji (1984) call it as; it was education of life, for life and through life.

The Sapru Committee (1934) suggested 11 years of school education (5 years for primary, 3 years for secondary and 3 years for higher secondary) with vocational studies beginning after the 11 years of school education to solve the unemployment problem.

After that in the year 1937 Abbot and Wood proposed a broad hierarchy of vocational institutions parallel with the hierarchy of institutions imparting general education on their report. One important result of their approvals was that a new type of technical institution 'Polytechnic' came into existence and also new technical, commercial or agricultural high schools started conducting non-literary courses.

After independent Vocational education has been one of the main objectives of educational transformations in India and therefore several committees and the commissions started emphasizing on the importance of vocational education.

The Secondary Education Commission (1952-53) suggested 4 points: (A) Technical and Vocational Education (B) Need for Courses Diversification (C) Multilateral or Multipurpose Schools and (D) Secondary School Agricultural Education (GOI, 1953).

According to the Secondary Education Commission (1952-53) the student should gain the right approach to agriculture to work under realistic condition and also suggested 2 allied subjects namely integrated-Horticulture and Animal Husbandry (GOI, 1953).

The National Committee on Women's Education and Vocational Education (1959) proposed for offering vocational training in commerce, engineering, agriculture, medicine, etc. that would guide women toward self-sustainable (GOI, 1959).

The Kothari Commission (1964-66) strongly suggested higher secondary vocationalization and the extension of vocational courses at the higher secondary level. They proposed extensive well-organized training and courses such as para-medicine/health, polytechnics, agricultural and related sectors, industrial training, health, market, administration, training and facilities for small-scale sectors (Bawa, 2019)

The report of the Committee on 10+2+3 Educational Structure (1973) suggested two courses on higher secondary level, i.e. academic stream and vocational stream, in which specialized job-oriented sources are provided by the vocational stream (Bhatti, 2015).

The Curriculum Committee's (1976) Reported on Higher Secondary Education and its Vocationalization was aimed at the diversifying over the last two years of schooling i.e. at higher secondary level and to avoid forcing students into academic channel and improving their employability by providing vocational education through specific work and technical training on courses dairy, fruit, vegetable, horticulture, medical plant, or those connected with rural health, educational and cultural services with a good quality general education (Bhatti, 2015).

National Education Policy and Programme of Action on Vocational Education (1986) introduced a systematic, well-planned and rigorously enforced vocational education programmes (MHRD, 1986).

Guru (1999) indicated that the view of Rabindra Nath Tagore was on the importance of the manual job in the delivery of all-round education and Mahatma Gandhi emphasized the creation of useful job values through the integration of intellectual and manual job through fundamental education.

Sethumadhavan (2005) mentioned that, there were various pre-independent documents on Committees, commissions and the movements on vocational education for its development. Some of these are: Woods Despatch (1854), Indian Education Commission (1882), Rise of National Education Movement (1909-1921), The Hartog Committee (1929), The Sapru Committee (1934), Abbot Wood report (1937) and Sargent Report or Report for the post-war Educational Development in India (1944).

The demands for vocational education were repeated by all committees and commissions. This led in the introduction of vocational education and in the field of vocational education there has been an evolution.

2.2 CONCEPT OF VOCATIONAL EDUCATION

The word vocational education as used in this wide context is intended to cover both unorganized and structured techniques of transmission, skills and knowledge.

Keller (1948) rightly stated that vocational education is, in a wide sense, component of the overall experience in which man learns to carry on a profitable job from generation to generation.

Keller (1948), defined vocational education in 'Principles of Vocational Education' as, " Vocational education is not about work training or perfecting trade abilities or not negotiating in the marketplace, contesting in the courts of law, breaking the ground or binding injuries. It's all this and a lot more. It is the creative spirit in the mechanics, service rendered by the dealer, food raised by the farmworker, justice won by the lawyer, and life saved by the doctor. It is attitudes, perceptions, morality, behaviour, language and attractiveness that turn employment into vocations and people and keepers of their neighbors and into citizens of the world. It's about walking worthy of the vocation we're called with.

Nolker (1986) claims that vocational education is usually restricted to secondary education in certain designated topics, which may be of a vocational or technical nature, which indicates that a specific portion of the prospectus is

vocational or technical and the remaining portion of the prospectus is exposed to general or liberal education. For this, the technical form of high school education in our nation is an illustration.

NCERT (1990) noted that as the person seeks and discovers fresh and rectified methods of working through education or training, he improves his professional efficiency. This concept is in accord with the present-day movement of "education from individual need, education with the purpose" to prepare persons who would contribute to industrial, agricultural and commercial efficiency. This concept also leads to the theme that all education when considered in relation to the great masses of the people of a country must be measured finally by the simple test of usefulness and utility.

Monroe (1991) defines vocational education as "It is component of the college prospectuses intended to make the student employable in at least one occupation." Vocational education covers the fields of agricultural education, business and office education, administrative education, health education, home economics education, commercial education, industrial education and technical education.

"Vocational Education is craft oriented" is another concept. Rao (1999) noted the main goal of craft-oriented education or training as, by offering unique training in crafts or trades, help transmitted to the learners with the biggest possible work efficiency in earning their living. In this manner, education or training contributes to an absence of educational academic or cultural elements. For this technique of instruction, learners who are unable to take advantage of traditional academic teaching, are usually able to choose.

Sethumadhavan (2005) stated that vocational education on training has many contradictory concepts and definitions. One idea of this kind is that vocational education is workforce education or training. In the notion, the Unspoken significance is that working-class kids are only educated for a factory job because that is their destiny. It does not match the principle of equal opportunities for

education. Another idea is that it's a manual job education. This idea of capacity to work with hands rather than the mind is centered on this concept.

2.3 CONCEPT OF ORGANIZATIONAL CHARACTERISTICS OF VHSE IN KERALA

According to VHSE Kerala (2019), the vocational high school had a humble start during 1983-84 in Kerala. The system was initially introduced in 19 schools with a few chosen courses and expanded in 1985-86 to 73 schools providing 27 distinct vocational courses. The courses aimed at enhancing individual employability and providing an option for those who pursue higher education with no specific concern or intent. Also, there were 100 schools with a total of 200 batches in 1988-89. Each year until 1995-96, the program continued to grow and the number of schools increased to 310, with a total of 814 batches providing 45 distinct courses. The next extension came in 2000-01 and there were 375 schools with a total of 1000 batches. Currently, in 52 restructured courses with modernized curriculum, there are 389 schools with 1100 batches in the state giving vocational higher secondary education. Of the 389 schools, the private sector has 128 schools and the government sector has 261. The Department of VHSE conducts two-year Higher Secondary level vocational courses and awarded "Certificate in Vocational Higher Secondary Education" in the relevant discipline.

Furthermore, the present system of vocational higher secondary education according to VHSE Kerala (2019) consists of a Directorate, Deputy Director General, Deputy Director Curriculum, Senior Administrative Officer, Finance Officer, Accounts Officer, Assistant Director Curriculum in officers level and in section officer level it consists Junior Superintendent in Curriculum section, Senior Superintendent in Exam section, Junior Superintendent in Dispatch section, Senior Superintendent in Establishment section, Accounts Officer in PF section. A separate examination wing and regional offices are also functioning under the Directorate. The organizational chart is given in figure 1.

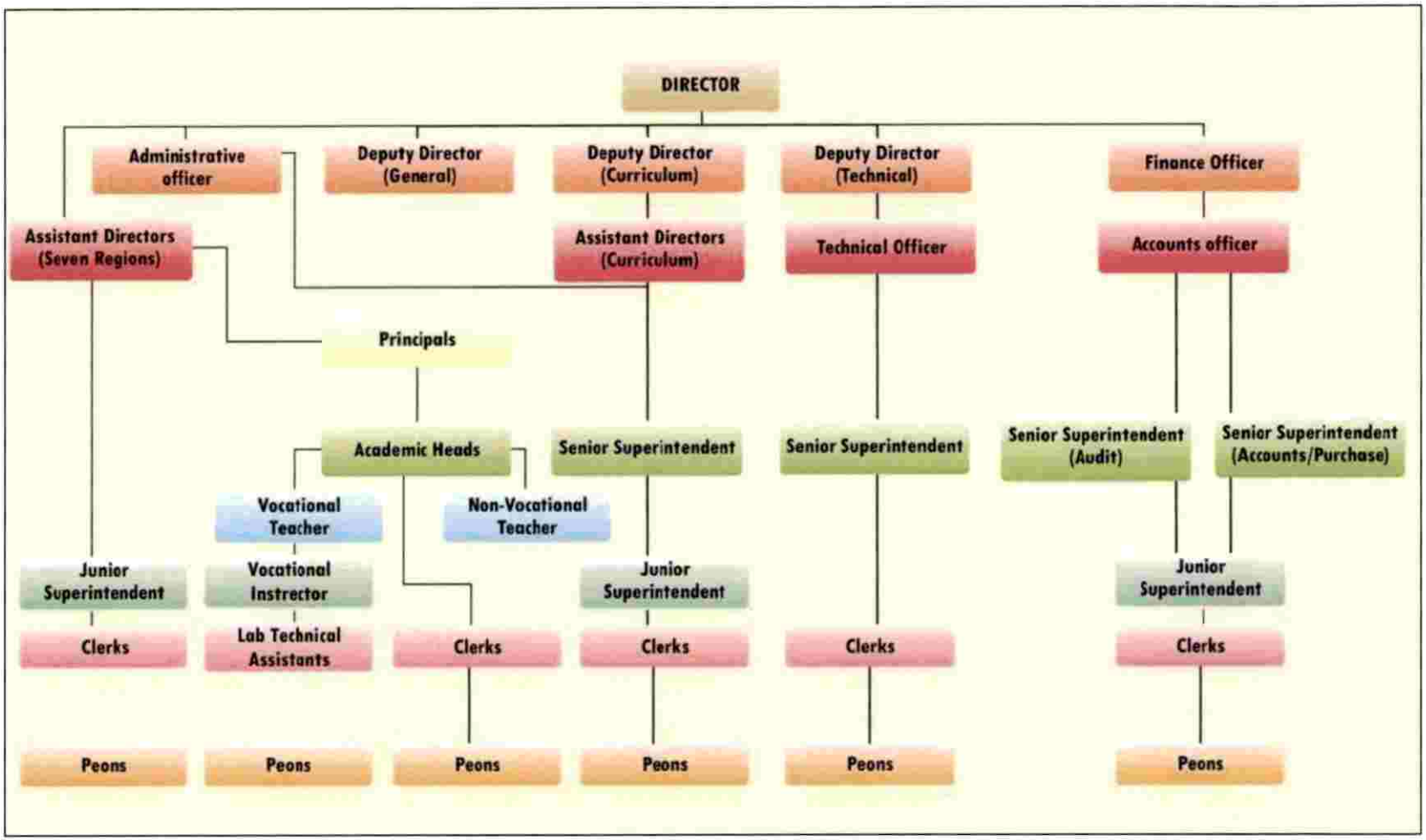

Fig.1: Organizational structure of VHSE

The Directorate is responsible for administrative control of all Vocational Higher Secondary Schools. The details of the school-level personnel pattern are as follows

1. Principal
2. Vocational Lecturer
3. Non-vocational Lecturer
4. Vocational Instructor
5. Lab Assistant
6. Clerk
7. Peon

2.4. REVIEW OF PERSONAL, SOCIO-PSYCHOLOGICAL AND CHARACTERISTICS AND ORGANIZATIONAL CHARACTERISTICS

2.4.1. Age

Bosco (2000) in his study "Job performance and job satisfaction of Assistant Agricultural Officers in Northern districts of Karnataka." disclosed that 51.21 per cent of Agricultural Assistant Officers were in medium (between 35 and 50 years) age, while 42.63 per cent were over 50 years of age (old) and only 6.09 per cent were under young age (35 years) group.

Rao (2002) in his study on "Organizational climate and job performance of Horticultural Officers of the state department of Horticulture (A.P)" found that the majority of horticultural officers (85.00 %) belonged to the middle-aged group followed by the 15.00 per cent youth group.

Mohan (2003) in his study found that 46.00 per cent of agrarian graduates belonged to the middle-aged group followed by the older (39.33%) and the younger (14.67%).

Vijayabhinandan (2003) disclosed in his study entitled "Teaching and learning styles of teachers and students of ANGRAU", that less than half of the

teachers (48.64%) were in the category of middle age followed by the group of old age (33.93%) and young age (12.72%).

Mishra (2005) revealed that the majority of extension officers (59.02%) were in the average age group (35-50 years). Nearly half of men's extension officers (48.57%) were under 35 years of age. Whereas the proportion of 14.29 per cent and 37.14 per cent in the age group was relatively less than 35-50 years and more than 50 years respectively. Majority (92.31%) of female extension officers were in the 35-50 age group, whereas 7.69 per cent were below 35 years of era, whereas no female extension officers were discovered in the over 50 age group.

Nagananda *et al.* (2006) reported that a relatively higher proportion of ADAs (40.0%) belonged to the young age group compared to AOs (28.30%), whereas 50.0 per cent of AOs and 30.0 per cent of ADAs were found in the middle age group.

Aimable (2011) noted that most professors i.e. 41.00 per cent were in the middle age group whereas, 32.00 per cent and 27.00 per cent were respectively belonged to the old and young age group.

Pavitra and Manjunath (2014) disclosed that 41.66 per cent of participants were old, 40.83 per cent were middle-aged and only 17.50 per cent belonged to the youth group.

Manjunath (2015) revealed that a significant proportion (37.50%) of participants belonged to young age followed by middle (36.18%) and old (26.13%) age.

Fazely (2016) reported in his study that about half (52.22%) of the professors belonged to middle-aged, 28.33 per cent were young, and 19.45 per cent were old, respectively.

Kiran *et al.* (2016) revealed that the majority of teachers (46.43%) were in the middle-aged category followed by the elderly (33.93%) and the young (19.64%).

Maina (2018) stated in his study that the majority of Krishak Mitra (67.50%) belonged to the middle age group followed by the low age group (18.34%) and the old age group (14.16%).

2.4.2 Gender

According to the Government of India's Annual Report (2002), 65.30 per cent of men and 34.70 per cent of women were in primary educational institutions and 55.4 per cent of men and 44.60 per cent of women were in secondary educational institutions as a teacher in India.

Mohan (2003) in his study entitled "A study on job perception, job performance and job satisfaction of agricultural graduates working in selected avenues in chittoor district of andhra Pradesh" found that the majority (83.33%) of agriculture graduates were males followed by women (16.67%).

Rajput (2003) in his study on "Teacher Educators in India. An overview" noted out that there was a significantly greater number of male teachers than female teachers.

Walia (2003) worked on "Profile of Teacher Educators in India" revealed that there were more male teachers than female teachers.

Aimable (2011) revealed that most professors (82.00%) were male while the other 18.00 per cent were female and the study also revealed that gender have a positive and significant relationship with job perception which might due to high number of male respondents.

Ayele (2014) reported that males dominated gender. (83.8%) of the 105 teachers are male and (16.20%) are female.

Fazely (2016) in his study reported that 81.11 per cent of participants were male followed by 18.89 per cent were female.

Maina (2018) claimed in his report that the majority of Krishak Mitra (84.16%) were male and the remaining 15.84 per cent were female.

2.4.3 Rural urban back ground

Mandavi (2002) noted that the majority (88.35%) of participants were rural, whereas 11.65 per cent were urban in her study "A study on communication behaviour of village extension urorkcrs working under T' & V system in Anand District of Gujarat".

Mohan (2003) found that the majority of agrarian graduates (65.33%) were belonged to rural background whereas 34.67 per cent belonged to urban background.

Gopika (2014) revealed that 53.75 per cent of Horticulture Assistant Officers were rural. In contrast, 46.25 per cent of them come from urban backgrounds.

Fazely (2016) stated in his study that the same proportion of educators (38.33%) were belonged to medium and higher levels of rural-urban background, followed by a lower level of rural-urban background (23.34%).

2.4.4 Education

Srujana (2001) discovered that the most of educators (67.50%) holding a PhD. degree accompanied by (27.50%) holding a postgraduate degree and the bottom five people holding a postgraduate degree, respectively in her study entitled "A study on the attitude of student and staff on Veterinary Council of India (VCI) pattern of curriculum in Acharya N.G. Ranga Agricultural University".

Mohan (2003) found that 38.67 per cent of agricultural graduates had a degree in academic qualifications and 34.67 per cent had a PhD. in academic qualifications followed by 19.33 per cent had a postgraduate degree, 6.00 per cent had a postgraduate degree with extra qualifications and the remaining 1.33 per cent had a PhD. with extra qualifications.

Nagananda (2005) revealed in his study that the majority (70.00%) of Agriculture Assistant Directors were M.Sc. Graduates compared with Agriculture Officers (30.00%).

Ravikanth (2007) noted that the majority of educators (75.60%) had PhD degrees as their specialization and less than one third of teachers (24.40%) had a master's degree as their qualification.

Aimable (2011) observed in his study that, the majority of educators (67.00%) had a doctoral degree and 33.00 per cent had a Master's degree.

Tewari (2014) revealed that 60 per cent of educators were 'Assistant Professor' and 'Ph.D.' was their greatest level in education.

Fazely (2016) noted that a higher percentage of participants (78.33%) had a Ph.D. Degree, whereas 14.44 per cent had a Master's degree and 7.23% had a Post-doctoral degree.

Kiran *et al.* (2016) in his study on "Opinion towards model class room and teaching learning styles of teacher and students of Agricultural College", revealed that the largest percentage (75.00%) of teachers at Agriculture College had a doctoral degree accompanied by a Master's degree (21.43%) and a post-doctoral degree (3.57%) of teachers.

Maina (2018) reported in his study that the maximum number of respondents (42.50 per cent) had been found to be educated up to higher secondary school followed by high school and secondary school.

2.4.5 Annual income

Michaels (2004) exposed that the majority (83.00%) of teachers belonged to the medium level of the category of annual income, while seven per cent and 10 per cent belonged to the high and low level of the category of annual income respectively.

Mishra (2005) discovered that the majority of Extension workers (both males and females) went to the medium income category (62.30%). Results observed among males were intermediate at 74.29 per cent, high at 5.71 per cent and low-income at 20 per cent. While pattern among females was nearly the same with a proportion (57.69%) in the medium-income group, but a slightly greater

proportion (23.08%) of female policemen went to the high-income group with 19.23 per cent in the low-income group.

Dessler (2013) stated that the fringe benefits relate to indirect monetary incentives or compensations in excess of the employee's standard wage, such as employer-paid insurance, vacations, paid holidays, subsidized cafeterias, business vehicles, disability revenue security, pension plans and others.

Fazely (2016) in his study found that 36.67 per cent of participants received a medium annual income, followed by low annual (33.33%) and high annual income (30.00%), respectively.

Maina (2018) found in his study that the maximum number of Krishak Mitra (83.34%) had an average annual income level.

2.4.6 Job experience

Mohan (2000) revealed that the majority (75.66%) of Agricultural Assistant Officers (AAOs) had medium expertise, whereas 14.63 per cent and 9.75 per cent had high and low expertise.

Mohan (2003) found that 64.00 per cent of agricultural graduates had an average job experience followed by 19.33 per cent with high and 16.67 per cent with lower job experience.

Sandika (2006) disclosed in his study on "A study on organizational climate perception by veterinary officers and veterinary livestock inspectors of department of animal husbandry and veterinary service in Karnataka", that the majority (71.00%) of VOs (Veterinary Officers) corresponded to the group of medium experience, whereas 10.00 per cent and 19.00 per cent corresponded to the group of high and low expertise respectively.

Ravikanth (2007) in his study on "Awareness and attitude of teachers towards educational, technology at University of Agricultural Sciences, Bangalore", observed that most educators (45.50%) had 8-10 years of expertise,

accompanied by 27.80 per cent with 11 years and above, and 26.70 per cent of educators with 5-7 years of expertise.

Aimable (2011) discovered in his study entitled "An analysis of Job perception and Job performance in the University of Agricultural Sciences, Bangalore", that 42.00 per cent of participants were in the intermediate range of instructional expertise, while 26.00 per cent and 32.00 per cent were in the low and high categories of instructional expertise, respectively.

Tewari (2014) revealed that most educators (70.00%) had 1-10 years of instructional expertise and very few (3.30%) had 31-35 years of teaching expertise.

Fazely (2016) in his study concluded that 33.89 per cent of the teachers had a medium work experience, followed by high work experience (33.33%) and low work experience (32.78%), respectively.

Kiran *et al.* (2016) found that the largest percentage of educators (46.43%) had intermediate 7-21 years of instructional expertise accompanied by (30.36%) had 1-6 years of instructional expertise and the rest 23.21 per cent had over 22 years of instructional expertise.

Maina (2018) stated in his analysis that the majority of respondents (60.84%) had moderate experience in their current position.

2.4.7 Training received

Mohan (2003) in his study found that 33.33 per cent of the agrarian graduates had received an average training whereas same percentage of agrarian graduates (24.67%) had received very low and low training, 12.00 per cent had received a high training and 5.33 per cent had received very high training.

Ravikanth (2007) pointed out that more than half of the teachers (52.20%) had been trained and less than half of the teachers (47.70%) had not been trained.

Aimable (2011) revealed that most educators (41.00%) had undergone medium-level training over the past five years, accompanied by high-level and low-level teaching with 25.00 per and cent 34.00 per cent respectively.

Tewari (2014) revealed that most instructors (66.66%) were not trained in educating associated abilities in their careers.

Gopika (2014) revealed that 92.5 per cent of Assistant Horticulture Officers had a moderate amount of training, whereas 5.00 per cent of AHOs had a small amount of training and only 2.50 per cent of AHOs had a strong amount of training.

Fazely (2016) observed that a higher proportion of participants (58.33%) belonged to the medium level of training received, followed by a small level of training received (36.67%) and a high level of training received (5.00%).

Maina (2018) found in his study that the higher percentage of Krishak Mitra (84.16%) attended training courses arranged by different departments.

2.4.8 Information seeking behaviour

Reddy (2002) indicated in his study on "Training environment as perceived by the trainers of Agricultural training Institutes", that almost fifty per cent i.e. 41.18 per cent of the trainees referred that the frequently cited sources of teaching were from supervisors, journals and television, 50.00 per cent from colleagues, 45.09 per cent from technical newspapers and 45.09 per cent from expert discussions. More than eighty per cent (80.39%) of trainees never used the Internet as a medium of data.

Vijayabhinandan (2003) noted that 67.50 per cent of educators in Agriculture, 75.71 per cent in Veterinary and 70.00 per cent in Home Science use teaching materials in the intermediate range.

Mishra (2005) found that 72.13 per cent of Extension Officers (both male and female) had a moderate amount of information seeking behaviour, whereas 13.11 per cent and 4.75 per cent of them belonged to high and low category of information seeking behaviour respectively.

Aimable (2011) revealed that 43.00 per cent of educators had a medium level of information seeking behavior, whereas 30.00 per cent and 27.00 per cent had a high and low level of information seeking behaviour respectively.

Kiran *et al.* (2016) revealed that a wide range of Professors (75.00%) belonged to the middle group, accompanied by high (14.29%) and low (10.71%) in use learning resources.

Maina (2018) found in his study that the majority (77.50%) of respondents had a moderate level of information seeking behaviour.

2.4.9 Work load

Bosco (2000) concluded that 75.60 per cent of Assistant Agricultural Officers were in the intermediate workload group, whereas 10.75 per cent were in the small workload group.

Mohan (2003) found that the majority (50.00%) of farm graduates had an average workload whereas 44.67 per cent with a heavy workload and 5.33 per cent had a too heavy workload. There was no light or very light workload on any of the agricultural graduates.

Nagananda (2005) revealed that 49.2 per cent of the complete participants viewed their workload as a medium, accompanied by 40 per cent considered it to be high and only 10.8 per cent considered it to be mild.

Sandika *et al.* (2007) disclosed that 70.00 per cent of complete VOs viewed their workload as medium, accompanied by 18.00 per cent who considered it to be strong and only 12.00 per cent considered it to be mild.

Gopika (2014) revealed that almost 60 per cent of Assistant Horticulture Officers viewed their workload as medium, accompanied by (30.00%) as high and only 12.50 per cent considered it to be mild.

Manjunath (2015) revealed that fewer than half (44.08%) of participants viewed their workload as high, accompanied by 35.53 per cent perceiving it as intermediate.

Fazely (2016) in his study disclosed that 46.67 per cent of teachers viewed their workload as medium, followed by 31.66 per cent as high and 21.67 per cent as low.

Maina (2018) found that the majority (78,33%) of respondents had moderate job stress.

2.4.10 Achievement motivation

Mohan (2000) revealed the 19.21 per cent, 69.51 per cent and 12.19 per cent of Assistant Agricultural Officer have high, intermediate and poor achievement motives correspondingly.

Mohan (2003) found that the majority of agricultural graduates (57.33%) had a strong motivation for achievement and 42.67 per cent had low motivation for achievement.

Manjunath (2004) revealed that two third (66.67%) of extension workers referred to the motivation class of intermediate achievement, while only 28.57 per cent have high achievement motivation and 4.76 per cent have low achievement motivation.

Aimable (2011) discovered that, based on achievement motivation, the allocation of teachers revealed that 42 per cent of teachers had a high frequency of motive for achievement. While 28 per cent of them were in the group of poor achievement motive, the rest 30 per cent were in the group of medium motivation for achievement.

Gopika (2014) revealed that almost half 48.70 per cent of Assistant Horticulture Officers had a moderate amount of motive for achievement, while 36.30 per cent of Assistant Horticulture Officers had a strong amount of motive for

achievement and 15.00 per cent of Assistant Horticulture Officers had poor amount of motive for achievement.

Fazely (2016) stated that approximately one-third of participants (37.23%) had a high level of motivation for achievement, followed by a medium level of motivation for achievement (34.44%) and a low level of motivation for achievement (28.33%).

Maina (2018) found in his study that the majority of Krishak Mitra (60.82%) had medium achievement motivation.

2.4.11 Scientific orientation

Karpagam (2000) recorded that 75.00 per cent of participants responded to the intermediate group of scientific orientation, 13.33 per cent responded to the low-level group of scientific orientation and 11.67 per cent responded to the high-level group of scientific orientation.

Nagaraj (2002) concluded that about 67.08 per cent of participants had a moderate scientific orientation level, 22.08 per cent of participants had a high scientific orientation point and 10.83 per cent of participants had a poor scientific orientation level.

Sidram (2008) mentioned that approximately 69.17 per cent of participants responded to the middle class of scientific orientation accompanied by 16.67 per cent of participants responded to the high group of scientific orientation and 14.17 per cent referred to the low class of academic activity.

Raghavendra (2010) concluded that approximately 40.00 per cent of participants referred to the intermediate class of scientific orientation accompanied by 31.67 per cent of participants referred to the low group of scientific orientation and 28.33 per cent referred to the high class of scientific orientation. But, respectively, 58.33, 35.00 and 6.67 per cent of other landowners responded to the group of small, intermediate and high scientific orientation.

Tamagond (2013) identified that approximately 40.00 per cent of farm facilitators had high scientific orientation accompanied by 38.33 per cent and 21.66 per cent respectively had intermediate and poor scientific orientation.

Ahmed (2015) claimed moderate scientific orientation of about 42 per cent of farmers.

Fazely (2016) in his study stated that a greater percentage of (75.00%) participants had medium scientific orientation, followed by high scientific orientation (13.89%) and low scientific orientation (11.11%).

2.4.12 Attitude towards job

Vasoya and Halyal (1990) demonstrated that approximately 60.00 per cent of participants had a more favorable approach, whereas 34.00 per cent of VEWs had a less favorable approach towards expansion job.

Halakatti (1991) concluded that Karnataka's AAs were detected to have a moderate job attitude by and big bulk. The proportion of AAs in the low and high classifications was nearly equivalent.

Mandavi (2002) observed that the majority of participants (66.02%) had a moderate stance towards extension job, accompanied by a high (17.48%) and small (16.50%) approach towards extension job.

Michaels (2004) highlighted that (76.00 per cent) of educators had a moderate approach towards work, whereas 6.50 per cent and 17.50 per cent of educators had a high and poor approach towards the class of work.

Gopika (2014) concluded that the bulk of Assistant Horticulture Officers (46.80%) had a favorable attitude towards job, while 40.00 per cent had a very favorable attitude towards job and only 13.80 per cent had a less favorable attitude towards job.

Fazely (2016) noted that less than half of participants (41.11%) had a favorable approach to their job, followed by a more favorable approach to their job (31.67%) and a less favorable attitude to their job (27.22%).

2.4.13 Organizational commitment

Prasannakumar (1985) reported that 44 per cent of Agricultural Assistant Officers under the training and visit system in Karnataka had a moderate amount of devotion, whereas 27 per cent and 29 per cent of Agricultural Assistant Officers had a low and high amount of devotion, respectively.

Mohan (2000) observed that 73.17 per cent of Assistant Agricultural Officers had a moderate standard of organizational dedication, while 12.19 per cent and 14.63 per cent of Assistant Agricultural Officers had a high and low standard of organizational dedication respectively.

Mishra (2005) observed that 75.41 per cent of the Extension Officers had an intermediate standard of organizational dedication, while 14.75 per cent had a high standard of organizational dedication and 9.84 per cent had a low standard of organizational dedication.

Aimable (2011) noted that 42 per cent of educators belonged to medium-level organizational commitment, 30 per cent and 28 per cent respectively belonged to high and low levels of organizational commitment.

2.4.14 Job involvement

Mohan (2000) concluded that 74.39 per cent of Agricultural Assistant Officers had a medium standard of job involvement, whereas 12.19 per cent and 14.63 per cent had a high and low level of jobs involvement.

Mohan (2003) found that the majority of agricultural graduates (66.67%) had high work involvement and 33.33% had low work involvement.

Mishra (2005) recorded that 16.39 percent of Extension Officers were in the high job involvement group, comparatively tiny 4.92 per cent were in the low group and 78.69 percent were in the middle group.

Aimable (2011) indicated that a decent number of teachers (38.0%) belonged to the medium work involvement category followed by 32.00 per cent and 30.00 per cent belonged to the high and low work involvement categories, respectively.

Maina (2018) found in his study that the majority of Krishak Mitra (69.16%) had a moderate rate of job involvement.

2.4.15 Organizational climate

Mohan (2000) claimed that 73.17 per cent of AAO's (Assistant Agricultural Officers) viewed the organizational climate as encouraging, whereas 12.15 per cent and 14.63 per cent considered it to be extremely encouraging and not encouraging, respectively.

Mohan (2003) in his study noted that the majority (44.67%) of agricultural graduates had a healthy organizational climate followed by 42.00 per cent had an average of and 13.33 per cent had a bad organizational climate of.

Mishra (2005) explained that the majority (75.41%) of Extension Officers viewed organizational environment as encouraging, while 8.20 per cent and 16.39 per cent considered it to be extremely encouraging and less encouraging.

Manjula and Narayanagowda (2005) reported on their study entitled "Perceived organizational climate by farm scientists of Karnataka" that a greater percentage (52.50%) of researchers viewed the organizational environment as desirable, while 30 per cent viewed the environment as less desirable and the 17.50 per cent as the most desirable.

Aimable (2011) revealed that more than one-third of teachers (46.00%) viewed the organizational climate of the total participants as enabling, while 32.00

per cent and 22.00 per cent viewed it as the most facilitating and less facilitating, respectively.

Gopika (2014) concluded that the organizational climate was viewed by 40 per cent of Assistant Horticulture Officers as more desirable, while 30 per cent viewed it as desirable and 30 per cent viewed it as less desirable.

Fazely (2016) noted in his study on "A study on job perception, job performance and job satisfaction of teachers of State Agricultural Universities in Karnataka", that less than half of the respondents (45.56%) in Pooled situation belonged to medium level of organizational climate, followed by high level of organizational climate (28.33%) and low level of organizational climate (26.11%).

2.5 CONCEPT OF JOB PERCEPTION AND ITS REVIEW

Leavitt (1958) described perception as a mechanism through which people arrange their psychic experiences and perceive them to add significance to their surroundings.

Blalock (1963) developed the idea of perception and referred to the characteristics of perception:

- It's a question for everyone. Thus, as many people may have distinct views.
- It can be regarded and discussed according to the experience of the person.
- Not only do stimuli receive, but these stimuli also interpret and describe in ways that are relevant to the person.
- The understanding of stimuli and the reaction that they can probably give can be influenced by different inner and external conditions.

Sarbin and Allen (1968) defined job perception as how an individual indicates what he or she considers essential to do with the work he or she is supposed to do within the organization.

Lindsay and Norman (1977) mentioned that perception is the method through which humans perceive and arrange emotion in order to create a significant life understanding.

Hodgetts (1979) described perception as "the perspective of actuality of a person."

According to Kast and Rosenzweig (1982) stated that perception is a fundamental way of understanding attitude, because it is the means by which stimuli influence an organization or persons.

Ray (1991) described that perception is specific understanding and you interpret what you want to hear. This occurs because the stimuli are perceived, he has to pay notice to them.

Mohan (2003) noted in his study that the majority of agricultural graduates (68.67%) had a strong perception towards their job and 31.33 per cent had a low perception towards their job. He also observed that job experience, educational level, training received, rural-urban background, job involvement and organizational climate had a positively significant correlation with their job perception.

Aimable (2011) identified that more than one third of teachers (40.00%) responded to the middle class of job perception, while 38.00 per cent responded to the upper class of job perception and 22.00 per cent of the surviving teachers were in the low class of perception. He also observed in his study that, variables such as sex, level of education, work involvement had a positive and significant correlation with work perception at a 5% level of relevance. At the same time, the organizational climate had a negative and significant relationship with job perception at a 5% level of significance.

Jadhav *et al.* (2011) reported that the majority of participants (60.00%) informed intermediate perception level, while 21.67 per cent and 18.33 per cent had low and high perceptions level respectively.

Aimable and Manjunath (2012) reported in their study entitled "Job perception of teachers in the University of Agricultural Sciences, Bengaluru" that 38.00 per cent of teachers were in the group of high perception, while 40.00 and 22.00 per cent referred to the classifications of intermediate and low perception.

Muhammad *et al.* (2013) found that a small percentage (11.25%) of the Sub-Assistant Agriculture Officer (SAAO) had a low perception of sustainable farming methods. The majority of participants (88.75%) had a medium level followed by 37.50 per cent had a strong perception of sustainable farming methods.

Manjunath (2015) in her study entitled "Job perception and Job performance of Panchayath Development Officers" observed that highest (61.18%) of the Panchayath Development Officers belonged to the medium job perception, accompanied by only 26.97 per cent were in low job perception. She also noted that age and education were positively and significantly correlated with the job perception of Panchayath Development officer

Fazely (2016) disclosed that 40 per cent of Associate Professors were found in high-level classifications of work perception, followed by an equivalent number of Associate Professors from medium (30.00%) and low (30.00%) work perception categories. Up to 70.00 per cent of the Associate Professors belonged to categories of medium to high work perception.

Above findings specified that job perception is the level to which distinct work actions are recognized in a specified situation by an individual worker. It is essential to understand the employee's perception towards work, as their perception will influence on their standard of work performance efficiency. As it is recognized, that the performance will be greater if the perception will be superior. However, the participants were observed in medium to high category of job perception in most of the above researches. Therefore, studying the VHSE Agricultural teachers ' job perception in this research is fascinating.

2.6 CONCEPT OF JOB PERFORMANCE AND ITS REVIEW

Davar (1969) stated that performance is an action of the capacity, expertise, and desire of an individual.

Cummings (1972) prefers to use the word employee evaluation and believes that, general employee evaluation goals are to enhance an enterprise's efficiency by trying to mobilize the best attempts from the employees working there.

Davis and John (1981) described job performance as the manner in which a person actually performs in a specified situation, as different from the expected performance.

Subbarao (2001) discussed job performance as the extent to which the tasks that constitute the job of an individual are accomplished. It shows how well a person meets the work requirements.

Rao (2002) specified that training undertaken had shown positively significant connection with work performance of Horticultural Officers.

Sharma (2002) clarified that performance is two things (i) it is the outcomes that individuals get to job and (ii) whatever they do that impacts these outcomes. Performance is the result of on - the-job activities as well as the actions that generate that result.

Mohan (2003) found that the majority (72.00%) of agrarian graduates had a high work performance and 28.00 per cent had a low work performance. He also noted that job experience, educational level, training received, rural-urban background, job involvement, achievement motivation and organizational climate had a positively significant correlation with their job performance.

Mishra (2005) concluded in her study that, there was a negatively significant relationship between age and job performance of Women Extension Officers.

Nagananda (2005) investigated on his study "KSDA's Assistant Director of Agriculture and Agriculture Officers ' organizational environment perception" and revealed that the most of the Assistant Directors of Agriculture (76.70%) and Agriculture Officers (63.30%) belonged to the category of medium job performance.

Nagananda *et al.* (2006) disclosed that relatively more ADAs (76.7%) belonged to the category of medium work performance compared to AOs (63.3%), while high work performance was observed with only 15.00% ADAs and 11.7%

AOs. Low job performance was noted higher in AOs (25.00%) relative to ADAs (8.30%).

Odinga (2010) stated that there was a positively- significant correlation among training and job performance of Staff Development Programmer.

Aimable (2011) in his study on "An analysis of Job perception and Job performance in the University of Agricultural Sciences, Bangalore" found that 38.00 per cent of teachers responded to the high job performance group, 28.00 per cent showed low group of job performance and 34.00 per cent medium work performance. He also noted that independent variables such as work involvement and morality were found to have a positive and significant correlation with the work performance at a 1% level of significance, while the organizational climate also had a positive relationship with work performance of teachers at a 5% level.

Gopika (2014) in her study entitled "Study on Participation in Decision Making, Job Satisfaction and Job Performance of Assistant Horticulture Officers" revealed that over one-third (38.75%) of Assistant Horticulture Officers had a high level of job performance, with the greatest results in administration and organization, followed by training and expansion programs.

Manjunath (2015) revealed that almost half (47.37%) of Panchayath Development Officers had medium job performance accompanied by high (29.61%) and low (23.03%) work performance categories. She also found a positively significant relationship between age and job performance of Panchayath Development Officers.

Ahmed (2015) published that scientific orientation was showing significant association with job performance of Farm Facilitators.

Fazely (2016) found that 36.67 per cent of teachers were in the high-level work performance category, while one-third (33.33%) and 30.00 per cent of teachers were in the medium and low-level work performance categories respectively.

Maina (2018) found in his study that the majority of Krishak Mitra (58.34%) fell in the medium-level of job performance group.

It becomes apparent from the above studies that job performance is the extent to which an individual worker performs distinct work operations in a specified situation. Assessing the job performance of an employee is very essential to understand their level of workplace efficiency. However, the participants were discovered at medium level of work performance in most of the above research.

2.7 PROBLEMS FACED BY TEACHERS

Aimable (2011) mentioned that the main limitations expressed by educators in their work were: (i) lack of specialized training, (ii) lack of transportation facilities to organize outdoor learning situations (iii) lack of adequate support employees (iv) lack of opportunities to upgrade expertise, (v) absence of adequate laboratory equipment.

Fazely (2016) mentioned that the main limitations expressed by educators in their work were: (1) Teachers burdened with nonacademic /clerical activities (Scrutinizers, warden, members for various committees etc.), (2) Lack of opportunities to pursue post-doctoral programme, (3) Lack of LCD facility in classrooms (4) Untimely transfers (lack of transparency in transfers), (5) Lack of pre-service/inservice trainings, (6) Insufficient number of computers with speed internet facility (7) Lack of opportunities to participate in seminars/conference/training programme and like.

2.8 SUGGESTIONS OF TEACHERS

Tewari (2014) claimed that most educators proposed designing a curriculum that would allow learners to train properly to encounter the difficulties of this extremely competitive globe. They emphasized reducing the size of the undergraduate class and increasing the area of the lecture hall for undergraduate students in order to give individual attention to each student. They also proposed

the need to provide adequate mentoring and advice to freshly registered learners and make the school hours more interactive and engaging.

Fazely (2016) mentioned some suggestions expressed by educators in their work were: (1) Teachers must to be relieved from with non-academic (2) Deputing teachers to pursue post-doctoral programme (3) Providing LCD facility in all classrooms (4) Transparency in transfer policy i.e. once in 5 years, (5) Providing /Deputing teachers for pre-service/in-service trainings (6) Providing adequate number of computers with speed internet facility.

METHODOLOGY

3. METHODOLOGY

Research is a scientific and systematic search for relevant information on a specific topic. It is an art of scientific investigation. According to Clifford Woody research comprises defining and redefining problems, formulating hypothesis or suggested solutions; collecting, organizing and evaluating data; making deductions and reaching conclusions; and at last carefully testing the conclusions to determine whether they fit the formulating hypothesis.

Research methodology is a method to solve the research problems technically. It can be explained as a science of studying about how the research is done scientifically and systematically. In it we study the various steps that are generally adopted by a researcher in studying his research problem along with the logic behind them. (Kothari, 1985)

This chapter deals with a general description of methods and procedures adopted in conducting the present investigation. The methodology followed in selection of the sample and quantification of selected variables is furnished in this chapter under the following subheadings:

3.1 Research design
3.2 Location of the study
3.3 Selection of respondents
3.4 Selection of variables
3.5 Operationalization and measurement of dependent variables
3.6 Operationalization and measurement of independent variables
3.7 Problems faced by teachers
3.8 Data collection methods and tools
3.9 Statistical tools used for the study

3.1 RESEARCH DESIGN

Ex-post-facto research design is followed in the present study, since the phenomenon has already occurred.

According to Kerlinger (1986) ex-post-facto research is a systematic empirical inquiry in which the researcher does not have direct control over independent variables because their manifestation has already been occurred or because they are inherently not mailable.

3.2 LOCATION OF THE STUDY

The study was conducted during 2017-2019 at three zones of Kerala viz. Northern zone, Central zone and Southern zone. From each zone three districts were selected i.e. Kasaragod, Kozhikode and Malappuram were selected from northern zone; Palakkad, Thrissur and Ernakulam were selected from Central zone and Thiruvananthapuram, Kollam and Kottayam were selected from southern zone. Schools from all the nine districts were selected based on the availability of the number of VHSE teachers available in the agricultural and allied courses. A multistage random sampling was used for this selection.

3.3 SELECTION OF RESPONDENTS

The available vocational course teachers in agriculture and allied sector were selected from the above-mentioned locale for the study. They were selected using multistage random sampling. A total of 120 teachers were selected for the study.

3.4 SELECTION OF VARIABLES

3.4.1 Dependent variables

Job perception and job performance of VHSE Agricultural teachers were taken as the dependent variables for the study.

3.4.2 Independent variables

On the basis of the objectives of the research work, a list of twenty-five independent variables were selected and sent to fifteen experts from various institution for rating the variables according to their relevance for the study. From these judges rating the final variables were selected based on the mean relevancy

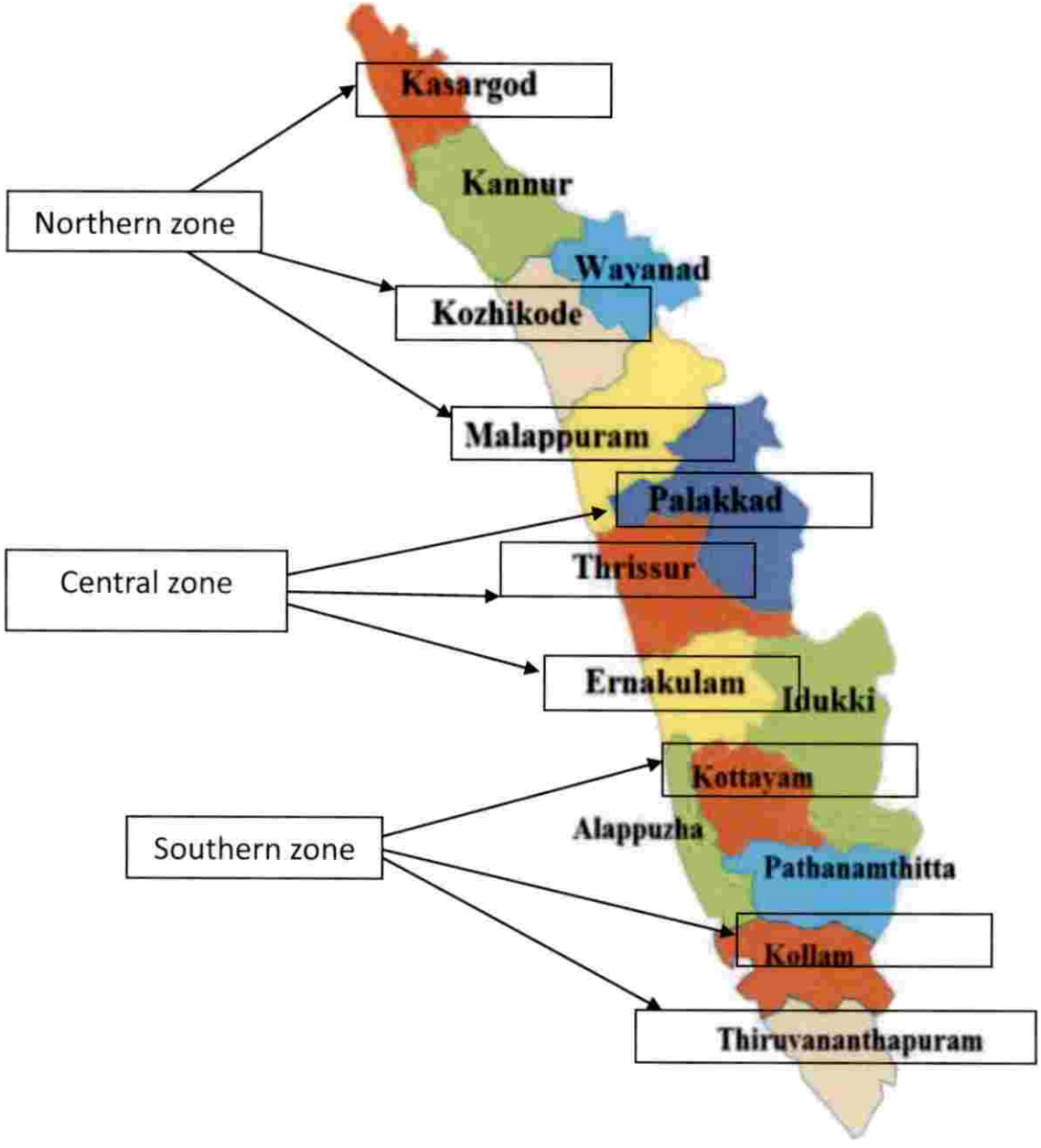

Fig.2. Locale of study

score, which was obtained by summing up the weightages obtained by variables and divided it by the numbers of respondent judges. The variables which scored more than the mean score were selected as the final variables for the study.

The selected variables and their measurement were given in table 1.

Table 1: List of variables and their measurement

Sl. No.	Variables	Measurement
A. DEPENDENT VARIABLES		
1	Job perception	Developed by Fazely (2016)
2	Job performance	Scale developed by Sundaraswamy (1987)
B. INDEPENDENT VARIABLES		
1	Age	Census 2011
2	Gender	Male & Female classification
3	Rural Urban background	Scale developed by Kumar (1984).
4	Education level	Procedure followed by Sundaraswamy (1987)
5	Annual income	Total annual income in rupee
6	Job experience	Procedure followed by Rao (1996)
7	Training received	Procedure developed by Rao (2002)
8	Information seeking behaviour	Procedure developed by Rath (1992)
9	Perceived workload	scale developed by Kirmeyer and Dougherty (1988)
10	Achievement motivation	Scale developed by Reddy (1976)
11	Scientific orientation	Scale developed by Supe (1969).
12	Attitude towards job	Scale developed by Hafeez and Subbaraya (1974)
13	Organizational commitment	Scale developed by Porter *et al.* (1974)
14	Job involvement	Scale developed by Lodahl and Kejnar (1965)
15	Organizational climate	Scale developed by Kolb *et. al.*, (1974)

3.5. OPERATIONALIZATION AND MEASUREMENT OF DEPENDENT VARIABLES

3.5.1 Job perception

Job perception was operationalized as the extent to which VHSE Agricultural Teachers recognize their roles and responsibilities in the work they are meant to do as an employee in the organization.

The job perception of teachers was evaluated with the appropriate modification of the perception scale developed by Fazely (2016). The scale comprised of twenty-five positive statements and the statements were rated over a continuum of five points viz., very important, important, less important, least important and not important with scoring of 5, 4, 3, 2 and 1. The sum of the scores for all statements was the job perception score of the respondent. The score for this scale varies from a minimum of 25 to a maximum of 125.

After collecting data, it was categorized based on the class interval of scale value into three groups namely low (score 25 to 58), medium (score 59 to 92) and high (score 93 to 126) job perception.

Job perception	
Category	**Class**
Low	25-58
Medium	59-92
High	93-126

3.5.2 Job performance

The job performance was operationalized in this study as the degree to which the respondent performed distinct job tasks (activities) as the occupants of the post.

The job performance of the VHSE Agricultural teachers was evaluated with the help of the scale created by Sundaraswamy (1987). The scale comprised of

seven positive statements and rated on a three-point continuum, viz. most efficient, efficient and least efficient with scores of 3, 2 and 1 respectively. The minimum and maximum scores for this scale were 7 and 21 respectively. The score of all the statements were summed up to get the job performance score.

Later on, the collected data were grouped into three categories based on the class interval of the scale value such as low (score 7 to 11), medium (score 12 to 16) and high (score 17 to 21) job performance.

Job performance	
Category	**Class**
Low	7-11
Medium	12-16
High	17-21

3.6. OPERATIONALIZATION AND MEASUREMENT OF INDEPENDENT VARIABLES

3.6.1 Age

Age was operationalized as the number of years the respondent had completed at the time of the investigation. Age was recorded by asking directly to the respondent. Later on, the respondents were categorized as young, middle and old groups with respect to the census 2011 classification.

Category	**Year**
Young	< 35
Middle aged	35 to 55
Old	> 55

3.6.2 Gender

Gender was operationalized as the biological distinction of the VHSE Agricultural teachers as either Male or Female.

The variable was evaluated by male and female categorization of the VHSE Agricultural teachers. Score one was assigned to male and score two to female teacher as shown below.

Category	Score
Male	1
Female	2

3.6.3 Rural-urban background

It was operationalized as whether the VHSE Agricultural teacher belongs to rural area or urban area.

Rural-urban background was measured by using the scale developed by Kumar (1984). The following scoring procedure was adopted for measuring the rural-urban background of teacher.

Background	Score
Rural	2
Urban	1

3.6.4. Education level

Education level of a VHSE Agricultural teacher was operationalized as the highest level of formal education he/she had successfully completed in terms of degree at the time of the investigation.

It was evaluated with the help of the scale developed by Sundaraswamy (1987). The information about Educational level was accessed as Bachelor degree, Master degree and Doctoral degree with scores of 1, 2 and 3 respectively. The scoring procedure was given below:

Category	Score
Bachelor degree	1
Master degree	2
Doctoral degree	3

3.6.5 Annual Income

Annual income of a VHSE Agricultural teacher was operationalized as the total income earned from the main occupation and the subsidiary occupation in a year. After collecting the data, it was categorized as Low, Medium and High by arbitrary classification based on the class interval of scored values.

Category	Class (Amount)
Low	< 6 Lakh
Medium	(6 - 7.49) Lakh
High	> 7.49 Lakh

3.6.6 Job experience

In this study job experience was operationalized as the total number of years of service completed by the VHSE Agricultural teachers in their current working position i.e. as a teacher at the time of the investigation. For the study, the measurement of job experience was done by using the procedure followed by Rao (1996). Each year of service was provided a weightage of one. After collecting the data, the teachers were categorized into three groups namely, less experienced, average experienced, and high experienced based on the class interval method of scored values.

Job experience (in years)	
Category	**Class**
Less experienced	1-7
Average experienced	8-14
High experienced	15-21

3.6.7 Training received

It is the acquisition of knowledge and skills by the teachers which is characterized by in service training. The variable 'training received' was operationalized as the number of days of training received by VHSE Agricultural

teachers from the time of initial recruitment to the time of the investigation. The procedure developed by Rao (2002) was used in this study. A score of one was assigned to each day of training. Later the teachers were categorized into three groups namely, low, average, and high based on the class interval method of scored values (observed value).

Training (days of training)	
Category	**Class**
Low	3-13
Average	14-24
High	25-36

3.6.8 Information seeking behaviour

It was operationalized as the view of VHSE Agricultural teachers on the search and use of data sources based on the frequency of participation, the extent and usefulness of various sources of information.

It was measured by using the scale developed by Rath (1992) with suitable modifications. The schedule contained two parts. The first part mentions about the use of different sources (total 9 resources) and the second part mentions about the participation frequency, extent of information and usefulness of the information sources. The participation frequency was scored using three-point continuum such as regular, occasional and never with scores of 3, 2 and 1 respectively. The extent of information was also scored using three-point continuum namely Fully information (score =3), Partial information (score=2), Little information (score =1). The usefulness of information part also scored using three-point continuum ranging from very useful, useful and little useful with scores of 3, 2 and 1 respectively. The composite score for information seeking behavior for each respondent was then extracted by summing up the complete score of the different components as described above. The maximum and minimum scores for this scale were 81 and 27 respectively. The respondents were grouped into three category such as low (score between 27 to 44), medium (score between 45 to 62) and high (score between 63 to

81) information seeking behaviour. This categorization was done by class interval method of scale value.

The scoring pattern for measuring the variable is given below:

Response	Participation Frequency			Extent of information			Usefulness of information		
	R	O	N	F. I	P. I	L.I	V.U	U	L.U
Scores	3	2	1	3	2	1	3	2	1

Here **R** – Regular, **O** – Occasional, **N** – Never, **F.I** - Fully information, **P.I** - Partial information, **L.I** – Little information, **V.U** – Very useful, **U** – Useful, **L.U** – Little useful

3.6.9 Workload

The workload in this study may be operationalized as the opinion of the VHSE Agricultural Teachers on the workload (extra duties) in their work as assessed by themselves.

It was evaluated by using the scale developed by Kirmeyer and Dougherty (1988). It consisted of four statements with scoring of five-point continuum ranging from strongly agree, agree, undecided, disagree and strongly disagree with scores of 5, 4, 3, 2 and 1 respectively. The added scores of all the statements was taken as the sore of workload of a respondent. The scale total score ranged from 4 to 20. After collected data the respondents were categorized into three group namely light workload, average workload and heavy workload based on the class interval of the scale value was given below.

Work load	
Category	**Class**
Light	4-9
Average	10-15
Heavy	16-21

3.6.10 Achievement motivation

It was operationalized as a VHSE Agricultural teacher's desire for success or the attainment of excellence to attain a sense of personal significant accomplishment and mastering of teaching skills.

In this study the scale used for its measurement was developed by Reddy (1976). The scale consisted of seven positive statements measured on a five-point continuum viz., strongly agree, agree, undecided, disagree and strongly disagree with scores 5, 4, 3, 2 and 1 respectively. The total score for all statements was the achievement motivation score of a respondent. The total score range varied from 7 to 35.

After collecting data, it was grouped into three categories such as low (score between 7 to 16), medium (score between 17 to 26) and high (score between 27 to 36) achievement motivation based on the class interval method of scale value.

Achievement motivation	
Category	Class
Low	7-16
Medium	17-26
High	27-36

3.6.11 Scientific orientation

It was operationalized as the degree to which a VHSE Agricultural teacher is motivated towards the use of scientific method in teaching and decision-making.

In this study, the measurement of the scientific orientation of teacher was done as per the scale developed by Supe (1969). The scale comprised of a total of six statements, five of which are positive and one is negative. The statements were rated over three-point continuums ranging from agree, undecided, and disagree with scores of 3, 2 and 1 for positive statements and scores of 1, 2 and 3 for negative statements respectively. The score obtained from each statement were added to get the score of scientific orientation. The range of the scale was from 6 to 18.

After collecting data, the respondents were categorized into three groups based on the class interval method as mentioned below.

Scientific orientation	
Category	**Class**
Low	6-9
Medium	10-13
High	14-18
Total	

3.6.12 Attitude towards job

It was operationalized as the degree of favorable or unfavorable opinion / feeling towards teaching perceived by the VHSE Agricultural teachers.

It was measured by the attitude scale developed by Hafeez and Subbaraya (1974). The scale consisted of seven statements of which three were positive statements and four were negative statements. The statements were rated over a five-point continuum namely strongly agree (SA), agree (A), undecided (UD), disagree (D) and strongly disagree (SD) with weightages of 5, 4, 3, 2, and 1 for positive statements and vice-versa for negative statements. The score obtained from each statement were summed to get the score of attitude towards job of the respondent. The total score for the scale ranged from 7 to 35.

Later on, the collected data grouped into three categories such as unfavourable (score between 7 to 16), favourable (score between 17 to 26) and most favourable (score between 27 to 36) attitude towards job.

Attitude towards job	
Category	**Class**
Unfavorable	7-16
Favorable	17-26
Most favorable	27-36

3.6.13 Organizational commitment

Here it was operationalized as the VHSE Agricultural teacher's psychological attachment to the school and how he/she is committed to achieve the goal and objectives of the school.

The scale developed by Porter *et al.* (1974) was used to measure the variable in this study. The scale consisted of fifteen statements of which eleven were positive statements and four were negative statements. The statements were rated over a five-point continuum namely strongly agree (SA), agree (A), undecided (UD), disagree (D) and strongly disagree (SD) with scores of 5, 4, 3, 2 and 1 for positive statements respectively and the reverse scoring pattern for the negative statements. The score of organizational commitment was the added score of each statement. The minimum score of the scale was 15 and the maximum score was 75.

After collecting the data, it was grouped into three categories namely less (score between 15 to 34), average (score between 35 to 54) and high (score between 55 to 75) organizational commitment.

Organizational commitment	
Category	**Class**
Less	15-34
Average	35-54
High	55-75

3.6.14 Job involvement

In this study job involvement was operationalized as the psychological and emotional extent to which a VHSE Agricultural teacher participates or engaged in his/her work, profession, and school to show up the importance of his work in the school.

For the measurement of the variable the scale used in this study was developed by Lodahl and Kejner (1965). The scale consisted of nineteen statements of which thirteen are positive statements and six are negative statements. The

statements were rated over a five-point continuum namely strongly agree, agree, undecided, disagree and strongly disagree with scores 5, 4, 3, 2 and 1 for positive statements and vice-versa for negative statements. the scores of each statement were added to get the score of job involvement. The scale score ranged from 19 to 95.

The respondents were categorized into three groups based on the class interval method. The three groups were low, medium and high job involvement was given below.

Job involvement	
Category	**Class**
Low	19-44
Medium	45-70
High	71-96

3.6.15 Organizational climate

Organizational climate may be defined as a mutually agreed perceptions of the employees on their internal environmental description of an organization's practices and procedures (Schneider, 1975).

In this study the organizational climate was operationalized as the perception of teachers towards the policies, practices, procedure and subsequent pattern of interaction and behavior of the school.

For measuring the variable in this study, the scale used was developed by the Kolb *et al.* (1974). The scale consisted of seven statements of which six are positive statements and one is negative statement. The statements were rated over a five-point continuum namely strongly agree, agree, undecided, disagree and strongly disagree with scores of 5, 4, 3, 2 and 1 respectively for positive statements and reversed scoring for the negative statements. The score of each statement were added to get the score of organizational climates. The possible score ranged from 7 to 35.

After collecting data, it was grouped into three categories such as poor, average and good organizational climate based on the class interval method of scale value was given below.

Organizational climate	
Category	**Class**
Poor	7-16
Average	17-26
Good	27-36

3.7 PROBLEMS FACED BY VHSE AGRICULTURAL TEACHERS

The problems faced by the VHSE Agricultural teachers were collected during the survey by discussing with the teachers. Furthermore, those statements of problems were rated and scored over a three-point continuum namely; less extent (score 3), greater extent (score 2) and not at all (score 1), which was followed by Senthil (1998). The sum of the scores of each teacher for each problem-statement was the total score for each problem. In addition, the problems were ranked from the largest score to the smallest score.

3.8 DATA COLLECTION METHODS AND TOOLS

Taking into consideration the objectives and main items of observation of the study a pre-tested interview schedule was prepared and administered to the VHSE Agricultural teachers personally. The interview schedule was prepared in such way that it provides all the data regarding the profile character of the VHSE Agricultural teachers, organizational climate of the VHSE school, the job perception of the Agricultural teachers, their information seeking behaviour, their attitude towards job, job involvement, the job performance level, problems faced by them in the school and their suggestions for overcoming those problems and betterment of the school environment.

3.9 STATISTICAL TOOLS USED FOR THE STUDY

The collected data were coded and analyzed by using the following statistical methods.

3.9.1 Class interval

In this study the categorization was done by the class interval of the scale value. The difference between the maximum score and the minimum score is known as the range. The range is divided into some suitable divisions of uniform breadth is known as class intervals. Here in the study the range of scale value was divided by 3 because in this study all variables were categorized in three groups/class.

$$class\ interval = \frac{maximum\ score - minimum\ score}{number\ of\ classes}$$

3.9.2 Frequency

The frequency of a given data value is the number of repetitions of the data value. The frequency was worked out for drawing the sample distribution for respective variables after categorizing the data.

3.9.3 Percentage

The data was subjected and interpreted in percentage terms in order to comprehend the sample distribution and to create easy comparisons.

$$\% = \frac{f}{N} * 100$$

% = percentage, f =frequency, and N= sample size

3.9.4Pearson Correlation Coefficient (r)

This was used to determine the magnitude of the relationship between the independent variable scores and the scores of the dependent variables. The calculated ' r ' values are then contrasted with the significance level of the tabulated values at 1 and 5 percent.

$$r = \frac{\left[\sum xy - \frac{(\sum x)(\sum y)}{n}\right]}{\sqrt{\left[\sum x^2 - \frac{(\sum x)^2}{n}\right]\left[\sum y^2 - \frac{(\sum y)^2}{n}\right]}}$$

Where,r = Correlation coefficient

n = Number of respondents

x = Sum of the scores of variable X

y = Sum of the squares of variable Y

x^2 = Sum of the squares of X variable

y^2= Sum of the squares of Y variable

xy = Variables sum of the product of X and Y

3.9.5 Factor analysis

Factor analysis is a method of interdependence whose main objective is to identify the underlying structure in the assessment among the factors. It also delivers the techniques to investigate the structure of interrelationships (correlations) among a large number of variables (test scores, test items, questionnaire responses) by identifying sets of extremely interrelated variables, known as factors.

The general purpose of factor analysis techniques is to find a way to summarize the information contained in a number of original variables into a smaller set of new, composite dimensions or factors with minimal information loss i.e. to search for and define the foundational structures or dimensions assumed to

underlie the original variables. Specifying the unit of assessment, generating data description and/or data suppression, variable selection, and using factor analysis findings with other multivariate methods is the key to attain its goals.

According to Hair *et al.* (2014) the criteria for choosing Factor Models and Number of Factors are given below:

1. Factors with eigenvalues greater than 1.0
2. A predetermined number of factors based on research objectives
3. Enough factors to meet a specified percentage of total variance explained, usually 60 per cent or higher
4. In contrast, in the social sciences, where information is often less precise, it is common to consider a solution that accounts for 60 percent of the total variance (and in some instances even less) as satisfactory.
5. Factors shown by the scree test to have substantial amounts of common variance (i.e., factors before inflection point)
6. More factors when heterogeneity is present among sample subgroups

RESULTS & DISCUSSION

4. RESULTS AND DISCUSSION

"The section of results and discussion is regarded as the primary body of a research report because it offers enough data for a valid conclusion and proposal. Discussions assist define the research result in the suitable frame of reference and explain it with other relevant research, including the hypothesis."

- Ray and Mondal (1999)

The information gathered by questionnaire on different variables were subjected to suitable statistical tests. The results and discussion of the research are provided under the following subheadings in this section.

4.1 Personal, socio-psychological characteristics of VHSE Agricultural teachers and organizational characteristics of VHSE

4.2 Job perception of the VHSE Agricultural teachers.

4.3 Job performance of the VHSE Agricultural teachers.

4.4 Relationship between personal, socio-psychological and organizational characteristic of VHSE Agricultural teachers with their job perception.

4.5 Relationship between personal, socio-psychological and organizational characteristic of VHSE Agricultural teachers with their job performance level.

4.6 Problems faced by the VHSE Agricultural teacher

4.7 Suggestion for the effective teaching strategies of VHSE system.

4.1 PERSONAL, SOCIO-PSYCHOLOGICAL CHARACTERISTICS OF VHSE AGRICULTURAL TEACHERS AND ORGANIZATIONAL CHARACTERISTICS OF VHSE

The first objective of the study is to know the personal, sociopsychological characteristics of VHSE Agricultural teachers and organizational characteristics of VHSE.

The independent variables such as age, gender, rural-urban background, education, annual income, job experience, training received, information seeking

behavior, workload, achievement motivation, scientific orientation, attitude towards job, organizational commitment, Job involvement and organizational climate are explored in this section based on arbitrary classification and frequencies and percentages distribution.

4.1.1 Age

Age was operationalized as the number of years the respondent had completed at the time of the investigation.

The result could be concluded from table 2 that, majority of the respondents (95.83%) were in middle age group whereas 4.17 per cent of respondents were in young age group and no one were in old age group.

Table 2: Distribution of respondents based on their age

Age (years)			
Category	Class	Sample size (N) = 120	
		f	%
Young	<35	5	4.17
Middle	35 to 55	115	95.83
Old	>55	0	0
Total		120	100

The most probable reason for this result might be due to the expansion of VHSE schools and courses in Kerala during 1995-96 and 2000-01, which was the highest, i.e. 389 schools and 1100 batches, which resulted in mass recruitment during that period.

The result of this study is similar with the results of Rao (2002) and Mishra (2005).

4.1.2 Gender

Gender was operationalized as the biological distinction of the VHSE Agricultural teachers as either Male or Female.

Table 3 gave a clear result that majority of the respondents were female (72.50%) whereas only 27.50 per cent of respondents were male.

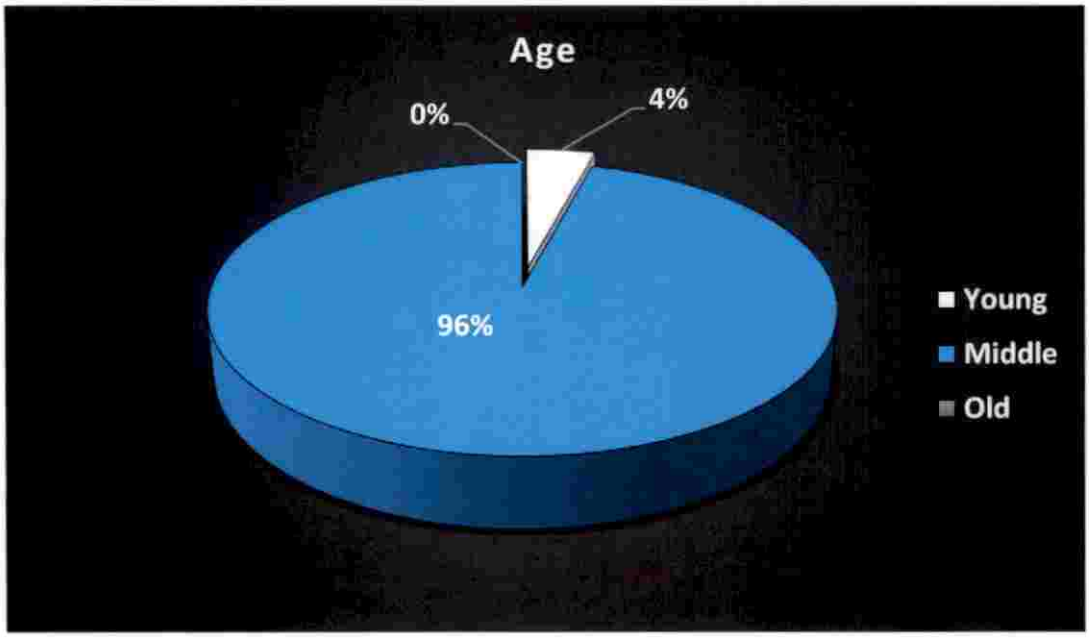

Fig.3: Distribution of respondents based on age

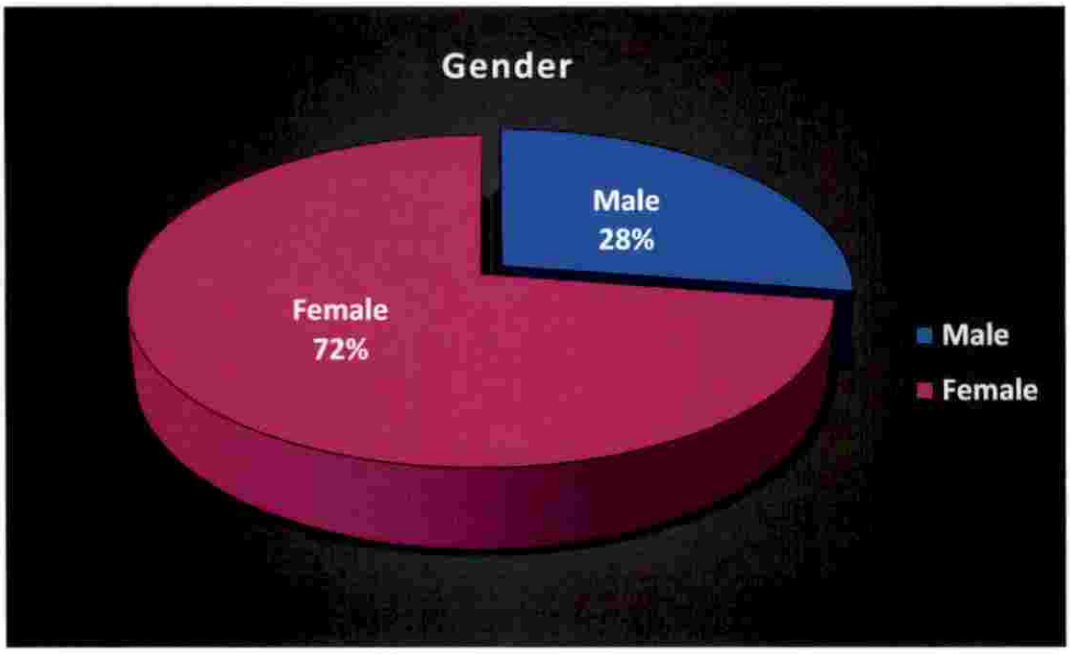

Fig.4: Distribution of respondents based on gender

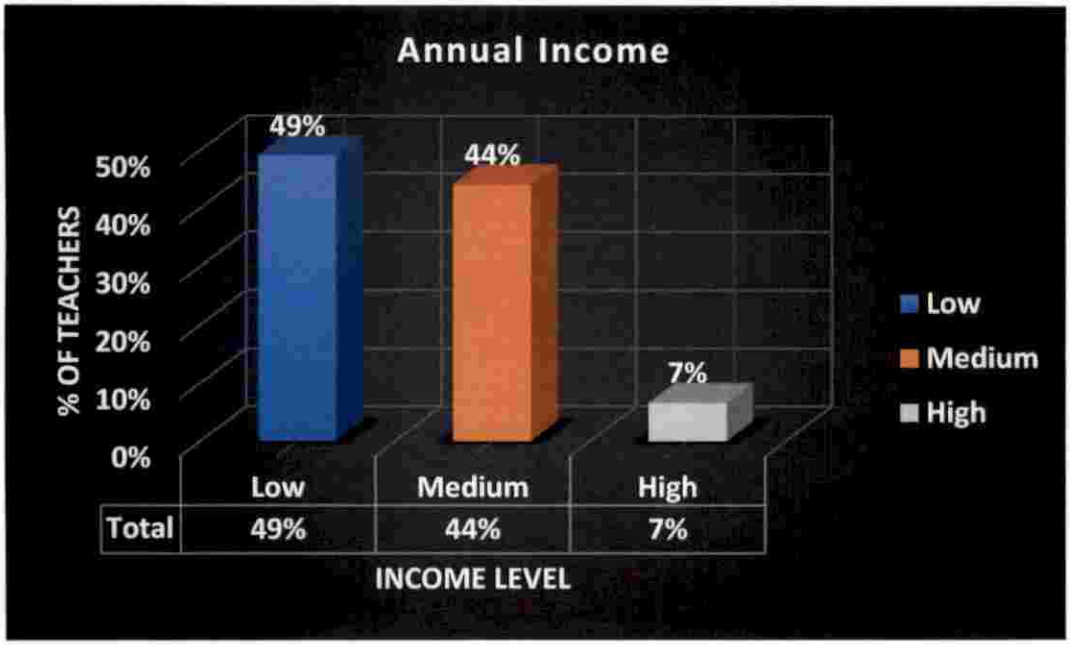

Fig.7: Distribution of respondents based on annual income

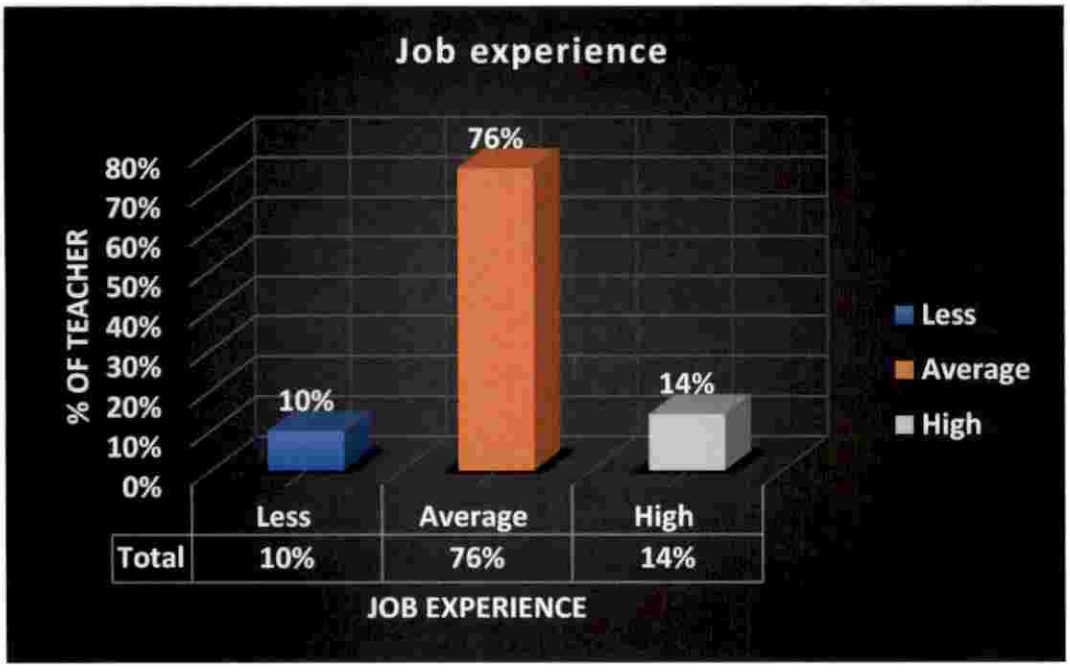

Fig.8: Distribution of respondents based on job experience

Table 3: Distribution of respondents based on their gender

Gender		
Category	Sample size (N) = 120	
	f	%
Male	33	27.50
Female	87	72.50
Total	120	100

The likely reason for most the respondents were female might be due to the high sex ratio (1084 females per 1000 males) of Kerala. For the past years the ratio of female students to male students enrolled for B.Sc. (Ag) in Kerala Agricultural university is 3:1, which might be another reason for high number of female VHSE Agricultural teachers.

This finding did not agree with findings of Rajput (2003), Walia (2003), Aimable (2011) and Fazely (2016).

4.1.3 Rural urban background

It was operationalized as whether the VHSE Agricultural teacher belongs to rural area or urban area.

It was concluded from table 4 that 44.17 per cent of respondents belonged to urban background and 55.83 per cent of respondents were from rural background.

Table 4: Distribution of respondents based on their Rural – urban background

Rural – urban back ground		
Category	Sample size (N) = 120	
	f	%
Urban	53	44.17
Rural	67	55.83
Total	120	100

The students from urban background prefer to go for medical and engineering rather than agriculture which might be the reason for the above finding of 55.83 per cent of the respondents belonged to rural background.

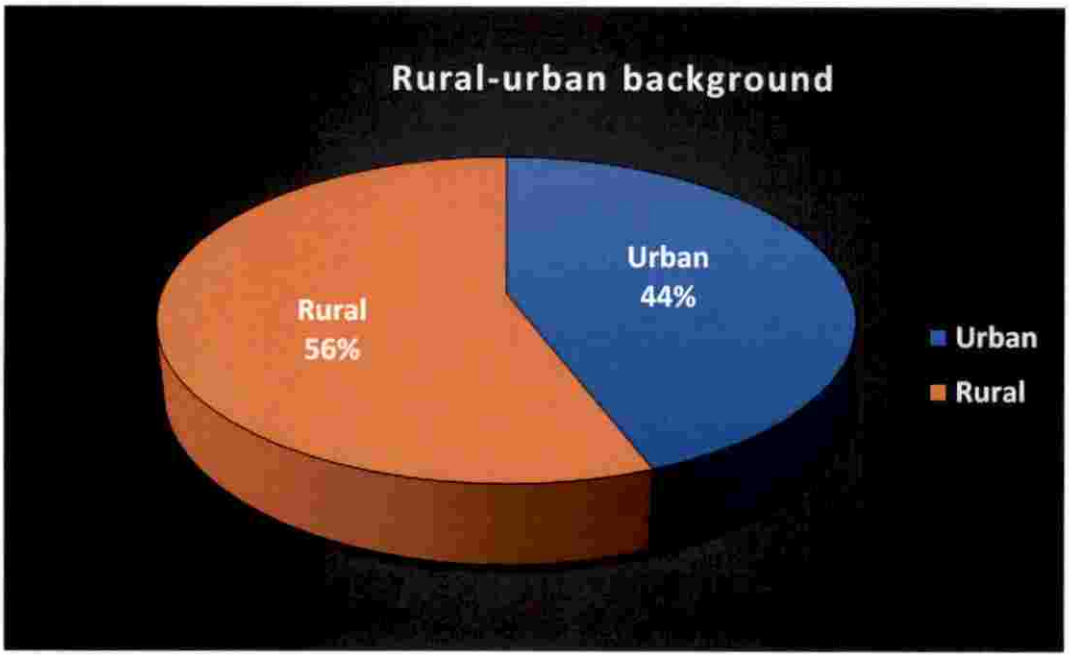

Fig.5: Distribution of respondents based on Rural-urban background

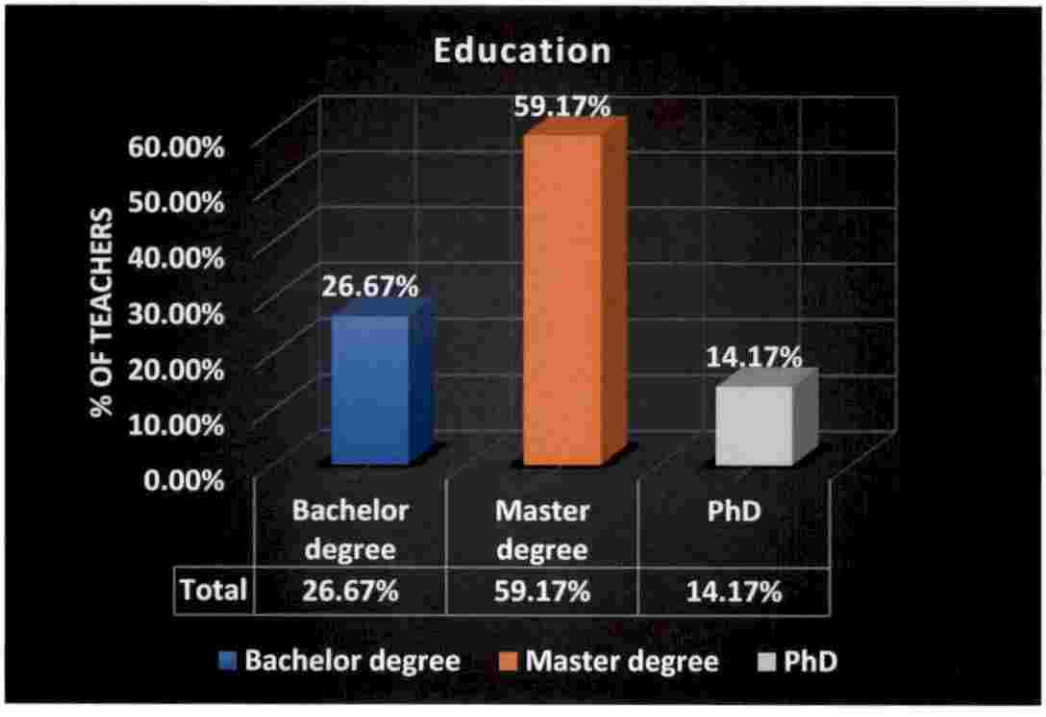

Fig.6: Distribution of respondents based on education

This finding is agreed with the findings of Mohan (2003) and Gopika (2014).

4.1.4 Education

Education level of a VHSE Agricultural teacher was operationalized as the highest level of formal education he/she had successfully completed in terms of degree at the time of the investigation.

Table 5 showed that 26.67 per cent of the respondents had only a bachelor's degree as their educational level, while 59.17 per cent of the respondents had a master's degree and 14.16 per cent had a PhD degree.

Table 5: Distribution of the respondents based on their Education level

Education		
Category	Sample size (N) = 120	
	f	%
Bachelor degree	32	26.67
Master degree	71	59.17
PhD.	17	14.16
Total	120	100

The minimum qualification required for VHSE Agricultural teachers is graduation. But Kerala which is far ahead in all social development index having a literacy rate of 93.91 per cent, promote woman education and empowerment. This might be the reason for 59.17 per cent of the respondents had a master degree and 14.16 per cent had a PhD. degree.

This result is not in a line with the findings of Ravikanth (2007), Aimable (2011) and Kiran *et al.* (2016).

2.1.5 Annual income

Annual income of a VHSE Agricultural teacher was operationalized as the total income earned from the main occupation and the subsidiary occupation in a year.

Table 6 finding showed that 49 per cent of the respondents were in low (<6 lakhs) category of annual income, whereas 44 per cent and seven per cent of the respondents were in medium (6-7.49 lakhs) and high (>7.49 lakhs) category of annual income respectively.

Table 6: Distribution of the respondents based on their annual income

Annual income			
Category	Class	Sample size (N) = 120	
		f	%
Low	<6 Lakhs	59	49
Medium	6 – 7.49 Lakhs	53	44
High	>7.49 Lakhs	8	7
Total		120	100

This finding may be due to the fact that most of the respondents were in medium job experience group (table 7) and also, they did not have subsidiary source of income so majority of the respondents were in group of low and medium annual income.

This finding did not agree with the findings of Michaels (2004), Mishra (2005) and partially agreed with Fazely (2016).

4.1.6 Job experience

In this study job experience was operationalized as the total number of years of service completed by the VHSE Agricultural teachers in their current working position i.e. as a teacher at the time of the investigation.

It could be clarified from the frequency distribution table 7 that most of the VHSE Agricultural teachers (76%) were having 8 to 14 years (average) of job experience whereas 10 per cent had less job experience (1 to 7 years) and only 14 per cent of VHSE Agricultural teachers having high job experience (15 to 21 years).

From the above result it could be concluded that most of the VHSE Agricultural teachers were in average job experience group, this was because most

of them belonged to middle aged group (as represented in table 2), so their corresponding profession had average experience.

Table 7: Distribution of respondents based on their Job experience

Job experience (years)			
Category	Class	Sample size (N) = 120	
		f	%
Less experience	1-7	12	10
Average experience	8-14	91	76
High experience	15-21	17	14
Total		120	100
Range = 19 Minimum = 1 Maximum = 20		Mean = 11.4 SD = 3.66	

This finding corresponded with the findings of Naika (1999), Mohan (2000), Mohan (2003), Kiran (2004) and Aimable (2011).

4.1.7 Training received

The variable 'training received' was operationalized as the number of days of training received by VHSE Agricultural teachers from the time of initial recruitment to the time of the investigation.

Table 8: Distribution of respondents based on their Training received

Training (days of training)			
Category	Class	Sample size (N) = 120	
		f	%
Low	3-13	67	55.83
Average	14-24	38	31.67
High	25-36	15	12.50
Total		120	100

A brief inspection at table 8 revealed that half of the respondents (55.83%) had undergone through a low-term (3-13 days) training whereas rest of the respondents 31.67 per cent and 12.50 per cent had experienced average-term (14-24 days) and high-term (25-36 days) training correspondingly.

Fig.9: Distribution of respondents based on training received

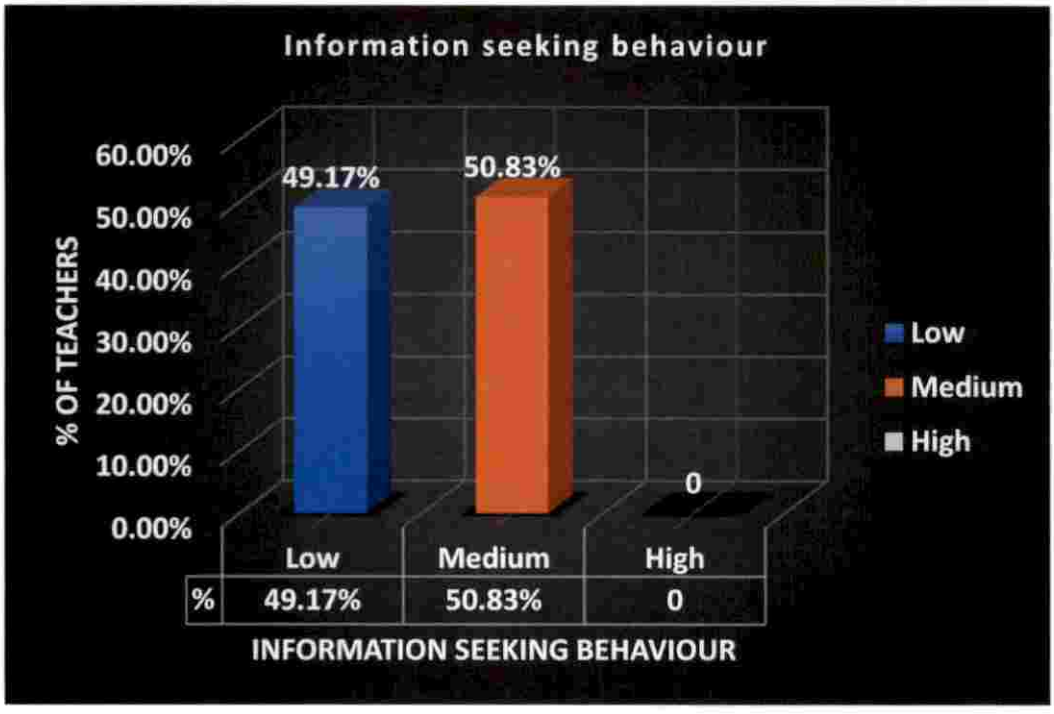

Fig.10: Distribution of respondents based on information seeking behaviour

The VHSE Agricultural teachers were getting only induction and orientation training at the time of joining and there was a lack of vestibule training, soft skill training, refresher training, career or development training and no updated technical training programmes are being given to the teachers, which might be the reason that half of the VHSE Agricultural teachers were in low training received group.

This finding paralleled with the finding of Reddy (1991) and not in agreement with the findings of Mohan (2003), Aimable (2011) and Fazely (2016).

4.1.8 Information seeking behaviour

It was operationalized as the view of VHSE Agricultural teachers on the search and use of data sources based on the frequency of participation, the extent and usefulness of various sources of information.

It could be highlighted from table 9 that 50.83 per cent of the respondents were in medium category of information seeking behaviour while 49.17 per cent of respondents were in low category and none of the respondents belonged to high information seeking category.

Table 9: Distribution of respondents based on their information seeking behaviour

Information seeking behaviour			
Category	Class	Sample size (N) = 120	
		f	%
Low	27-44	59	49.17
Medium	45-62	61	50.83
High	63-81	0	0
Total		120	100
Descriptive statistics	Range = 54 Minimum = 27 Maximum =81	Mean = 43.73 SD = 5.4	

It might be due to the fact that most of the respondents responded that they occasionally use the resources such as magazine, journal, internet and TV as for searching information.

This outcome disclosed that most of the respondents had only an occasional access to magazines, journal, internet, mobile apps and other information sources. The respondents were therefore unable to obtain information from these sources due to infrequent irregular use and classified in low (49.17%) and medium (50.83%) information seeking behavior category.

This result did not agree with the findings of Mishra (2005), Kiran *et al.* (2016)

4.1.9 Workload

The workload in this study was operationalized as the opinion of the VHSE Agricultural Teachers on the workload (extra duties) in their work as assessed by themselves.

It is clear from table 10 that 43 per cent of the respondents had light workload view accompanied by average (42%) and heavy (15%) workload. It was concluded that most of the respondents viewed their workload as light and average accompanied by heavy workload.

Table 10: Distribution of respondents based on their workload

Work load			
Category	Class	Sample size (N) = 120	
		f	%
Light	4-9	52	43
Average	10-15	50	42
Heavy	16-21	18	15
Total		120	100
Descriptive statistics	Range = 16 Minimum = 4 Maximum = 20	Mean = 10.48 SD = 3.46	

The likely cause for the above finding was that there was a favorable teacher-students ratio and availability of adequate staff with technical skills and also the respondents were not assigned with other works of the school.

The finding was in lined with the conclusion of Khan (1990) and not in line with Sandika *et al.* (2007), Gopika (2014) and Manjunath (2015).

4.1.10 Achievement motivation

It was operationalized as a VHSE Agricultural teacher's desire for success or the attainment of excellence to attain a sense of personal significant accomplishment and mastering of teaching skills.

From the table 11 it was apparent that more than half of the respondents (60.83%) were in medium category and 39.17 per cent of the respondents were in high level of achievement motivation and none of the respondents were in low category of achievement motivation.

Table 11: Distribution of respondents based on their achievement motivation

Achievement motivation			
Category	Class	Sample size (N) = 120	
		f	%
Low	7-16	0	0
Medium	17-26	73	60.83
High	27-36	47	39.17
Total		120	100
Descriptive statistics	Range =28 Minimum = 7 Maximum = 35	Mean = 25.48 SD = 2.93	

The most possible reason for this result might be due to their focus on hard work, motivation to achieve goals, job enjoyment nature and light workload which had placed majority of the respondents in medium and high group.

All the respondents had a good educational background i.e. only 26.67 per cent of them possess bachelor degree only and rest of them hold masters and PhD degree (table 5), this high educational level might be another reason for the medium (60.83%) and high (39.17%) achievement motivation.

The finding was in parallel with the results of Mohan (2000), Manjunath (2004), Gopika (2014).

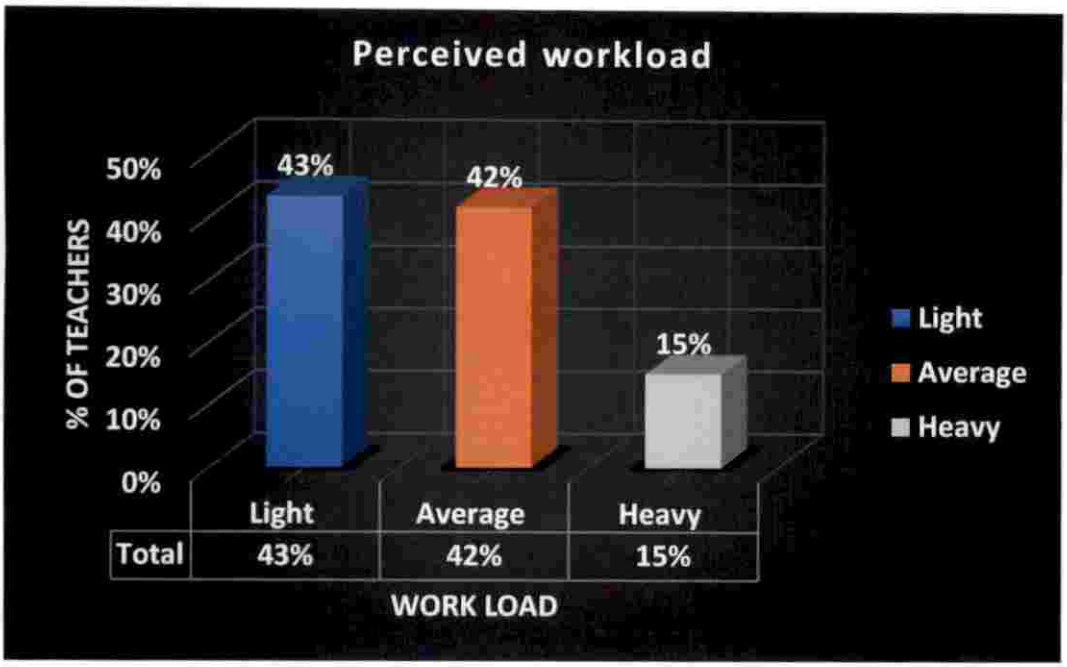

Fig.11: Distribution of respondents based on workload

Fig.12: Distribution of respondents based on achievement motivation

4.1.11 Scientific orientation

It was operationalized as the degree to which a VHSE Agricultural teacher is motivated towards the use of scientific method in teaching and decision-making.

It could be clearly understood from the table 12 that majority of respondents (81.67%) were in high level of scientific orientation whereas remaining 18.33 per cent were in medium level of scientific orientation and none of them belonged to low scientific orientation.

Table 12: Distribution of respondents based on their scientific orientation

Scientific orientation			
Category	Class	Sample size (N) = 120	
		f	%
Low	6-9	0	0
Medium	10-13	22	18.33
High	14-18	98	81.67
Total		120	100
Descriptive statistics	Range = 12 Minimum = 6 Maximum = 18	Mean = 16.09 SD = 1.88	

It might be due to the availability of smart classrooms with improved audiovisual aids which made it easier for the respondents to demonstrate their lecture and also felt better result than the old method of lecture from the student.

The result of this study was in parallel with the finding of Tamagond (2013), and not with the results of Karpagam (2000), Nagaraj (2002), Raghavendra (2010).

4.1.12 Attitude towards job

It was operationalized as the degree of favorable or unfavorable opinion / feeling towards teaching perceived by the VHSE Agricultural teachers.

Table 13 showed that more than half (66.67%) of the respondents had a most favorable attitude towards their job whereas 28.33 per cent had a favorable attitude and five per cent had unfavorable attitude towards job.

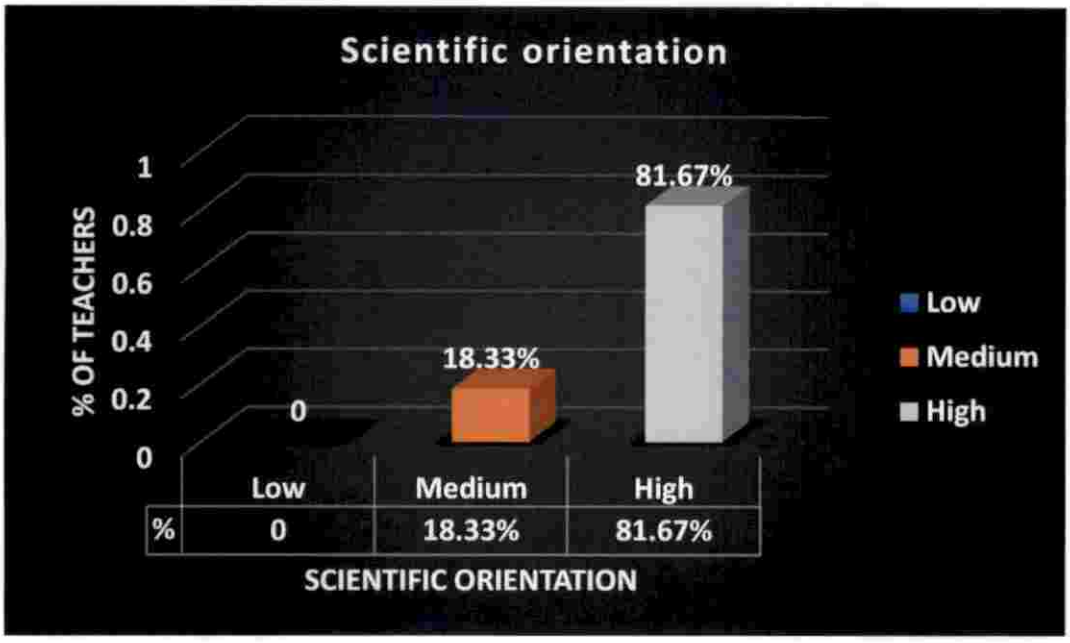

Fig.13: Distribution of respondents based on scientific orientation

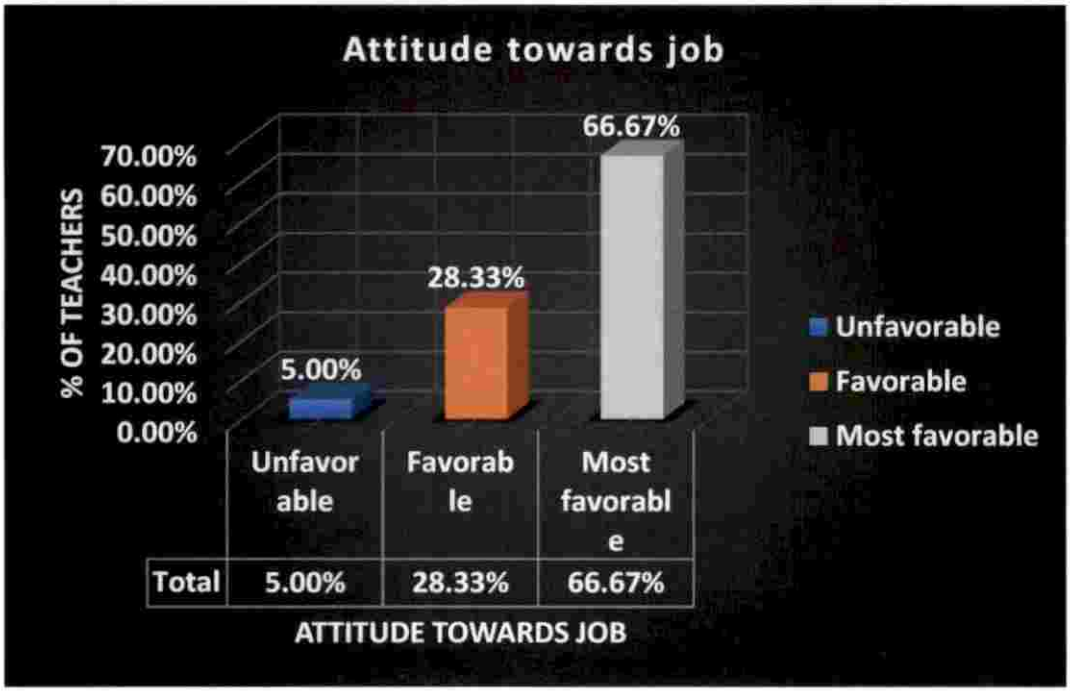

Fig. 14: Distribution of respondents based on their level of attitude towards job

Table 13: Distribution of respondents based on their attitude towards job

Attitude towards job			
Category	Class	Sample size (N) = 120	
		f	%
Unfavorable	7-16	6	5.00
Favorable	17-26	34	28.33
Most favorable	27-36	80	66.67
Total		120	100
Descriptive statistics	Range = 28 Minimum = 7 Maximum = 35	Mean = 29.24 SD = 5.19	

The possible reason for this result could be due to their high scientific orientation (table 12), high achievement motivation (table 11) and light workload (table 10). Also, another reason might be due to most of the teachers like the teaching profession and found the real enjoyment in it because it is very interesting.

This finding did not agree with the finding of Mandavi (2002) and Michaels (2004).

4.1.13 Organizational commitment

In this study it was operationalized as the VHSE Agricultural teacher's psychological attachment to the school and how he/she is committed to achieve the goal and objectives of the school.

The results of distribution of respondents from the table 14 showed that majority of the respondents (81.67%) were highly committed towards organization and remaining 18.33 per cent had average organizational commitment.

It is clear from table 13 that most of the respondents 66.67 per cent were having most favourable attitude towards their job which might have resulted in high organizational commitments.

Table 14: Distribution of respondents based on their organizational commitment

Organizational commitment			
Category	Class	Sample size (N) = 120	
		f	%
Less	15-34	0	0
Average	35-54	22	18.33
High	55-75	98	81.67
Total		120	100
Descriptive statistics	Range = 60 Minimum = 15 Maximum = 75	Mean = 57.45 SD = 3.98	

This finding was not similar with the findings of Mohan (2000) and Mishra (2005).

4.1.14 Job involvement

In this study job involvement was operationalized as the psychological and emotional extent to which a VHSE Agricultural teacher participates or engaged in his/her work, profession, and school to show up the importance of his work in the school.

From the table 15 it was clear that majority of respondents (72.50%) had a medium level of job involvement whereas 3.33 per cent and 24.17 per cent of the them had a low and high level of job involvement respectively.

Table 15: Distribution of respondents based on job involvement

Job involvement			
Category	Class	Sample size (N) = 120	
		f	%
Low	19-44	4	3.33
Medium	45-70	87	72.50
High	71-96	29	24.17
Total		120	100
Descriptive statistics	Range = 76 Minimum = 19 Maximum = 95	Mean = 66.85 SD = 6.12	

Fig.15: Distribution of respondents based on organizational commitment

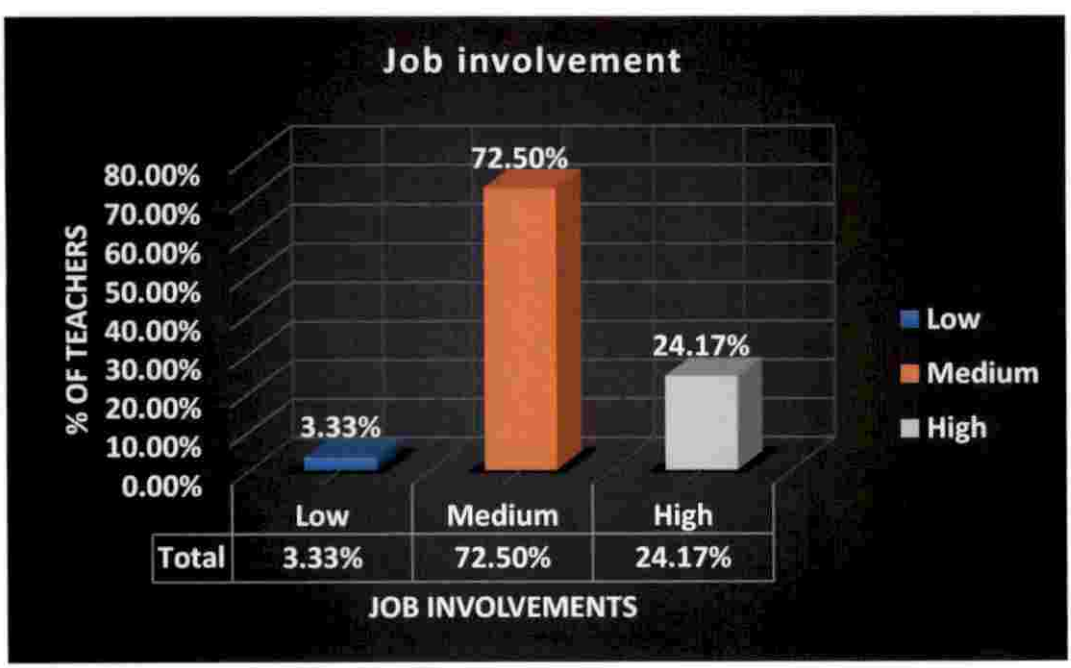

Fig.16: Distribution of respondents based on job involvement

The finding is in tune with the findings that majority of the respondents i.e. 81.67 per cent had high organizational commitment as reported in table 14 and majority of the respondents had a favourable attitude towards job (table 13), which ultimately resulted in the high job involvements.

This finding was similar with the finding of Mishra (2005).

4.1.15 Organizational climate

In this study the organizational climate was operationalized as the perception of teachers towards the policies, practices, procedure and subsequent pattern of interaction and behavior of the school.

Table 16 showed that more than half (60%) of the respondents felt that the organizational climate of VHSE is good whereas 40 per cent of the respondents felt as average organizational climate and none of the respondents felt a poor organizational climate.

The reason for good organizational climate might be due to the favorable organizational policies, rules, regulations and autonomy of the teachers.

This result was in line with the results of Gopika (2014) and not agreed with the findings of Meti (1992), Manjula and Narayanagowda (2005).

Table 16: Distribution of respondents based on organizational climate

Organizational climate			
Category	Class	Sample size (N) = 120	
		f	%
Poor	7-16	0	0
Average	17-26	48	40.00
Good	27-36	72	60.00
Total		120	100
Descriptive statistics	Range = 28 Minimum = 7 Maximum = 35	Mean = 27.65 SD = 3.17	

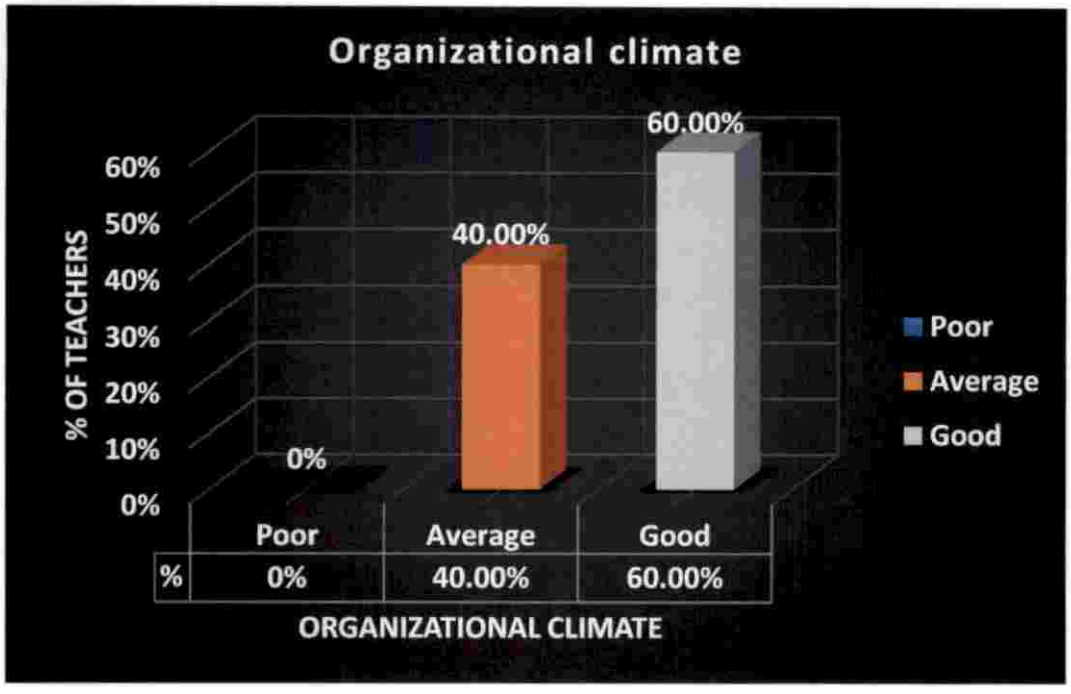

Fig.17: Distribution of respondents based on the organizational climate of school

4.2 JOB PERCEPTION OF THE VHSE AGRICULTURAL TEACHERS

Job perception was operationalized as the extent to which the VHSE Agricultural Teachers recognize their roles and responsibilities in the work they are meant to do as an employee in the organization.

It could be clearly observable from table 17 that majority of the respondents (95%) had a high level of job perception and remaining five per cent had a medium level of job perception whereas none of them had low job perception.

Table 17: Distribution of respondents based on their job perception level

Job perception			
Category	Class	Sample size (N) = 120	
		f	%
Low	25-58	0	0
Medium	59-92	6	5.00
High	93-126	114	95.00
Total		120	100
Descriptive statistics	Range = 100 Minimum = 25 Maximum = 125	Mean = 109.45 SD = 9.25	

The high job perception of the respondents might be due to the reason of good organizational climate prevailing in VHSE (table 16), light workload (table 10), high scientific orientation (table 12), high organizational commitment (table 14), most favourable attitude towards job (table 13) and the clear mission and vision of the respondent which made them felt more responsible and important to their assigned job.

This result was not in agreement with the findings of Jadhav *et al.* (2011), Muhammad *et al.* (2013) and Fazely (2016).

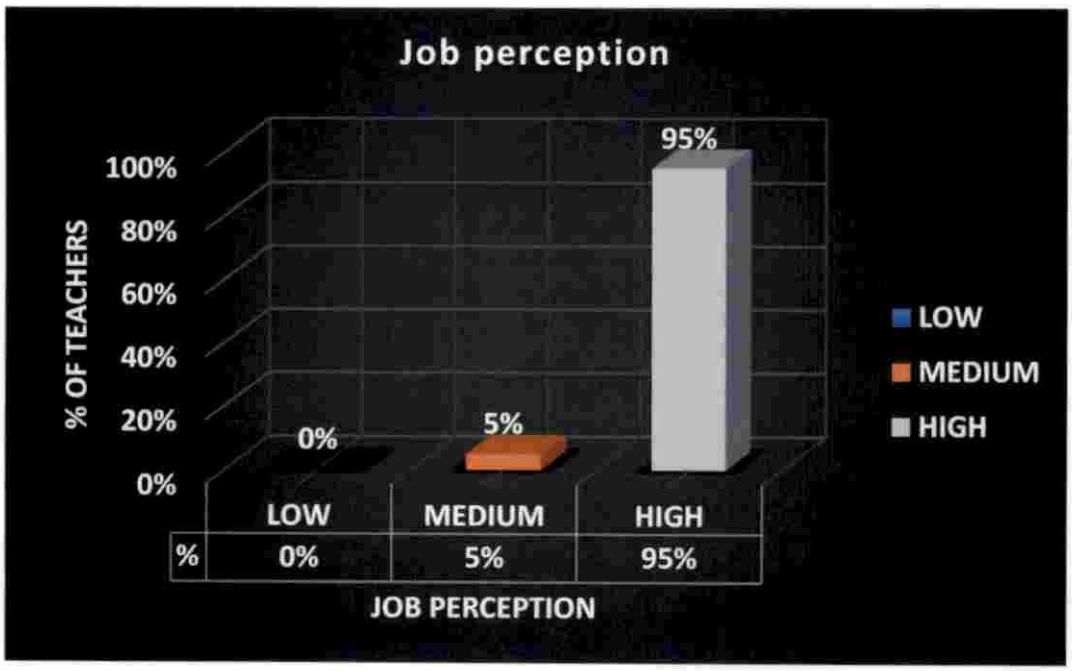

Fig.18: Distribution of respondents based on job perception level

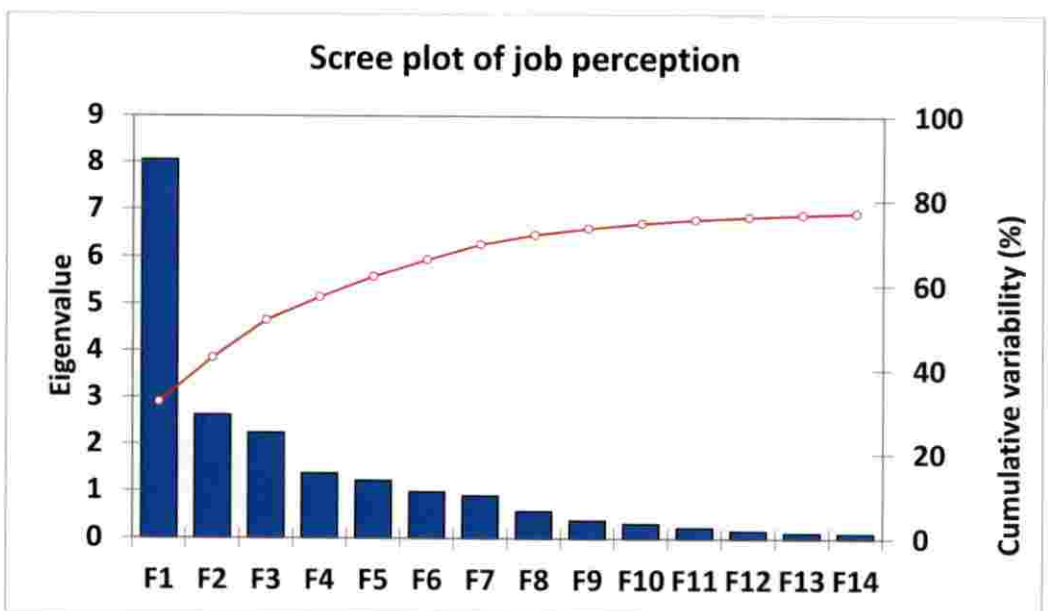

Fig.19: Scree plot of job perception

4.2.1 Factor analysis of Job perception

Table 18: Factor pattern of job perception

	Factor matrix							
	F1	**F2**	**F3**	**F4**	**F5**	**F6**	**F7**	**Communalities**
St1	.298	.549	-.007	.034	-.079	.427	-.005	.581
St2	.331	.090	.041	.060	-.044	.756	.293	.782
St3	.598	.003	.216	.092	.184	.327	.053	.557
St4	.777	.164	-.170	.134	.002	.069	.164	.709
St5	.680	.094	.209	-.068	.020	.028	.017	.521
St6	.524	.270	.594	.019	-.065	.230	.031	.758
St7	.160	.148	.143	.013	.150	.269	.881	.938
St8	.157	-.183	.244	.887	-.095	.268	-.083	.993
St9	.786	.089	.308	.191	.174	.243	.111	.859
St10	.735	.210	.256	-.141	-.175	.036	.046	.703
St11	.303	.653	.268	.016	.212	.185	.157	.694
St12	.242	.420	.418	.517	.127	-.074	-.109	.711
St13	.586	.282	.207	-.105	.287	-.288	.194	.679
St14	.669	.109	-.145	-.024	.389	.287	-.138	.734
St15	.113	.162	.327	-.180	.721	-.108	-.106	.722
St16	-.002	.333	.061	.004	.852	.030	.265	.912
St17	.761	.261	-.041	.096	-.034	.017	-.001	.659
St18	-.273	.138	-.075	.691	-.206	-.102	.054	.632
St19	.245	.793	.031	-.045	.203	-.020	.043	.735
St20	-.011	.460	.308	.149	.221	.171	-.382	.552
St21	.144	.499	.211	.238	.198	-.145	.110	.444
St22	.362	.250	.186	.425	.144	.040	.054	.435
St23	.172	.441	.512	.391	.146	-.068	.308	.760
St24	-.007	.015	.760	.156	.137	.129	.026	.638
St25	.225	.285	.660	.057	.184	-.271	.077	.684
Eigenvalue	5.006	2.871	2.592	2.120	1.949	1.498	1.355	
% of variance	20.023	11.483	10.367	8.479	7.795	5.991	5.421	
Cumulative %	20.023	31.506	41.873	50.352	58.147	64.138	69.559	
Extraction Method: Principal Axis Factoring. Rotation Method: Varimax with Kaiser Normalization. St- Statement								

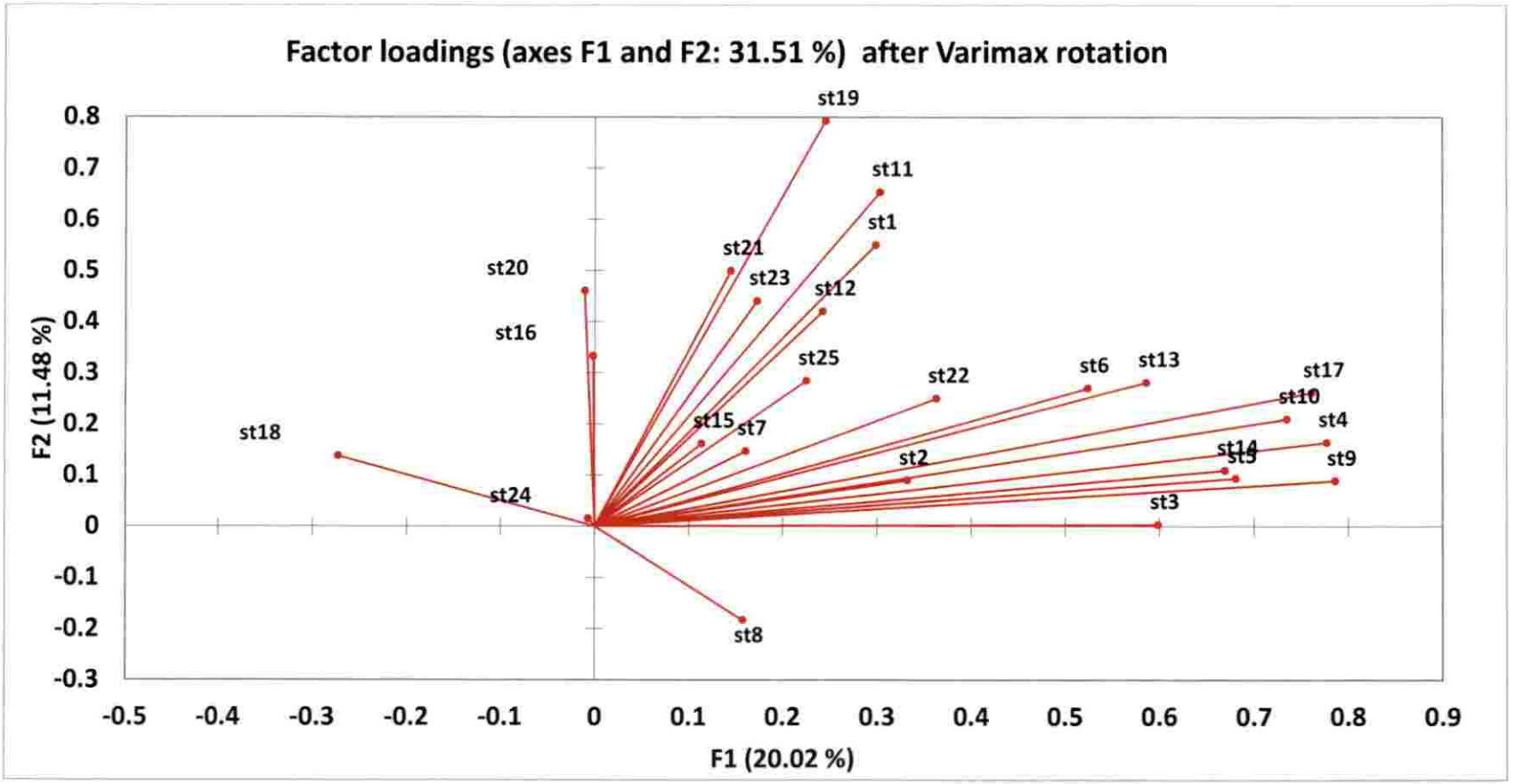

Fig.20: Relationship of job perception statements with F1 and F2

From the above table 18 it could be easily observed that seven factors were contributing to job perception, having 69.559 per cent of cumulative variance and also have an eigenvalue more than one. Technically, a factor or a component represents whatever its statements have in common. The statements falling under factors (based on their factor-loading value and communality) and the naming of factors had given below in table 19.

Table 19: Naming factors of job perception

F1 (academic role)	
St4	Contribute in the planning and development of a high-quality curriculum.
St9	Encourage student-teacher and student-student interaction.
St10	Preparation of course-wise teaching aids and manuals in advance as per the syllabus.
St13	Attending regularly the staff meeting conducted by the school.
St14	Actively participate in academic activities.
St17	Obtaining feedback from students about the class for improving the teaching quality.
F2 (motivational role)	
St11	Motivating the students for enhancing their leadership skill, communication skill etc. and help them to equip to be better persons.
St19	Promoting the interest of student in the field of agriculture.
F3 (management by objective (MBO))	
St6	Expectation from Teachers in preparation of curriculum, development of question papers, administration duties and evaluation are set forth in advance
St23	Plan all academic and nonacademic activities as per the set calendar of activities to complete on time for effective time management.
St24	Providing follow-up to teaching by giving assignments.
St25	Conducting classes in the Training Institutes.
F4 (management information system (MIS))	
St8	Teachers very well informed in advance regarding their duties and responsibility in preparation of curriculum, development of question papers, administration duties and evaluation.
St12	Maintaining office records and information files up-to-date and submitting the reports to the higher authorities on time.
St18	Working with rural youth to promote agriculture development.
F5 (career counselling)	
St15	Regularly informing the students about their progress and conscientize them regarding the opportunities ahead
St16	Students with learning disabilities, family problems etc. are identified and give proper guidance
F6 (readiness to support others)	
St2	Voluntarily come forward to support each other at the time of crisis.
F7 (extra-curricular activities)	
St7	Involving in sports and other extra cultural activities in the school.

The seven factors contributing to job perception are academic role (F1), motivational role (F2), management by objectives (F3), management information system (F4), career counselling (F5), readiness to support others (F6) and extra-curricular activities (F7).

Academic role (F1) had an eigenvalue of 5.006 and also showed 20.023 per cent variance. F1 comprised of six statements based on their high factor-loading value and a good communality value, the statement were 'contribute in the planning and development of a high-quality curriculum'; 'encourage student-teacher and student-student interaction'; 'preparation of course-wise teaching aids and manuals in advance as per the syllabus'; 'attending regularly the staff meeting conducted by the school'; 'actively participate in academic activities'; and 'obtaining feedback from students about the class for improving the teaching quality'. Motivational role (F2) comprised of two statements with an eigenvalue 2.871 and 11.483 percent of variance, the statements were viz. 'motivating the students for enhancing their leadership skill, communication skill etc. and help them to equip to be better persons'; and 'promoting the interest of student in the field of agriculture'. 2.592, 2.120, 1.949, 1.498, 1.355 were the eigenvalue of management by objectives (F3), management information system (F4), career counselling (F5), readiness to support others (F6) and extra-curricular activities (F7) respectively with 10.367 per cent, 8.479 per cent, 7.795 per cent, 5.991 per cent and 5.421 per cent of variance explained by the factors correspondingly. Management by objectives (F3) comprised of four statements viz. 'expectation from Teachers in preparation of curriculum, development of question papers, administration duties and evaluation are set forth in advance'; 'plan all academic and nonacademic activities as per the set calendar of activities to complete on time for effective time management; Providing follow-up to teaching by giving assignments'; and 'conducting classes in the Training Institutes'. F4 i.e. management information system (MIS) comprised of three statements, those were 'teachers very well informed in advance regarding their duties and responsibility in preparation of curriculum, development of question papers, administration duties and evaluation'; 'maintaining office records

and information files up-to-date and submitting the reports to the higher authorities on time'; and 'working with rural youth to promote agriculture development'. Two statements together represented Career counselling (F5), the statements were 'regularly informing the students about their progress and conscientize them regarding the opportunities ahead'; and 'students with learning disabilities, family problems etc. are identified and give proper guidance'. The statement 'voluntarily come forward to support each other at the time of crisis' represented as F6 (readiness to support others). The seventh factor i.e. extra-curricular activity comprised of only one statement i.e. 'involving in sports and other extra cultural activities in the school'.

4.3 JOB PERFORMANCE OF THE VHSE AGRICULTURAL TEACHERS

The job performance was operationalized in this study as the degree to which the respondent performed distinct job tasks (activities) as the occupants of the post.

It was observed from table 20 that half of the respondents (50 %) had a high level of job performance whereas remaining five per cent and 45 per cent had a low and medium level of job performance respectively.

The probable reason for the majority of the respondents were in high job performance level might be due to the good organizational climate which increased excellent coordination and understanding between teachers, students and other staff of the organization or might also be the availability of smart classrooms with improved audio-visual aids which resulted in making easier their task.

Table 20: Distribution of the respondents based on their job performance

Job performance			
Category	Class	Sample size (N) = 120	
		f	%
Low	7-11	6	5
Medium	12-16	54	45
High	17-21	60	50
Total		120	100
Descriptive statistics	Range = 14 Minimum = 7 Maximum = 21	Mean = 16.10 SD = 2.14	

This finding was agreed with findings of Aimable (2011).

4.3.1 Factor analysis of Job performance

Table 21: Factor pattern of job performance

	Factor			
	F1	F2	F3	Communalities
St1	-.079	.134	.640	.434
St2	.485	.205	.217	.324
St3	.934	.166	-.102	.911
St4	.491	.405	.447	.605
St5	.127	.823	-.020	.693
St6	.262	-.099	.820	.751
St7	.276	.737	.130	.637
Eigenvalue	1.516	1.482	1.357	
% of variance	21.661	21.172	19.38	
Cumulative %	35.16	42.83	62.21	
Extraction Method: Principal Axis Factoring. Rotation Method: Varimax with Kaiser Normalization.				

From the above table 21, it could readily be explained that statements 3, and 4 had a strong factor-loading value in F1, whereas statements 5, and 7 had a strong factor-loading value in F2 and statements 1, and 6 in F3.

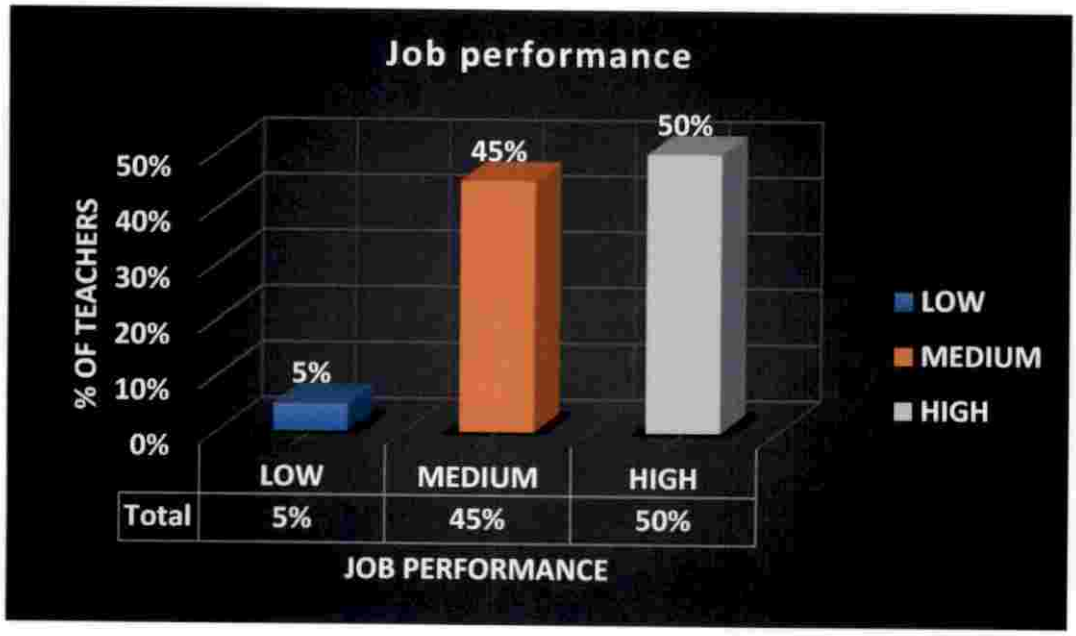

Fig.21: Distribution of respondents based on job performance

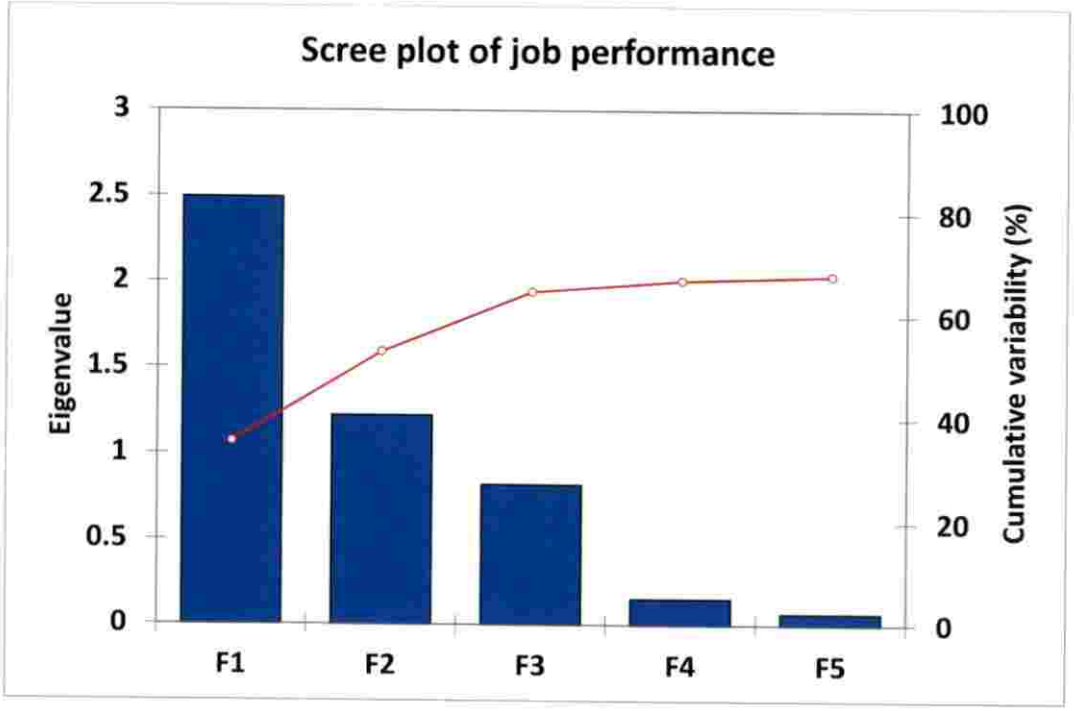

Fig.22: Scree plot of job performance

Table 22: Naming the factors of job performance

F1 (teaching skill)	
St3	I analyze assessment data to measure student progress and guide immediate and long-range instruction.
St4	I provide a well-managed, safe student-centered environment during practical work.
F2 (communication skill)	
St5	I communicate effectively with students, staff, parents, and the community.
St7	My job of teaching results in acceptable, measurable and student progress.
F3 (knowledge management)	
St6	I maintain a professional personality, engage in activities for professional knowledge development, show a curriculum knowledge and contribute to the profession.
St1	I use information to schedule suitable curricula, execute teaching policies, and use resources to encourage learning for all students.

Teaching skill (F1) had an Eigenvalue 1.516 and 21.661 per cent of variance which comprised of two statements such as, 'I analyze assessment data to measure student progress and guide immediate and long-range instruction'; and 'I provide a well-managed, safe student-centered environment during practical work'. Communication skill (F2) had an Eigenvalue 1.482 and a variance of 21.172 per cent comprised of two statements those were 'I communicate effectively with students, staff, parents, and the community'; and 'my job of teaching results in acceptable, measurable and student progress'. Knowledge management (F3) comprised of two statement viz. 'I maintain a professional personality, engage in activities for professional knowledge development, show a curriculum knowledge and contribute to the profession'; and 'I use information to schedule suitable curricula, execute teaching policies, and use resources to encourage learning for all students' with an Eigenvalue of 1.357 and 19.38 per cent of variance.

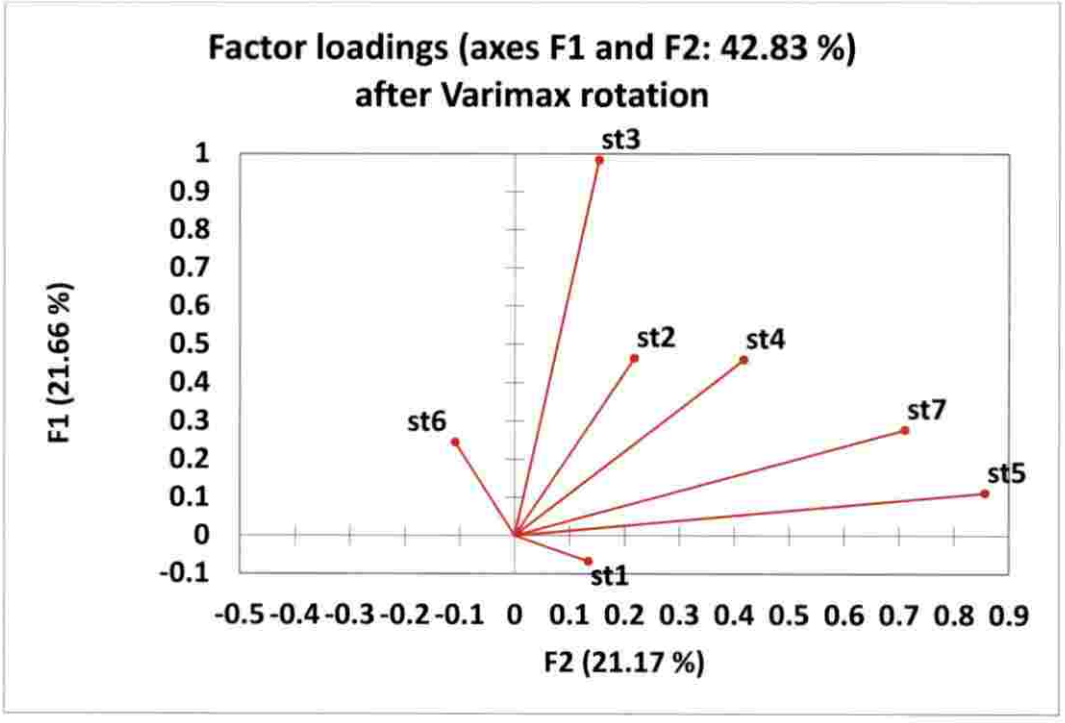

Fig.23: Relationship of job performance statements with F1 and F2

4.4 RELATIONSHIP BETWEEN PERSONAL, SOCIO-PSYCHOLOGICAL AND ORGANIZATIONAL CHARACTERISTIC OF VHSE AGRICULTURAL TEACHERS WITH THEIR JOB PERCEPTION.

The data related to the relationship between personal, socio-psychological and organizational characteristic of VHSE agricultural teachers with their job perception is given in table 23. It could be easily observed from table 23 that two variables such as training received and scientific orientation had a positively significant correlation with the job perception of respondents whereas workload had a negatively and significant correlation with job perception and rest of the variables had no significant relation with job perception.

Table 23: Correlation co-efficient between job perception and independent variables

Sl. No.	Independent variable	Co-efficient of Correlation 'r' Values
1.	Gender	0.120 NS
2.	Age	-0.158 NS
3.	Rural-urban background	0.083 NS
4.	Education	0.065 NS
5.	Job experience	-0.028 NS
6.	Income	-0.0016 NS
7.	Training received	0.182 *
8.	Work load	-0.266 **
9.	Achievement motivation	-0.035 NS
10.	Scientific orientation	0.218 *
11.	Organizational climate	0.030 NS
12.	Attitude towards organization	0.009 NS
13.	Organizational commitment	-0.047 NS
14.	Job involvement	0.096 NS
15.	Information seeking behavior	-0.028 NS
"*" Significant at 5% level, "**" significant at 1% level "NS" Non-significant		

It was revealed from table 23 that training received by the respondents observed a positively significant correlation with their job perception at 5% level of significance. The VHSE Agricultural teachers were usually provided in-service training to enhance their knowledge and abilities to fulfill their responsibilities. If the training provided is qualitative and needs-oriented, it can help to create a positive attitude towards their job. So, it might be the reason for this result. This might be the reason high job perception irrespective of less number of training attained by the respondents. This result in lined with the result of Pillegowda (1997).

There was a negatively and significant relationship between workload and job perception of the respondents at 1% level of significance. It might be due to the reason that workload makes the respondents feel pressured, exhausted and busy, that create a negative attitude towards their job. The result reported in table 10 indicated that only 15 per cent of respondents had heavy workload and majority (85%) had medium and light workload which clearly explain the negative and significant correlation between workload and job perception. This result was similar with the results of Rajeev (1988), Meti (1992), and Sontakki (1996).

The scientific orientation had a positively significant relation with the job perception of respondents at 5% level of significance. It might be due to the availability of smart classrooms in the schools which resulted in a positive attitude towards their job. The result was in line with the result of Ahmed (2015).

4.5 RELATIONSHIP BETWEEN PERSONAL, SOCIO-PSYCHOLOGICAL AND ORGANIZATIONAL CHARACTERISTIC OF VHSE AGRICULTURAL TEACHERS WITH THEIR JOB PERFORMANCE.

Table 24 indicated that out of 15 independent variables only three variables viz. training received, scientific orientation, and organizational climate had a positively significant relationship with job performance of the respondents while age had a negatively significant correlation with job performance.

It was also revealed from table 24 that, rest of the variables such as gender, rural-urban background, annual income, education, job experience, workload, achievement motivation, attitude towards job, organizational commitment, job involvement, and information seeking behavior had non-significant correlation with job performance of the teachers.

Table 24: Correlation co-efficient between job performance and independent variables

Sl. No.	Independent variable	Coefficient of Correlation 'r' Values
1	Gender	0.101 NS
2	Age	-0.210 *
3	Rural urban back ground	0.045 NS
4	Education	-0.052 NS
5	Job experience	0.043 NS
6	Income	0.006 NS
7	Training received	0.259 **
8	Work load	-0.176 NS
9	Achievement motivation	-0.095 NS
10	Scientific orientation	0.321 **
11	Organizational climate	0.206 *
12	Attitude towards job	0.014 NS
13	Organizational commitment	-0.027 NS
14	Job involvement	0.030 NS
15	Information seeking behavior	-0.042 NS
"*" significant at 5% level, "**" significant at 1% level "NS" Non-significant		

Age of the respondents showed a negatively significant correlation with their job performance at 5% level of significance. The probable reason for the result might be due to the statistic that most of old aged respondents felt more organizational stress, handling pressure, and lack in physical strength and energy

than the young and middle-aged teachers. The result of the study (table 2) showed that there were no respondents in old age category and also the performance result showed that only five per cent (table 22) of the respondent belonged to low job performance, which clearly explain the negative correlation between two variables. This finding was in agreement with the findings of Reddy *et al.* (1992) and Mishra (2005)

It is clear from table 24 that the training received was positively and significantly correlated with the job performance of teachers at 1% level of significance. Normally, training was provided to enhance teachers' technical abilities, knowledge, value and culture, and soft skill. So, more numbers of training make teachers more effective and up-to-date and make a positive contribution to their job performance. This conclusion was in contract with the findings of Reddy (1982), Das (1991), Rao (2002), and Odinga (2010).

It was noticed from table 24 that scientific orientation was positively and significantly correlated with the job performance of the respondents at 1% level of significance. The probable reason for this result might be due to the fact that, the availability of smart classrooms makes their job easier. The result of the study as indicated in table 12 showed that majority of the respondents had high scientific orientation.

An overview of the findings submitted in Table 24 showed that the organizational climate was positively and significantly correlated with the job performance of the respondents at 5% level of significance. This may be due to the autonomy of teachers and the liberal policies, rules, and communication system of school contributes a positive impact on the job performance of teachers. This study was in conformity with the results of Khan (1990), Mohan (2000), Meti (1992), and Halakatti and Sundaraswamy (1996).

4.6 PROBLEMS FACED BY THE VHSE AGRICULTURAL TEACHERS

From table 25 it was clear that, low academic profile of students (rank 1); Lack of practical oriented capacity building programmes as for teachers (rank2);

Lack of opportunities for students to meet and interact with farm communities and agripreneurs (rank3); Lack of curriculum as per the requirements of agriculture scenario of Kerala and job opportunities (rank 4); Poor library facilities and lack of availability of adequate books in school (rank 5); Negative attitude of students towards learning (rank 6); Lack of appropriate laboratory facilities (rank 7); Limited and unstable Internet facility (rank 8); Lack of proper office accommodation, and infrastructure (rank 9); Lack of opportunity for upgrading knowledge (rank 10) were the major problems faced by the VHSE Agricultural teachers while performing their job.

Table 25: Problems faced by the VHSE Agricultural teachers while performing their job.

Sl. No.	Problems faced by VHSE Agricultural teachers	Score	Rank
1.	Poor library facilities and lack of availability of adequate books in school.	352	5
2.	Lack of curriculum as per the requirements of agriculture scenario of Kerala and job opportunities.	353	4
3.	low academic profile of students	360	1
4.	Lack of opportunities for students to meet and interact with farm communities and agripreneurs.	354	3
5.	Negative attitude of students towards learning	351	6
6.	Lack of practical oriented capacity building programmes as for teachers	355	2
7.	Lack of appropriate laboratory facilities.	350	7
8.	lack of facilities, fund and supporting staff for field visit and field work.	329	12
9.	Lack of proper office accommodation, and infrastructure	349	9
10.	Poor Public Perception towards VHSE and Lack of Parental Support	346	11
11.	Less employment opportunities for students	311	14
12.	Lack of opportunity for upgrading knowledge	347	10
13.	Limited and unstable Internet facility	349	8
14.	Now a days the govt has implemented NSQF. So, two categories of students from same department - students with NSQF certificate n without that	316	13

	certificate. This discrimination is not good and also negatively impacting on teaching and on students.		
15.	Improper/misbehavior from students	239	19
16.	Unfavorable teacher-student ratio.	126	26
17.	Offering more than one course at a time.	131	25
18.	Lack of adequate supporting staff.	152	22
19.	Lack of motivation or encouragement or recognition.	235	20
20.	Lack of transport facility for organizing outdoor learning situation.	163	17
21.	Limited scope for using Audio-visual aids in classroom teaching.	170	21
22.	Lack of area/field for conducting field work	148	24
23.	Immense workload on teachers	150	23
24.	Lack of teamwork, empathy and mutual among the between students	265	16
25.	Less promotion opportunity for teachers	298	15
26.	Imbalance in personal life and school work due to lack of weekend.	250	18

4.7 SUGGESTION BY THE VHSE AGRICULTURAL TEACHERS FOR THE EFFECTIVE TEACHING STRATEGIES OF VHSE SYSTEM.

I. Awareness creation among public, students and parents about VHSE and its scope.

II. Conduct Capacity building programmes to the teachers for up gradation of knowledge and information.

III. Various kind of training should be provided, such as vestibule training, soft skill training, refresher training, career-development training.

IV. The curriculum should be amended by considering the future scenario that best suits in Kerala with the current job opportunities in the agricultural field.

V. The curriculum should be modified to help the students to turn to agripreneurs i.e. they should be job providers than job seekers.

VI. Providing teachers with a good infrastructure and office accommodation.

VII. Continuing vocational training should be given instead of offering general schooling.

VIII. For all vocational education courses, training in entrepreneurship should be made mandatory.

IX. Regular conduct of monthly conferences and meetings to assess issues, as well as to identify the solution and enhanced strategies for efficient teaching.

X. Provide internet facility to all classrooms and teachers.

XI. Establish a modern library with cyber facilities and adequate books in regional language.

SUMMARY

5. SUMMARY

The current study entitled "Performance analysis of VHSE Agricultural Teachers in Kerala." was conducted in three zones of Kerala to know the personal, socio-psychological characteristics of VHSE Agricultural teachers and organizational characteristics of VHSE, to analyze their job perception & job performance, to find out the relationship between their personal, socio-psychological characteristics and organizational characteristics of VHSE Agricultural teachers with their job perception and job performance level, to identify the problems while performing their job and to suggest the effective teaching strategies of VHSE system. The study was conducted among selected 120 VHSE agricultural teachers from three zones of Kerala.

On the basis of the objectives of the research work a list of twenty-five independent variables were selected and sent to fifteen professors from various institution for ratting the variables according to the suitableness for the study. The selected final variables were age, gender, rural-urban background, job experience, training, annual income, information seeking behavior, workload, scientific orientation, achievement motivation, attitude towards job, organizational commitment, job involvement and organizational climate.

5.1 SALIENT FINDINGS OF THE STUDY

1. Majority of the respondents (95.83%) were in middle age group whereas 4.17 per cent of the respondents were in young age group and no one were in old age group.
2. It was revealed that majority of the respondents were female (72.50%) whereas only 27.50 per cent of the respondents were male.
3. It was found that 44.17 per cent of the respondents belonged to urban background and 55.83 per cent of them were in rural background.

4. It was observed that 26.67 per cent of the respondents had a bachelor degree, more than half (59.17%) of them possessed master degree and only 14.16 per cent had PhD degree as their education level.
5. Most of the respondents (76%) were having 8 to 14 years (average) of job experience whereas 10 per cent had less job experience (1 to 7 years) and only 14 per cent of the respondents having high job experience (15 to 21 years).
6. It was found that half of the respondents (55.83%) had undergone through a low-term (3-13 days) training whereas rest of the respondents 31.67 per cent and 12.50 per cent had experienced average (14-24 days) and high-term (25-36 days) training correspondingly.
7. In case of their annual income, finding showed that 49 per cent of the respondents were in low (<6 lakhs) category of annual income, whereas 44 per cent and 7 per cent of the respondents were in medium (6-7.49 lakhs) and high (>7.49 lakhs) category of annual income respectively.
8. Regarding the information seeking behavior it was found that 50.83 per cent of the respondents were in medium category of information seeking behavior while 49.17 per cent of them were in low category and none of the respondents belonged to high information seeking category.
9. It was revealed that 43 per cent of the respondents had light workload view accompanied by average (42%) and heavy (15%) workload. It concluded that most of the respondents viewed their workload as light and average accompanied by heavy workload.
10. The allocation of the respondents based on their achievement motivation disclosed that more than half of the respondents (60.83%) were in medium category and 39.17 per cent of them were in high level of achievement motivation.
11. Majority of the respondents (81%) were in high level of scientific orientation and remaining 18.33 per cent were in medium level of scientific orientation.

12. More than half (66.67%) of the respondents had a most favorable attitude towards their job whereas 28.33 per cent had a favorable attitude and 5 per cent had unfavorable attitude towards job.
13. The distribution of the respondents regarding their organizational commitment showed that majority of the respondents (81.67%) were highly committed towards organization and remaining 18.33 per cent had average organizational commitment.
14. It was clearly observed that majority of the respondents (72.50%) had a medium level of job involvement whereas 3.33 per cent and 24.17 per cent of the respondents had a low and high level of job involvement respectively.
15. More than half (60%) of the respondents were in good organizational climate and 40 per cent were in average organizational climate.
16. Majority of the respondents (95%) had a high level of job perception and remaining 5 per cent had a medium level of job perception.
17. It was observed that seven factors contributing to job perception, those were academic role, motivational role, management by objectives, management information system, career counseling, readiness to support others and extra-curricular activities.
18. It was found that half of the respondents (50 %) had a high level of job performance whereas remaining 5 per cent and 45 per cent had a low and medium level of perception respectively.
19. Three factors were revealed from the factor analysis namely, teaching skill, communication skill and knowledge management ability of teachers that contributing to their job performance level.
20. The correlation coefficient between the independent variables and the job perception revealed that training and scientific orientation had a positively significant relation with job perception and workload had a negatively significant relationship.
21. The correlation coefficient between the independent variables and the job performance revealed that training, organizational climate, and scientific

orientation had a positively significant relationship with job performance and age had shown a negatively significant relationship.

22. The major problems encountered by the VHSE Agricultural teachers were low academic profile of the students, lack of practical oriented capacity building programmes, lack of opportunities for students to interact with farm communities and agri-preneurs, lack of curriculum as per the requirements of agriculture scenario of Kerala and job opportunities.
23. The suggestions by teachers for the effective teaching strategies include awareness creation among public, students and parents about VHSE and its scope, conduct capacity building programmes to the teachers for upgradation of knowledge and information, providing various kinds of training, curriculum amendment, providing good infrastructural facilities and accommodation to teachers, entrepreneurship development programme, regular conduct of monthly conferences and meetings, providing internet facilities and adequate library facilities.
24. The study suggests an effective teaching strategy for VHSE Agricultural teachers of Kerala through their better job perception and job performance which could be achieved by creating more awareness about their academic and motivational roles, efficient management by objective (MBO) and management information system (MIS), career counselling to students, more involvement of teachers in extracurricular activities and readiness to support each other. The study also suggests to impart capacity building programmes to VHSE Agricultural teachers to enhance their communication skill, teaching skill and knowledge management skill to improve their job performance.

5.2 SUGGESTIONS FOR FUTURE RESEARCH

i. Since this study was limited to only VHSE Agricultural teachers of the schools, a comparative or similar investigation can be performed by considering other teachers and members of the school.

ii. More research could be done by considering various organizations such as bank, NGO, input production companies, private companies, any government organization. It will be helpful for identifying more factors involving in the job perception, job performance, and their organization climate.

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ABSTRACT

PERFORMANCE ANALYSIS OF VHSE AGRICULTURAL TEACHERS IN KERALA

by

CHHANDA CHARANA MAHANANDA

(2017-11-115)

ABSTRACT

Submitted in partial fulfilment of the

requirement for the degree of

MASTER OF SCIENCE IN AGRICULTURE

Faculty of Agriculture

Kerala Agricultural University, Thrissur

DEPARTMENT OF AGRICULTURAL EXTENSION

COLLEGE OF AGRICULTURE

VELLAYANI, THIRUVANANTHAPURAM-695 522

KERALA, INDIA

2019

ABSTRACT

The present study entitled "Performance analysis of VHSE Agricultural Teachers in Kerala" was conducted in three zones of Kerala during the academic year 2017-2019 to know the personal, socio-psychological characteristics of VHSE Teachers and organizational characteristics of VHSE, to analyze their job perception & job performance, to find out the relationship between their personal, socio-psychological characteristics and organizational characteristics of VHSE teachers with their job perception and job performance level, to identify the problems while performing their job and to suggest the effective teaching strategies of VHSE system. The study was conducted among selected 120 VHSE agricultural teachers from three zones of Kerala namely, Northern zone, Central zone and Southern zone.

A structured interview schedule was prepared for data collection concerning the objectives of the study and statistical tools such as frequency, percentage, correlation and factor analysis were used.

The results of the study revealed that majority of the teachers (95.83%) belonged to the middle age group category and 72.5 per cent of them were females. More than half (56%) of the teachers belonged to the rural background and 59.17 per cent of teachers were having a master's educational qualification. Furthermore, 49 per cent of the teachers have low (<6 lakhs) annual income and majority of the teachers (76%) belonged to the average (8-14 years) job experience category. However, more than half (55.83%) of teachers belonged to a low-trained (3-13 days) group, 50.83 per cent of the teachers were under medium information-seeking behaviour, 43 per cent had a high workload perspective, more than half (60.83%) of teachers had a medium achievement motivation and majority of the teachers (81.67%) were under a high scientific orientation category. It was also observed that 66.67 per cent of teachers had the most favorable attitude towards their job, 81.67 per cent and 72.50 per cent of teachers belonged to high organizational commitment and medium job involvement category respectively.

It was also observed that 60 per cent of the teachers felt that their schools had a good organizational climate. The study revealed that 95 per cent of teachers had high job perception and half of the teachers (50%) had high level of job performance. The factor analysis of job perception revealed that seven factors (69.55% cumulative variance) contributing to the job perception of teachers namely; academic role, motivational role, management by objective (MBO), management information system (MIS), career counselling, readiness to support others and extra-curricular activities. Factor analysis also revealed that three factors (62.21% cumulative variance) contributing to the job performance were teaching skill, communication skill, and knowledge management.

The results of the correlation analysis revealed that training and scientific orientation had a positive and significant correlation with job perception at 5% level of significance whereas workload was negatively correlated at 1% level of significance. Likewise, training and scientific orientation had a positive and significant relationship with job performance at 1% and organizational climate at 5% level of significance. Age on the other hand had a negative correlation with job performance at 5% level of significance.

The major problems encountered by the teachers were low academic profile of the students (Rank 1), lack of practical oriented capacity building programmes (Rank 2), lack of opportunities for students to interact with farm communities and agripreneurs (Rank3), lack of curriculum as per the requirements of agriculture scenario of Kerala and job opportunities (Rank 4). The suggestions by teachers for the effective teaching strategies include awareness creation among public, students and parents about VHSE and its scope, conduct capacity building programmes to the teachers for upgradation of knowledge and information, providing various kinds of training, curriculum amendment, providing good infrastructural facilities and accommodation to teachers, organizing entrepreneurship development programme, regular conduct of monthly conferences and meetings, providing internet facilities and adequate library facilities.

The study suggests an effective teaching strategy for VHSE teachers of Kerala through their better job perception and job performance which could be achieved by creating more awareness about their academic and motivational roles, efficient management by objective (MBO) and management information system (MIS), career counselling to students, more involvement of teachers in extracurricular activities and readiness to support each other. The study also suggesting the need for capacity building programmes to VHSE teachers to enhance their communication skill, teaching skill and knowledge management skill to improve their job performance.

APPENDICES

KERALA AGRICULTURAL UNIVERSITY
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Date: 03-10-2018

Sir/Madam,

Mr. Chhanda charana Mahananda (Ad. No. 2017-11-115), the post graduate student in the Department of Agricultural Extension, College of Agriculture, Vellayani is undertaking a research study entitled "Performance analysis of VHSE Agricultural teachers in Kerala." as part of his research work. Variables supposed to have close association with the study have been identified after extensive review of literature.

Considering your vast experience and knowledge on the subject, I request you to kindly spare some of your valuable time for examining the variables critically as a judge to rate the relevancy of them. Kindly return the list duly filled at the earliest in the self-addressed stamped envelope enclosed with this letter.

Thanking you

Yours faithfully

Dr. N. Kishore Kumar

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OBJECTIVES OF THE STUDY

To know the personal, socio-psychological characteristics of VHSE teachers and organizational characteristics of VHSE, to analyze the job perception & job performance of the VHSE teachers, to find out the relationship between personal, socio-psychological and organizational characteristic of VHSE teachers with their job perception & job performance level, to identify the problems of VHSE teacher and to suggest the effective teaching strategies of VHSE system.

Table showing variables taken for the study

Variables are given in bold cases and their respective meaning is explained for easy understanding of intended meaning. You may please rate the statement with a tick mark in the appropriate column against the statement with special reference to its importance to meet the objectives of the study

Sl. no.	Variable	Operational definition	Relevancy rating (R - relevant)				
			Most R	More R	R	Less R	Least R
1.	**Gender**	Biological distinction of the respondents either male or female.					
2.	**Age**	The number of years completed by the respondent at the time of enquiry was considered as his/her age for the study.					
3.	**Education**	Education level of teachers was operationalized as the extent of formal education individual possessed in terms of degree.					
4.	**Family size**	Family size refers to the number of members (male and female) living in a teacher's family.					
5.	**Annual income**	Annual income of the teacher's family was worked out by taking into account of the income from main occupation as well as from subsidiary during the previous year.					
6.	**Rural- urban background**	Whether the respondent belong to rural area or urban area.					
7.	**Job experience**	The number of years completed in the present position was considered.					
8.	**Training received**	The variable 'training received' was operationalised as number of days of training received by respondents from the time of initial recruitment.					

9.	**workload**	It is the degree to which the respondents have comprehended the nature and quantum of work and its relation to the quality of their performance.					
10.	**Achievement motivation**	It is operationalised as the value associated with an individual that drives him to excel in his activities to attain a sense of personal accomplishment.					
11.	**Aspiration**	It was defined as the level of future performance in a familiar task, which an individual after knowing the level of past performance in his task, explicitly undertook to reach.					
12.	**Competition orientation**	It is referred to the degree to which an individual is inclined to use competition method in teaching and other related tasks.					
13.	**Scientific orientation**	It is referred to the degree to which an individual is inclined to use scientific method in teaching and decision-making.					
14.	**Information seeking behaviour**	It refers to the expressed opinion of the teachers on the frequency, extent and usefulness of different information sources from which they gather technical information and the use of different sources with respect to reading habit, listening habit and viewing habit.					
15.	**Job involvement**	This variable was operationalized as the degree to which a person identifies himself psychologically with his work or the importance of work in his total self-image					
16.	**Organizational climate**	it was operationalized as the individuals' perception with respect to the organizational procedures, policies and practices.					
17.	**Morale**	It was defined as a mental condition or attitude of individuals and groups which determines their willingness to co-operate.					
18.	**Organizational commitment**	It was operationalized as the degree to which an individual is					

		committed to organizational goals and objectives.					
19.	**Personal importance**	It is the degree to which a job incumbent feels that he/she is Making significant and appreciable contribution to the attainment of organizational goals.					
20.	**Attitude towards job**	It was operationalized as the degree of favorable or unfavorable opinion / feeling towards teaching perceived by the VHSE Agricultural teachers.					
21.	**Awards/ Recognition received**	It refers to the awards/ recognition received by the teachers.					
22.	**Economic Orientation**	Economic orientation was operationalised as the degree to which the respondent is oriented towards profit maximization and the relative value placed by him/her on economic ends.					
23.	**Mass media participation**	It was operationalized as the extent to which the respondents exposed themselves to radio, television, print and other mass media communication.					
24.	**Rural experience**	Experience in the rural areas is referred to the years of experience put in by an individual teacher in teaching activities.					
25.	**Participation in training programme**	It is the degree of teachers' participation in training programmes in both national and international level.					
26.							
27.	**If Any other please mention**						
28.							
29.							
30.							
31.							
32.							
33.							
34.							

35.							
36.							

KERALA AGRICULTURAL UNIVERSITY
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Thiruvananthapuram

"Performance analysis of VHSE Agricultural teachers in kerala"

PART-A (Personal Variables)

1. **Name:**

2. **Sex: Male ( ) Female ( )**

3. **Age : ( ) year**

4. **Rural-Urban background**

Please mark (√) at the one appropriate to you:

Rural	
Urban	

5. **Education**

Sl. No.	Categories	Response
1.	School(HSS/VHSS)	
2.	B.Sc. (agriculture, horticulture, forestry, other)	
3.	M.Sc. ( )	
4.	Ph.D.	
5.	If any other(Diploma), specify	

6. **Job experience**

Experience in Teaching/Extension (Years)_____.

SOCIO-ECONOMIC VARIABLES

7. **Annual income**

Sl. No.	Source of Income	In Rupees
1.	From main occupation	
2.	From subsidiary occupation	
3.	Total	

PART-B (PSYCHOLOGICAL VARIABLES)

8. **Information seeking behavior**

Name of the information Source	Participation Frequency			Extent of information			Usefulness of information		
	Regular	Occasional	Never	Fully information	Partial information	Little information	Very useful	Useful	Little useful
Newspaper									
Farm Magazines									
Scientific Journals									
Radio									
Television									
WhatsApp									
Facebook									
Mobile app									
Online subscription									

9. Training undergone

Sl.No.	Name of training programme	Place Of Training	Date and year	Duration (No. of days)
1.				
2.				
3.				
4.				
5.				
6.				

10. Perceived work load

Statements listed below represent your perceived work load. Please indicate your opinion by ticking (√) the one appropriate to your from among the alternatives given for each of the following statements.

Sl.No.	Statements	Strongly agree	Agree	Un decided	Disagree	Strongly disagree
1.	I feel busy or rushed					
2.	I feel pressured, tensed, exhausted, and burned out					
3.	I feel it makes me ineffective in the classroom since I scarcely have time to prepare my lessons					
4.	I feel that it reduces my time to supervise and advise my students					

11. Achievement motivation (urge for excellence)

Please indicate what you are feeling about the following statements by indicating the degree of your agreement or disagreement by marking Tick (√) mark against each statement in appropriate column.

Sl. No.	Statements	Strongly Agree	Agree	Un decided	Disagree	Strongly Disagree
1.	One should enjoy work as much as play.					
2.	One should work hard at everything until he is satisfied with the result.					
3.	One should succeed in his occupation even if one has been neglected by his family.					
4.	One should have determination and driving ambition to achieve certain things in life.					
5.	Work should come first even if one cannot get result.					
6.	One should concentrate to achieve determined school goal even if own personal interest is in danger.					
7.	One should set difficult goals for oneself and try to reach them.					

12. Scientific orientation

Please indicate your choice among three alternatives for each of the following statements:

Sl. No.	Statements	Agree	Un decided	Disagree
1.	New methods of teaching give better results to the students than the old method.			
2.---	Old Lecture is still the best way even today.			

3.	Even a teacher with lot of experience should use new methods in teaching.			
4.	Though using audio-visual aids require more facilities, but it is worth the efforts.			
5.	A good teacher experience with new ideas with new teaching method.			
6.	Traditional methods of teaching have to be changed in order to raise the level of a student.			

13. Organizational climate

Please provide your response against each Statement

Sl. No.	Statements	Strongly Agree	Agree	Un decided	Dis agree	Strongly disagree
1.----	In the school there are many rules, policies, procedures and practices to which I have to follow rather than being able to work as you see fit.					
2.	I can make decisions and solve problems without checking with supervisors in each step of the work.					
3.	The school setting goals and communicating these goals to its members for quality and outstanding production					
4.	As need for leadership arise, members feel free to take leadership roles and are rewarded for successful leadership.					
5.	Things are well organized and goals					

	are clearly defined than being disorderly, confused or messy.					
6.	Friendliness is a valued norm in the school that you can trust one another and other support to one another.					
7.	The school consider good works of members and doesn't ignore or punish if anything is wrong.					

14. Attitude towards Teaching

Please indicate your attitude in the appropriate column:

SA= Strongly Agree, A= Agree, UD= Undecided, DA= Disagree,

SDA= Strongly Disagree.

Sl. No.	Statements	SA	A	UD	DA	SDA
1.	I find real enjoyment in my work since it is very interesting.					
2.-----	I feel that other jobs are more interesting than the work I am doing.					
3.	The work I am doing is best and I would not change my job for another.					
4.-----	Most of the time I have to force myself to go on with work.					
5.-----	I definitely dislike my job					
6.	This work gives me an opportunity to express myself.					
7.-----	This work does not require any creative ability at all					

15. Organizational commitment

Listed below are a series of statements that represent possible feelings that you might have about your school. With respect to your own feelings about the school please indicate the degree of agreement or disagreement with each statement by making Tick (√) under the appropriate response category.

Sl. No.	Statements	Strongly Agree	Agree	Un decided	Disagree	Strongly disagree
1.	I am willing to put a great deal of effort beyond what is normally expected in order to help the school to be successful					
2.	I praise up the school to my friends as a great organization to work for.					
3.	I feel so much loyalty to the school.					
4.	I would accept almost any type of job assignment in order to keep working for this school					
5.	I find that my values and the values of the school are similar.					
6.	I am proud to tell others that I am part of this school					
7.	This school really inspires the very best in me in the way of job performance					
8.	I am extremely glad that I choose this school to work over others I was considering at the time of joining.					

9.	I really care about the fate and image of this school.					
10.	For me this is the best of all possible organizations for which to work so, I will act to build its image.					
11.	Deciding to work for the school was definite.					
12.--------	Often, I find it difficult to agree with the school policies on important matters relating to its employees.					
13.------	I could just as well be working for a different organization as long as the type of work is similar.					
14.------	It could take a very little change in my present circumstances to cause me to leave the school.					
15.----	There is not too much to be gained by sticking to the school.					

16. Job involvement:

Please indicate your degree of agreement or disagreement to the following statements based on your experience.

Sl. No.	Statements	Strongly Agree	Agree	Un decided	Disagree	Strongly disagree
1.	I shall stay overtime to finish a job even if I am not paid for it.					
2.	We can measure a person pretty well by how good job he does.					
3.	The major satisfaction in me comes from my job.					
4.	For me, mornings at work					

	really go off quickly.					
5.	Most important thing that happens to me is to involve in my work.					
6.	I usually go for work a little early to get things ready.					
7.	Sometimes I keep myself awake at night preparing ahead to the next day work.					
8.	I would keep working even if I do not get the money.					
9.	I feel depressed when I fail at something connected with my work.					
10.	I am really a perfectionist about my work					
11.-----	I have other activities more important than my work.					
12.	I live, eat and breath for my job.					
13.-----	Quite often I feel like staying at home instead of going for work.					
14.-----	To me work is only a small type of work.					
15.	I am very much personally involved in my work.					
16.----	I avoid taking extra duties and responsibilities in my work.					
17.----	I used to care more about my work but now other things are important to me.					
18.-------	Most things in my life are more important than my work.					
19.	Sometimes I would like to kick myself for the mistakes, I make in my work.					

PART-C (DEPENDENT VARIABLES)

1. Job perception

The following are the items relating to your perception of job. You are requested to read each statement, understand them clearly and indicate how you perceive your job by putting a tick (√) marks against the appropriate response category ie; Very important, Important, Less important, Least important and Not important.

Operational definition: **Job perception refers to a person's indication of what he feels important to do with reference to any idea or statement presented to him about his job**

Sl.No.	Statements	Very Imp. (5)	Important (4)	Less Imp. (3)	Least Imp. (2)	Not Imp. (1)
1.	Preparing and distributing the quality study/ reference material, e-notes for the courses as per the syllabus.					
2.	Voluntarily come forward to support each other at the time of crisis.					
3.	Conducting the examination, evaluating the answer sheets of the students and declaring the results as per the schedule developed by the school.					
4.	Contribute in the planning and development of a high-quality curriculum.					
5.	Maintaining records to monitor student progress and achievement.					
6.	Expectation from Teachers in preparation of curriculum, development of question papers, administration duties and evaluation are set forth in advance					
7.	Involving in sports and other extra-curricular activities in the school.					
8.	Teachers are very well informed in advance regarding their duties and responsibility in preparation of curriculum, development of question papers, administration duties and evaluation.					

9.	Encourage student-teacher and student-student interaction.					
10.	Preparation of course-wise teaching aids and manuals in advance as per the syllabus.					
11.	Motivating the students for enhancing their leadership skill, communication skill etc. and help them to equip to be better persons.					
12.	Maintaining office records and information files up-to-date and submitting the reports to the higher authorities on time.					
13.	Attending regularly the staff meeting conducted by the school.					
14.	Actively participate in academic activities.					
15.	Regularly informing the students about their progress and conscientize them regarding the opportunities ahead					
16.	Students with learning disabilities, family problems etc. are identified and given proper guidance					
17.	Obtaining feedback from students about the class for improving the teaching quality.					
18.	Working with rural youth to promote agriculture development.					
19.	Promoting the interest of student in the field of agriculture.					
20.	Guiding and counseling the students with particular reference to the study syllabus.					
21.	Developing an overall programme of study based on the needs of student.					
22.	Conducting special classes for academically poor students.					
23.	Plan all academic and nonacademic activities as per the set calendar of activities to complete on time for effective time management.					
24.	Providing follow-up to teaching by giving assignments.					
25.	Conducting classes in the Training Institutes.					

2. Job performance

Given below are the items relating to your job performance. You are requested to rate your actual performance for each activity on 3 points continuums by putting a tick mark in the appropriate column.

1. ME: More efficient 2. E: Efficient 3. LE: Less Efficient

Sl. No.	Statements	M. E	E	LE
1.	I use data to plan appropriate curricula, implement instructional strategies, and use resources to promote learning for all students.			
2.	I promote student learning by addressing individual learning differences and by using effective instructional strategies.			
3.	I analyze assessment data to measure student progress and guide immediate and long-range instruction.			
4.	I provide a well-managed, safe student-centered environment that is academically challenging.			
5.	I communicate effectively with students, staff, parents, and the community.			
6.	I maintain a professional personality, engage in activities for professional knowledge development, show a curriculum knowledge and contribute to the profession.			
7.	My job of teaching results in acceptable, measurable and student progress.			

3. Problems faced by teachers

Listed below are some statements which are likely to interfere in improving your job performance. Indicate the degree to which they act as problems/constraints with respect to your job.

Sl. No.	Items	Lesser extent	Greater extent	Not at all
1.	Poor library facilities and lack of availability of adequate books in school.			
2.	Lack of curriculum as per the requirements of agriculture scenario of Kerala and job opportunities.			
3.	low academic profile of students			
4.	Lack of opportunities for students to meet and interact with farm communities and agripreneurs.			
5.	Negative attitude of students towards learning			
6.	Lack of practical oriented capacity building programmes as for teachers			
7.	Lack of appropriate laboratory facilities.			
8.	lack of facilities, fund and supporting staff for field visit and field work.			
9.	Lack of proper office accommodation, and infrastructure			
10.	Poor Public Perception towards VHSE and Lack of Parental Support			
11.	Less employment opportunities for students			
12.	Lack of opportunity for upgrading knowledge			
13.	Limited and unstable Internet facility			
14.	Now a days the govt has implemented NSQF. So, two categories of students from same department - students with NSQF certificate n without that certificate. This discrimination is not good and also negatively impacting on teaching and on students.			
15.	Improper/misbehavior from students			
16.	Unfavorable teacher-student ratio.			
17.	Offering more than one course at a time.			
18.	Lack of adequate supporting staff.			

19.	Lack of motivation or encouragement or recognition.			
20.	Lack of transport facility for organizing outdoor learning situation.			
21.	Limited scope for using Audio-visual aids in classroom teaching.			
22.	Lack of area/field for conducting field work			
23.	Immense workload on teachers			
24.	Lack of teamwork, empathy and mutual among the between students			
25.	Less promotion opportunity for teachers			
26.	Imbalance in personal life and school work due to lack of weekend.			

27. Suggestions for <u>OVERCOMING THE PROBLEMS</u> and <u>EFFECTIVE TEACHING ENVIRONMENT</u> for the school:

I. _____.

II. _____.

III. _____.

IV. _____.

V. _____.

VI. _____.

VII. _____.

VIII. _____.