

selected purposively. Out of 230 men teachers in Pattukkottai and 194 in Madukkur Panchayat unions, 120 teachers were selected by proportionate sampling procedure. Both interview schedule and observational technique were employed to collect the required data. The interview schedule was pre-tested for its validity and reliability before it was used among the sample. The data collected were then analysed statistically using percentage analysis, chi-square test of significance and Pearson product moment coefficient of correlation analysis.

For constructing the interest index seven items were taken into consideration, *viz.*, (i) farming experience, (ii) involvement in agriculture, (iii) media participation, (iv) frequency of contact with extension agency, (v) media awareness, (vi) stage of adoption and (vii) subscribing to agricultural magazines. Scores were assigned for each of the above items and the total score obtained by a respondent was worked out. Based on the total scores obtained, the respondents were classified into three categories *viz.*, low interest = upto 8 scores; medium interest = 9-16 scores and high interest = 17-24 scores.

Three roles, *viz.*, communicator, organiser and spokesman were identified based on the discussion with the spe-

cialist in the subject and field extension agencies and which are likely to be played by the village school teachers more often. For categorising certain items said above were considered in consultation with the specialists and score values were given to each of the items. Based on the total scores obtained, the respondents were classified into four categories as non-performer. The interest of the teacher was correlated with the performance of the different roles by them.

## RESULTS AND DISCUSSION

In the sample of 120 respondents, seventy per cent were teachers having lands and doing farming and thirty per cent did not possess any land.

### Degree of interest of teachers in agriculture.

The degree of interest of the teachers was found to vary. Out of the total respondents, 43 per cent was found to possess medium interest, 39 per cent high interest and 18 per cent had low interest.

It may be observed from Table 1 that teacher cum farmer evinces high degree of interest in agriculture where as non-farmer teachers show only low degree of interest. Such a relationship was also found statistically significant.



TABLE 1. Degree of interest between teacher categories

Teacher category	Low		Medium		High		Total
	No.	%	No.	%	No.	%	No.
Teacher farmer (Teacher with land)	—	—	37	44	47	56	84
Non-farmer teacher (Landless teacher)	21	58	15	42	—	—	36
Total	21	58	52	86	47	56	120

**Interest vs Role Performance:**

People may vary in their interest towards farming due to different reasons. In order to find out whether the varia-

tion in their interest was due to the extent they play the selected roles, these two factors were correlated and the results are given in Table-2.

TABLE 2. Interest vs of roles performance

Role performance	Degree of interest	Low %	Medium %	High %	Statistic
<b>R<sub>1</sub>-Communicator :</b>					
Non-performer		68	16	16	$r = +0.90$
Low "		63	31	6	Sig. at 1% level
Medium "		12	54	34	
High "		—	36	64	
<b>R<sub>2</sub>-Organiser :</b>					
Non-performer		41	48	11	$r = +0.46$
Low "		20	43	37	Sig. at 1% level
Medium "		—	44	56	
High "		—	22	78	
<b>R<sub>3</sub>-Spokesman :</b>					
Performer		9	46	45	$X^2 = 31.08$
Non-performer		60	30	10	Sig. at 1% level



It may be observed from the data in Table 2 that majority of non-performers and low performers of the 3 rules had low interest, whereas medium performers had medium interest and high performers, high interest. The interdependence of the degree of interest and the extent of role performance was also established by the highly significant values of the statistical tests. Thus it can be inferred that those who show sufficient interest in the modern agriculture are likely to play the leadership roles also.

With a view to find out whether the personal attributes like age education, farming experience, social participation and media participation of the teachers influenced their interest, this was studied and the results are set out in Table 3.

The results reveal that there is association between the interest and the teachers characteristics like experience in farming, social participation and media participation. Age and education have not influenced the interest of the respondents in agriculture (Table 3).

TABLE 3. Interest vs socio-personal characters

Degree of interest	Low %	Medium %	High %	Chi-square value
<b>Socio personal characteristics</b>				
<b>Age</b>				
Young	16	44	40	X <sup>2</sup> =4.05 NS
Middle	12	44	44	
Old	28	33	39	
<b>Education</b>				
Higher grade	5	50	45	X <sup>2</sup> =6.12 NS
Sec. Grade	23	41	36	
BT trained	34	33	33	
<b>Farming experience</b>				
Non-experienced	53	47	—	X <sup>2</sup> =29.10 Sig. at 1% level
Low experienced	11	52	34	
Medium "	—	30	70	
High "	—	55	45	
<b>Social participation</b>				
Low	40	48	12	X <sup>2</sup> =38.64 Sig. at 1% level
Medium	3	40	57	
High	34	33	33	
<b>Media participation</b>				
Low	44	52	4	X <sup>2</sup> =34.61 Sig. at 1% level
Medium	13	49	38	
High	—	17	83	



It may be concluded that village school teachers who own lands are interested in scientific agriculture and because of this interest they can act as local leaders. So if these village school teachers are involved in the extension programmes by the extension workers, then more number of farmers in the villages can be influenced to adopt scientific agriculture.

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