

**MOTIVATIONAL SOURCES OF TRAINING****Dr. Dilip Kumar Trivedi<sup>1\*</sup>****<sup>1</sup>Associate Professor, Department of Agriculture Extension Education S.P.R.S. Govt. College, Sawaimadhopur, Rajasthan, India****Received: 05-01-2018 / Revised: 28-01-2018 / Accepted: 16-02-2018****Corresponding author: Dr. Dilip Kumar Trivedi****Conflict of interest: Nil****Abstract**

Research on inspiration has drawn in scholar and corporate elements throughout the course of recent many years. In the current review, creators have surveyed the extraordinary writing to separate all potential elements of inspiration, in a roundabout way affecting inspiration strategies. This has inspected the multidimensionality of inspiration from the current writing and presented a calculated system in light of it, and it is capable that different inspiration methods (examined in this review) are decidedly affecting both representative fulfilment and the nature of execution in the association; in any case, the model should be approved utilizing quantitative measures. To concentrate on the different issues featured in this paper connected with worker inspiration, a huge collection of writing primarily from various diaries have been consolidated. To make the concentrate more current just those reviews were incorporated which were distributed over the most recent twenty years. In past exploration papers not many elements of inspiration were utilized to make sense of the various models inspiration hypothesis which has direct effect on representative inspiration. The oddity of this study lies in its hypothetical system where creators have made an endeavor to concoct a build having aspects that straightforwardly or in a roundabout way impacts representative inspiration. Knowles (1959) mentioned some of the motivating forces for adults in terms of incentives for learning as people want to gain personal prestige, improve appearance and popularity.

**Keywords:** Inspiration, Motivation, Awareness, Attitude.

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**Introduction**

Preparing alludes to unique abilities, capacities and information that are expected to play out a particular work well. After the preparation, execution when estimated shows that preparing helps in legitimate usage of assets; that further assists workers with accomplishing authoritative as well as private objectives. Preparation phases guarantees the efficiency of the representatives. Persistent learning is one of the most outstanding method of inspiration to the workers of an association. There are

two sorts of inspiration for example outward inspiration and inborn inspiration. The two sorts of inspiration influence individual execution. Prizes as remuneration, rewards influence outward inspiration while verbal appreciation influences inborn inspiration. Associations frequently measure real hierarchical execution (AOP) and contrast it and anticipated authoritative execution (EOP). On the off chance that AOP is not exactly

EOP then hole among AOP and EOP is known as execution hole.

### Case study

Dubey (1961) reported that VLWB, Agricultural Extension officers, neighbours and relatives were most sought persons in almost all villages for source of information for improved farm practices.

Rahim (1961) indicated that villagers are influenced more by the progressive farmers and by friends than by relatives. Impersonal source of information were much more important at the awareness stage while informal personal sources (agency personal) were most important at the trial stage.

Bose (1965) observed that farmers come to know about innovation from the progressive farmers of their caste and from other experienced farmers.

Singh and Jha (1965) stated that non-institutional source of information rated high over institutionalized sources in the initial stages of adoption, whereas the institutionalized source in the advanced stages of adoption. Comparatively, the non-institutionalized preferred at the awareness, interest sources and evaluation were stages whereas, institutionalized sources were preferred at trial and adoption stages. The VLW was considered to be the most important source of information at all stages of adoption as having ready access to farmers only in the case of evaluation and trial stages. There was a tendency on the part of farmers to seek advice of technical specialists. The agriculture College was looked up for more technical and advanced knowledge. The order of preference was VLW, Agriculture College and AEOS of the non-institutionalized sources. neighbours, relatives, friends and village leaders were used in order of preference as source of information. Among media. The

demonstration was the best followed by exhibition and film show.

Sinha and Prasad (1966) reported that neighbours were the most important single source for providing information about hybrid maize and chemical fertilizers. first In the third an international conference on adult education, it was recommended that people should be attracted to the training programme by involving agencies like the rural farm and home units of the All India Radio, Panchayats, Cooperatives, Agricultural Extension Agencies etc. The production-oriented course will serve as a motivating factor for the people (Anonymous, 1967).

Galundia (1967) found that the farmers used the local sources of information rather than cosmopolite sources for getting information. According to him an important source of information at the awareness stage was the VLW where as friends and relatives ranked very low in order of importance.. It was further observed that mass contact methods were more important at awareness and interest stage but individual contact methods are most important at evaluation and trial stage. He pointed out that people try innovations on small scale before adopting the innovations. According to Ducan (1971) voluntary agencies, through organisational motive, is to help people develop to the fullest of their potential, socially, mentally and economically, thus living their lives to the most satisfying extent.

It is much easier to motivate an individual by making him a member of group situation, than to motivate the group as a whole, because there is not necessarily be one single underlying motive for all. A person can never be motivated if these are even threatend, damaged or ridiculed.

Rajaguru and Satapathy (1971) reported that university extension education services and neighbours of the farmers were most effective sources in disseminating useful informations, while BDOS took no part at any stage of the adoption process.

Ramchandran et al. (1979) reported that the source utilization of farmers at the stages of adoption process revealed that a greater proportion of big farmers utilized.

formal sources like AEO, VEW, specialists and mass media like Radio, folders and Govt. Farms whereas. small farmers by and large used localite interpersonal sources consisting of progressive farmers, neighbours, relatives and friends and to a much lesser degree VLW.

Khajapee and Reddy (1981) reported that the motives of the participants pertain mainly to literacy and functional dimensions. Majority of the participants were self-motivated and motivated by instructors.

Acharji et al. (1983) in a study of five blocks in Bihar concluded that instructors were prime motivators. 86 per cent participants were motivated by them. 5 per cent by supervisors and 4 per cent by friends and relatives.

Kothari (1986) concluded that tribal women joined the TRYSEM programme to fulfil the future needs of the family, where as non-tribal women participated in the TRYSEM programme in order to utilize their free time. She pointed out that economic security is the most important motive behind participation in TRYSEM Programme.

She further reported that Master Craftsman/Master Trainer was the most important source of communication and these sources were also helpful for motivating the trainees for the TRYSEM programme. Mass media such as

newspapers, radio handbills do not play any role for informing the people regarding the programme.

Muthaya (1986) reported that neighbours followed by friends and relatives had contributed to the awareness of all programmes to a large extent in almost all socioeconomic status and sex groups.

Verma (1986) studied that the majority of the respondents got information about IRDP from village leaders, VLW, relatives and friends and the officials of the centre located in the area.

Trivedi (1988) in his study "Farmer's response towards training programmes in Udaipur district" observed that Sarpanch followed by VEW were the source of information for people to attend different training programmes.

Village Extension Worker (VLW) was the most important source of information to the majority of the farmers in gaining the knowledge. This is observed by Pandey (1989).

#### **CONCEPT, DEFINITION AND ATTITUDE OF TRAINEES :**

Allport (1935) defined attitude as a mental and natural state of readiness organised through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related.

Thurstone (1946) defined as the "degree of positive or negative affect associated with a psychological object like symbol, phrase, slogan, person, institution, ideal or ideas towards which people can differ in varying degrees"

Duccan et al. (1954) defined attitude as the verbal expression of one's own opinion, feeling, belief, action and answer to direct questions.

Saxena (1958) observed that a large number (3/4th) of VEW has not developed

any definite attitude towards the training programme. The same was true about their attitude towards extension organisation. 4th from amongst the rest had a negative attitude towards the extension organization. The State Evaluation Committee (1960) on the working of community development programmes in Punjab concluded that the attitude and morale of the extension worker is the key factor which shall make for success in the community development programme.

Beal and Roger (1960) defined attitude as a relatively enduring of positive or negative evaluation, emotional feeling and pro or con tendencies to act physical or social object.

Bajpai (1960) summed up tool that attitude was only a tendency. It indicated how a person likely to react in case of certain hypothetical circumstances. It is preparatory to an indicative of some complete adjustment.

Krech et al. (1962) defined attitude as "an enduring system of three components centring about a single object, the cognitive component, the effect connected with the object and the action tendency" (or) "State or readiness act in a characteristic manner, which predisposes a person to behave in certain ways towards specific objects, persons, ideas, values or situations in the social environment".

Jakhade et al. (1962) found that the attitudes of those farmers of village Rahaun who was convinced to the superiority of farm production plan were favourable. But the attitude of some of the farmers was not favourable because of it but because of available advantage of credit and other services.

Dhillon and Samundri (1965) studied that village level workers in general had a slightly favourable attitude towards the programme of community development.

Singh (1966) reported that respondents were having very unfavourable attitude towards major aspects of farm production plan and it was positively correlated with social participation and economic status of the people.

According to Bernard (1967) the behaviour which we define as attitudinal or attitude is certain observable set organism or relative tendency. Preparatory to an indicative of more complete adjustment.

Singh (1967) found that farmer's attitude towards different aspects of package programme influenced significantly their level of adoption of package of practices recommended in the programme.

Sharma (1974) reported that only 18.33 per cent of the villagers were having a relatively more favourable attitude towards applied nutrition programme. 20 per cent of them were found to have only a little favourable attitude and majority of them (61.67%) were found to have moderately favourable attitude towards applied nutrition programme.

Ghakar and Gangwar (1975) found that all the 46 farmers a positive attitude towards borrowing from showed co-operatives for productive purposes. But of these, nearly 25 per cent of the farmers were interested in borrowing for unproductive purposes viz., marriages and other social needs. Nearly 25 per cent of the farmers were not interested in borrowing due to complicated landing procedures cooperatives. of

Das et al. (1980) in their study on "Food and nutrition programme an attitude study" pointed out that the respondents had highly favourable attitudes towards nutrition on education programmes.

Bose (1981) "The people should view the programme as their own programme and not as the governmental programme". He studied the attitude of people about one of

the Integrated Child Development Scheme (ICDS) Projects in which he posed a number of questions, one concerning the programme. Whether it was wanted by the people or imposed?

### CONCLUSION

Inspiration depends on development needs. Preparing is an inner motor, and its advantages appear over a significant stretch of time. Since a definitive prize in self-improvement is the inspiration and a prepared and persuaded representative is a resource for an association. The best way to rouse a representative is to give him trying work for which he can take on the obligation. Human inspiration is so mind-boggling and significant, that fruitful the board improvement for the following century should incorporate hypothetical and functional instruction about the sorts of inspiration, their sources, their impacts on execution, and their defenselessness to different impacts. The organization's in general effectiveness will decline by undeveloped representatives. Supervisors

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might try and have to employ extra workers to finish responsibilities that weren't possible by the current power. Preparing - An inspirational device. It has been found through this paper, labourers who are thoroughly prepared, who feel tested, who have an open door to satisfy their objectives will display exceptionally energetic on their work. They will be missing less often, they will be less leaned to change occupations, and, above all, they will give great outcomes. Inspiration is the key. It is in this way a device that inspires workers to perform better on work. The longing to learn is a person characteristic and consequently differs as indicated by the character of the singular student. Nonetheless, there are steps we can take to move students from basically having the "want to finish the test" to having the "want to learn". Doing so will yield benefits in preparing and incredible skill. To be an effective supervisor one should be a coach first, who persuades representatives to increment efficiency.

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