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Comparative study on qualitative attributes of faculty members of affiliated and constituent agriculture colleges

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Abstract

Education plays an important role for the development of individual, community, state and nations too. Agricultural education institutions have a remarkable role in the development of agriculture sector and the effectiveness of higher education is dependent on the quality of teaching offered by its faculty members. In present investigation total 140 respondents were selected for study, of which 50 were from constituent colleges and 90 were from affiliated colleges under Kolhapur region. Data was collected by personally interviewing respondents with the help of specially designed interview schedule. In affiliated colleges Majority of respondents (76.66%) belonged to young age group, more than three fifth (61.11%) had completed post-graduation, more than three fifth (62.22%) having no membership in professional forums/societies, nearly two third (65.55%) not contributed in research, two third (66.66%) had low level of job satisfaction. Whereas, in constituent colleges two third of (66.00%) respondents belonged to middle age group; great majority (82.00%) had completed Doctorate degree, more than two fifth (46.00%) had low membership in different professional forums/societies, nearly three fourth (74.00%) low to medium research contribution, more than two third (68.00%) had medium level of job satisfaction.

Keywords: personal characteristics, professional characteristics, psychological characteristics faculty members

Introduction

The effective teaching -learning process commences from developing superior human resources. Teachers are the leading resources and key to the accomplishment of education process. In view of the national education system, teachers are professional educators with the primary task of educating, teaching, guiding, directing, training, assessing and evaluating students. The performance of teachers is seen as the success of teachers in implementing the tasks and responsibilities, including the ability to achieve the goals and standards stated. Teachers' performance in the implementation of their duties while educators and teachers will show how the planned objectives will be achieved. The job of being an agricultural education instructor is both demanding and challenging. Recently there has been an increasing involvement of affiliated agricultural colleges in education system Therefore, the study was conducted to analyse the personal, professional and psychological characteristics of faculty members of affiliated and constituent colleges.

Objective

To study the personal, professional and psychological characteristics of faculty members of Agriculture Colleges.

Methodology

This study is to identify the personal professional and psychological characteristics of faculty members of affiliated and constituent agriculture colleges. This study was conducted in Kolhapur region. Total 140 faculty members were selected of which 90 were from affiliated Agriculture Colleges and 50 were from constituent Agriculture Colleges. Teachers who possess minimum three year of job experience were selected purposively. Data was collected by personally interviewing respondents with the help of specially designed interview schedule. The simple statistical tools percentage, frequency, mean, standard deviation and range were used to analyse the data.

Results and Discussion

Table 1: Distribution of faculty members according to their personal characteristics

Sr. no	Characteristics	Respondents N= 140			
		Affiliated Colleges		Constituent Colleges	
		Frequency n ₁ = 90	Percentage (%)	Frequency n ₂ = 50	Percentage (%)
1	Age (In years)				
1	Young age (Up to 35 years)	69	76.66	01	02.00
2	Middle age (36-55 years)	20	22.22	33	66.00
3	Old age (Above 55years)	01	01.11	16	32.00
2	Educational Qualification				
1	Graduate	07	07.77	00	00.00
2	Post graduate	55	61.11	09	18.00
3	Doctorate	28	31.11	41	82.00

The results in Table 1 reveals that majority of respondents (76.66%) from affiliated colleges belonged to young age group whereas, two third (66.00%) were belonged to middle age group, these results might be due to early recruitment of staff in constituent colleges as compared to affiliated colleges on permanent basis. These findings were in line with Aimble (2011) [2]. Results in Table 1 also indicates that nearly two

third (61.11%) of the respondents from affiliated colleges had completed post-graduation, whereas large majority of the respondents (82.00%) from constituent colleges had completed doctorate. The probable reason for these results could be eligibility criteria for recruitment in constituent colleges is doctorate and for affiliated colleges there is no compulsion of doctorate degree. (Khandave *et al.* 2018) [4]

Table 2: Distribution of respondents according to their professional characteristics

Sr. no	Characteristics	Respondents N= 140			
		Affiliated Colleges		Constituent Colleges	
		Frequency n ₁ = 90	Percentage (%)	Frequency n ₂ = 50	Percentage (%)
1	Post held				
1	Assistant Professor	90	100.00	35	70.00
2	Associate Professor	00	0.00	11	22.00
3	Professor	00	0.00	04	08.00
2	Job experience (In years)				
1	Low (Up to 03)	23	25.55	00	0.00
2	Medium (04-20)	66	73.33	30	60.00
3	High (Above 20)	01	01.11	20	40.00
3	Membership in professional forums/societies/online discussion forums				
1	No membership (00)	56	62.22	14	28.00
2	Low (1-2)	29	32.22	23	46.00
3	Medium (3-4)	03	03.33	08	16.00
4	High (Above 4)	02	02.22	05	10.00
4	Work load (Hours/Week)				
1	Low (Up to 11)	12	13.33	11	22.00
2	Medium (12- 29)	62	68.88	26	52.00
3	High (Above 29)	16	17.77	13	26.00
5	Research contribution				
1	No contributor (0)	19	21.11	00	00.00
2	Low (1-7)	59	65.55	21	42.00
3	Medium (8-14)	10	11.11	16	32.00
4	High (15-21)	01	01.11	08	16.00
5	Very high (Above 21)	01	01.11	05	10.00
6	Trainings Received (in no.)				
1	No Training received (0)	31	34.44	00	0.00
2	Low (1-6)	44	44.44	24	48.00
3	Medium (7-12)	13	14.44	18	36.00
4	High (13-18)	02	02.22	04	08.00
5	Very High (Above 18)	00	0.00	04	08.00

Table 2 indicates that cent per cent (100%) of respondents from affiliated colleges held the post of assistant professor, whereas majority (70.00%) of respondents from constituent colleges held the post of Assistant Professor. The probable reason for these results could be in affiliated colleges there is no chance for further promotion or selection whereas, in constituent colleges promotion criteria is as per length of service. Findings were in line with Suroja (2005) [7].

Results for job experience indicates that majority of the respondents (73.33%) from affiliated colleges and 60.00% of

the respondents from constituent colleges belonged to the category of medium job experience. The probable reason for majority of respondents from affiliated and constituent colleges belonged to medium category might be due to the respondents would have joined duties in same period. These findings were in line with the findings of Jethi (2006) [3], Aimble (2011) [2].

Results for membership in professional forums, societies or online discussion forums indicates that two third of the respondents (62.22%) from affiliated colleges had not

subscribed any periodicals whereas, nearly half (46.00%) of the respondents from constituent colleges belonged to low category. Faculty members of constituent colleges having more membership than affiliated colleges, probable reason behind this might be the requirement of API and rendering guidance to post graduate students for research.

Results for work load reveals that more than two third (68.88%) of the respondents from affiliated colleges and more than half (52.00%) respondents of constituent colleges belonged to the category of medium work load i.e., 12- 29 hours/week. Maximum distribution of respondents was from medium to high work load category this might be due to engagement of faculty members in teaching and non-teaching activities. These findings were in line with Misal (2008) [6], Khandave *et al.* (2018) [4].

Results for research contribution indicates that nearly one third (65.55%) of the respondents from affiliated colleges belonged to low category whereas, 42.22 per cent of the respondents from constituent colleges belonged to low category, As compare to staff of affiliated colleges respondents from constituent colleges were having low to medium level of contribution this might be due to fulfillment of academic performance index and in order to guide master students for research.

Results for training received revealed that 44.44% of the respondents from affiliated colleges belonged to low category whereas, nearly half (48.00%) of the respondents from constituent colleges belonged to low category, this result might be due to the continuous engagement of faculty members in several duties it is unable to attend trainings.

Table 3: Distribution of respondents according their psychological characteristics

Sr. no	Characteristics	Respondents N= 140			
		Affiliated Colleges		Constituent Colleges	
1	Job satisfaction	Frequency n ₁ = 90	Percentage (%)	Frequency n ₂ = 50	Percentage (%)
1	Low (Up to 7)	60	66.66	03	06.00
2	Medium (8-14)	22	24.44	34	68.00
3	High (Above 14)	08	8.88	13	26.00
2	Achievement motivation				
1	Low (Up to 5)	20	22.22	08	16.00
2	Medium (6- 9)	64	71.11	38	76.00
3	High (Above 9)	06	06.66	04	08.00

Table 3 indicates nearly two third (66.66%) of the respondents from affiliated colleges had low level of job satisfaction. Whereas, more than two third (68.00%) of the respondents from constituent colleges had medium level of job satisfaction. Reasons behind these results could be lack of opportunities for professional growth and comparatively less salary in affiliated colleges. These findings were in line with the findings of Ahire (2005) [1] and Khandave *et al.* (2018) [4].

Results for achievement motivation reveals that majority of respondents from affiliated colleges (71.11%) had medium level of achievement motivation. Whereas, more than three fourth (76.00%) of the respondents from constituent colleges had medium level of achievement motivation. The probable reasons behind majority of respondents had medium level of achievement motivation could be due to high work load, relatively low payment, lack of opportunities for professional growth. It indicates that appropriate approach to promote work excellence provided with inspiration, recognition and reward to understand work activities is needed. Results were in line with Khandave *et al.* (2018) [4], Mahra (2019) [5].

Conclusion

The results of the study revealed that half of the respondents from affiliated colleges fall under low categories for the variables *viz.* research contribution, trainings received, membership in different societies etc. therefore, college management should emphasize on these attributes for the professional development of the staff.

It also revealed that majority of the respondents of constituent colleges belonged to medium to low achievement motivation and job satisfaction due to inadequate staff positions therefore, agriculture university should make efforts for regular recruitment of posts and timely fulfilling the vacant positions. Majority of respondents of affiliated colleges belonged to low job satisfaction and medium to low achievement motivation reasons for these results could be the lack of opportunities for professional growth and

comparatively lowers salaries as compare to constituent colleges.

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