



Profile of the University Teachers and Constraints faced by them in Communication and Transfer of Agricultural technology

KEYWORDS

Communication behaviour, Transfer of technology, University Teachers

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ABSTRACT The study entitled "Communication Behaviour of the University Teachers in Transfer of Technology" for research and extension was undertaken in Post Graduate Institute, Dr. PDKV, Akola. For present study, exploratory research design was used. For conducting the study, 100 respondents were selected by random sampling method.

Findings revealed that, most of the respondents were middle age group (59.00%), majority of respondents (53.00%) were having Ph.D., about 41.00 per cent of the respondents were Associate Professor with having 64.00 per cent experience, whereas 74.00 per cent were time spent for seeking information and 59.00 per cent of respondents were from rural background. It was observed that 40.00 per cent of respondents had low training received, 62.00 per cent of respondents had utilized the sources of information, whereas 75.00 per cent of respondents were engaged in extension activities and 68.00 per cent of respondents were bring out various publications like research article/ folder/ popular article with good feedback from receivers respectively.

The major constraints faced by the University teachers were lack of time (70.00%), lack of electricity (65.00%) and lack of adequate funds (52.00%).

Introduction

The progress of any country largely depends upon the development of science and its efficiency. Our country is the agricultural country and use of science and technology in agriculture is utmost important to our country. At present, the modernization of Indian agriculture greatly depends on creation of farm technology and its dissemination. India is reach in agricultural technology, but full use of available technology is not being made in many area of the country. By and large, the results remain unused in laboratories and research to the farmers. Besides this agricultural technology is changing the at an increasing rate. Hence, it is necessary to select the fast development research technology. As majority of population in our country is engaged and depend on agriculture, we have to access and make available latest technologies which turns agriculture to better functioning and the awareness about new technologies.

The research in agriculture is presently undertaken by the ICAR, Agricultural University and some private organizations. The role of Agricultural Universities is not limited to research but it is for education and extension also.

The University teachers are contributing in each field related to crop cultivation and subsidiary occupations in their own domain to more or less extent. The University teachers on one hand are engaged in generating the knowledge testing the technologies, development innovations and on other hand in communicating knowledge, technology and innovations directly or indirectly to the farmers.

The present study aimed for gaining an insight into the communication behavior of University teachers of Dr. Panjabrao Deshmukh Krishi Vidhyapeeth, Akola (M.Sc.) for their profile and various characteristics influence of technology.

Similarly, constraints faced by the University teachers in communication and transfer of technology also need to study so

as to improve their role performance by way of helping them in overcoming the help of the University teachers to design appropriate extension strategy. In view of this, the present study was carried out with objectives as to study the profile of University teachers and to study the constraints faced by the University teachers in communication and transfer of technology.

Methodology :

The present study was conducted at head quarter of Dr. Panjabrao Deshmukh Krishi Vidhyapeeth, Akola; in Vidrabha region of Maharashtra State . The present investigation was mainly confined to the teachers and their receiver farmers. A list of teachers was obtained from Post Graduate Institute and College of Agriculture of Dr. PDKV, Akola. Total 100 number of teachers were selected by random sampling techniques from the list viz. Assistant Professor, Associate Professor, Professor and Head. Efforts were made to contact all the teachers however, it was possible to contact personally and give questionnaire, after constant persuasion responses were received from 100 teachers. To know the constraints, individual teacher as respondent\ was asked to state the constraints in communication and transfer of technology and later on it was measured in frequency and percentage. Exploratory research design of social research has been used.

Sample considered for present study were as follows

Sr. No	Department	Respondent
1	Extension Education	10
2	Agricultural Economics and Statistics	12
3	Agronomy	15
4	Agricultural Chemistry And Soil Science	12
5	Agricultural Botany	4
6	Biotechnology	5
7	Agricultural Entomology	12

8	Plant Pathology	5
9	Horticulture	14
10	Agricultural Engineering	6
11	Animal Science and Dairy Science	5
	Total	100

RESULTS

Table 3: Distribution of the respondents according to their selected profile

Sr. No.	Profile	Respondents (n = 100)	
		Number	Percentage
	Age		
1	Young	11	11
2	Middle	59	59
3	Old	30	30
	Total	100	100.00
	Qualification		
1	M.Sc.	32	32
2	Ph.D.	53	53
3	Ph.D.+ other degree	15	15
	Total	100	100.00
	Post held		
1	Assistant Professor	31	31
2	Associate Professor	41	41
3	Professor	16	16
4	Head	9	9
	Total	100	100.00
	Experience		
1	Low	20	20
2	Medium	64	64
3	High	16	16
	Total	100	100.00
	Time spent for seeking information		
1	Less	9	9.00
2	Moderate	74	74.00
3	More	17	17.00
	Total	100	100.00
	Background		
1	Rural	59	59
2	Urban	41	41
	Total	100	100.00
	Training received		
1	Low	40	40
2	Medium	29	29
3	High	32	32
	Total	100	100.00
	Sources of information		
1	Radio	29	29
2	Television	78	78
3	Newspaper	43	43
4	Leaflet/folders/ newsletters/ krishivarta	67	67
5	Agril. related magazines	85	85
6	Academic literature	80	80
7	Internet	98	98
8	Telephone	41	41
	Nature of Work		
1	Education	56	56
2	Research	72	72
3	Extension	75	75
4	Administration/ Supervision	43	43
5	Training	28	28
	Publications		
1	Book	37	37
2	Manual for U.G./P.G. course / chapter in the books	55	55
3	Booklet	49	49
4	Research articles / folder / popular article	68	68

Age

The data in the Table 2 indicated that, 59.00 per cent of respondents teachers were belonged to middle age group i.e. 36-50 years. Nearly one-third (30.00%) were belonged to old age (above 50 years) and only 11.00 per cent of the respondents belonged to young category (upto 35 years).

From these observations it is concluded that most of the respondent teachers belonged to middle age category.

These findings were in conformity with the findings of Nili-ma Gore (2006) had reported similarly observations wherein most of the respondent teachers were belonged to middle age category.

Qualification

It is observed from Table 2 that little more than one-half i.e. 53.00 per cent of the respondents possessed Ph.D degree, whereas, 32.00 per cent of the respondents were having M.Sc degree and remaining 15.00 per cent were Ph.D with other degree.

Thus, it observed from above findings that most of the respondent teachers were Ph.D.

Post Held

It is observed from Table 2 that relatively higher proportion of respondents were Associate professor (41.00%) Whereas, nearly one-third (31.00%) were Assistant Professor. The positions of the Professor were 16.00 per cent and 9.00 per cent were head of the department.

It is concluded from these findings that maximum proportion of respondents were Associate Professors and Assistant Professors.

Experience

It is observed from above Table 2 that nearly one-third (64.00%) of the respondents teachers were having medium category of experience while one-fifth (20.00%) respondents were having low category of experience. High category of experience was possessed by 16.00 per cent respondents.

Thus, above results shows that maximum number of respondents were having medium category of experience.

The present findings are in consistent with the findings of Ingle, P.O., etal (1995)

Time spent for Seeking Information

It was revealed from Table 2 that 74.00 per cent of the respondents teachers were moderate in time spent for seeking information, whereas, 17.00 per cent respondents spent more time for seeking information. Only 9.00 per cent of respondent teachers were less in time spent for seeking information.

Thus, it is concluded that majority of the respondent teachers were moderate in time spent for seeking information.

Background

As agriculture is main occupation of rural families, those with the rural background are likely to be more effective in working for rural development in general and farming in particular. So that it was necessary to study background of respondent teachers.

It is noted from Table 2 that relatively higher per cent of respondents were from rural background (59.00%) where as 41.00 per cent of the respondents were from urban background.

Thus, it is concluded that majority of the respondents belonged to rural background, as compared to urban background.

The observations are supported by Hellfritsch, (1945) Premalata Singh and R.p. Singh (1993) had observations complementary to the present studies.

Training Received

It was found from Table 2 that majority of the respondents (40.00%) belonged to low category of training received. Whereas 32.00 per cent of respondents were in high category training received. About 29.00 per cent of respondents had training received in medium category during their service of period.

Thus, it is revealed that majority of the respondents had training received during their service of period.

Sources of information

It was found from Table 2 that maximum numbers of respondent teachers (98.00%) were users of internet. Whereas, 85.00 per cent of respondents were using agril. related magazines followed by academic literature (80.00%). About 78.00 per cent of respondents were watching TV for getting information. reading newspaper as a source of information. Two-third (67.00%) teachers were reading leaflet/ folders/ newsletters/ krishivarta. Telephone was used by 41.00 per cent of respondent teachers for receiving and communicating the information. Only 29.00 per cent respondents were listening radio for source of information.

Thus, it is concluded from Table 10 that majority of the respondent teachers were using internet as a source of information.

Nature of work

Nature of work of the respondents has been studied as the transfer of technology depends on what type of work a person does and different roles he/she performs. Assumption is that different types and number of work activities performed i.e. education(teaching), research, extension, administration or supervision and training would differentiate in transfer of technology at work place.

It is observed from Table 2 that 75.00 per cent of respondents were engaged in extension activity, whereas, 72.00 per cent of respondents were involved in research. More than one-half (56.00%) respondents were engaged in teaching followed by administration or supervision (43.00%). Very few of them were engaged in training (28.00%) programme.

Thus, it could be said that majority of the university teachers were engaged in three activities viz. extension, research and education. As the respondents were engaged simultaneously in the these three activities.

Publications

Publications has a great importance in transfer of technology for bringing out contribution in research, extension and education. The teachers in general were convinced to put more efforts in bringing out various publications for use of students, researchers and ultimate users. This is not only beneficial to the students but the farming community as a whole.

It is evident from Table 13 that 68.00 per cent of the respondent teachers had contribution in bringing out various publications like research article / folder / popular article. Whereas, 55.00 per cent of respondents had contribution in publication of manual for U.G. / P.G. course / chapter in the books. Nearly one-half (49.00%) of the respondents were published booklet. A sizable number of teachers were contributed in publishing books (37.00%) only.

Thus, it could be said that maximum of the respondent teachers were contributed in publications of research article/ folder /popular article (68.00%) for transfer of technology.

Table 3 Distribution of respondents according to constraints faced by them in transfer of technology

Sr. No.	Constraints	Respondents (n = 100)	
		Number	Percentage
1	More numbers of monotonous work	38	38
2	Lack of adequate funds	52	52
3	Lack of willingness of stakeholders	27	27
4	Poor outreach of University technologies	35	35
5	Lack of repetitive / constant persuasion to participate in extension activities by the farmers.	24	24
6	Lack of time	70	70
7	Very few covered with agril. Related information in the newspaper	45	45
8	Less numbers of TV and radio programmes related to agriculture	45	45
9	Lack of electricity	65	65
10	Lack of transportation	15	15

It was found from Table3 that 70.00 per cent of respondents, teachers were having insufficient time for creating electronic media awareness and personal contact. The main problem i.e. lack of electricity (65.00%), respondents were pass through this problem which affect in research or teaching works. About 52.00 per cent of respondents had reported the problem of lack of adequate funds for which they were faced the difficulties for arranging the demonstration, tours and exposure visit. Majority of the respondents were found that 45.00 per cent were covered with few agricultural related information in newspaper and TV and radio programmes are limited. Maximum number of respondents were having monotonous work (38.00%) which affects the communication behaviour of an individual. Poor out reach technologies (35.00%) are also another problem. There were unwillingness of stakeholders (27.00%) towards obtaining and understanding the know-how of recently released agro-techniques i.e. developed by the university. 24.00 per cent of respondents were facing the problems in lack of repetitive / constant persuasion to participate in extension activities by the farmers. About 15.00 per cent of respondents were facing the problems for lack of transportation.

Thus, it is concluded that majority of university teachers are facing various difficulties while communicating during transfer of technology.

Conclusion:

It was found from that 70.00 per cent of respondents, teachers were having insufficient time for creating electronic media awareness and personal contact. The main problem i.e. lacks of electricity (65.00%), respondents were passing through this problem which affect in research or teaching works. Therefore, it is necessary to involve the University teachers in transfer of technology inspite of education and research. It is further concluded that electricity/ invertors should be provided to the teachers to streamline the work they have assigned.

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