

## Teachers Problems Related to Research in Anand Agricultural University

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### ABSTRACT

*The study was conducted at AAU, Anand during the year 2010-11. All the Professors, Associate Professors and Assistant Professors from the Agriculture, Dairy and Veterinary colleges of Anand Agricultural University constituted the population of the study. Sixty teachers from three colleges comprised the sample of the study. Most important problems of teachers were Un-availability of sufficient funds for research (60.00 percent), Lack of co-operation from head / dean (60.00 per cent), Lack of incentives (60.00 percent), Shortage of teachers in the department (60.00 percent) and More formalities to purchase inputs from market (60.00 percent). Major important suggestions were given by them were teachers should not be assigned the work like purchases, maintaining accounts and files and store keeping, Sufficient funds for research should be made available in time and vacancies of the research staff should be filled in time.*

**Keywords:** AAU Teachers, problems of the teachers, suggestions and constraints

### INTRODUCTION

During the last few decades, Indian Agriculture has changed from traditional to modern. Modern farm technology is generated at Agricultural Universities and other research centres such as ICAR institutions also.

A teacher employed in an Agricultural University is not only expected to teach, but also conduct research and disseminate the research findings to the people who need it. Out of the three functions required of a teacher i.e. teaching, research and extension, teaching and extension are performed quite satisfactorily but the research aspect gets neglected due to certain problems. This aspect has not been explored much and very few studies have been conducted. Generation of farm technology is mostly a laboratory and field activity of the farm scientists. Farm scientists face various constraints in generating farm technology.

### OBJECTIVES

The present investigation was undertaken with the following Objectives:

(1) To study the Demographic Characteristics of AAU Teachers.

(2) To explore the problems of the teachers related to research in Anand Agricultural University.

(3) To study the suggestions of the teachers to overcome the constraints in conducting research.

### METHODOLOGY

All the Professors, Associate Professors and Assistant Professors from the Agriculture, Dairy and Veterinary colleges of Anand Agricultural University constituted the population of the study.

These three cadres of teachers were considered in the study because of following reasons :

(1) They were directly involved in planning, conducting research programs.

(2) They were involved in research, teaching and extension activities and

(3) They were shouldering independent responsibility of research or research centre or scheme or project

Self – developed questionnaire was used for data collection. An inventory on research problem was prepared to covering expected problems which may hinder teachers'

research. All the 242 teachers of three cadres of three colleges were circulated the questionnaire but after two reminders only 60 filled up questionnaires were received thus, 60 teachers from three colleges comprised the sample of the study. The data were analyzed by using frequencies and percentages.

## RESULTS AND DISCUSSION

**Table 1 : Demographic characteristics of teachers of AAU**  
n=60

	Age	No.	percent
1	31 to 40 years	08	13.33
2	41 to 50 years	18	30.00
3	51 and above	34	56.67
<b>Research Experience</b>			
1	0 - 10 years	15	25.00
2	11 - 20 years	17	28.33
3	Above 20 years	28	46.67
<b>Academic Qualification</b>			
1	M. Sc (Agri)	12	20.00
2	M. V. Sc	04	06.67
3	M. Tech (Dairy)	04	06.67
4	Ph. D	40	66.66
<b>Cadre of teachers</b>			
1	Professors / Res.Scientists	21	35.00
2	Assoc. Prof. / Assoc. Res. Scientists	14	23.33
3	Assist. Prof. / Assist. Res. Scientists	25	41.67
<b>College</b>			
1	Agriculture	42	70.00
2	Dairy	10	16.67
3	Veterinary	08	13.33

### Age

The data in table revealed that more than half of the respondents (56.67 percent) belong to age group of 51 and above followed by 30.00 and 13.33 percent belonged to age group of 41 to 50 years and in between 31 to 40 years, respectively.

### Research Experience

The data depicted in table-2 revealed that one-fourth of AAU teachers had experience of research of 0 to 10 years. Further, the data shows that slightly more than one-fourth (28.33 percent) of the teachers had experience about 11 to 20 years with respect to research where as nearly half (46.67 percent) of the teachers had more than 20 years of experience in research.

### Academic Qualification

Further the data in table-3 indicated that majority (66.66 percent) of the teachers had education up to Ph.D. level followed by 33.34 per cent had education up to post graduate level means they were M.Sc (Agri), M. V. Sc and M.tech (Dairy).

### Cadre of teachers

The data depicted in table revealed that slightly more than two-fifth (41.67 per cent) of the teachers belonged to the cadre of assistant professors and its equivalent. Slightly less than one-fourth (23.33 per cent) belonged to associate professors, its equivalent and rest 35.00 per cent belonged to professors and research scientists.

### College

The data shows that, majority of the teachers (42) were from Agriculture College followed by ten and eight were from Dairy and Veterinary College of AAU.

Thus, the data conclude that more than half of teachers (56.67 per cent) belong to age group of 51 and above, nearly half (46.67 per cent) of the teachers had more than 20 years of research experience, nearly 2/3 of the teachers (66.66 percent) were Ph.D, slightly more than two-fifth (41.67 per cent) of the teachers belonged to the cadre of assistant professors and its equivalent and majority of 42 teachers out of total 60 were from agriculture college.

TABLE 2 : Problems Faced by the Teachers in Conducting Research

n=60

Sr. No.	Nature of problem	Asstt.Prof (n=25)		Assoc.Prof (n=14)		Professor (n= 21)	
		No.	Per cent	No.	Per cent	No.	Per cent
<b>(1)</b>	<b>Personal problems</b>						
1	Lack of sincere guidance	28	46.67	18 (72.00)	10 (71.43)	-	-
2	Un-cooperative respondents	07	11.67	05 (20.00)	02 (14.29)	-	-
3	Lack of statistical knowledge	08	13.33	08 (32.00)	-	-	-
4	Lack of confidence	10	16.67	08 (32.00)	02 (14.29)	-	-
5	Lack of adequate training in research methodology	18	30.00	13 (52.00)	05 (35.71)	-	-
6	Non attainment of Ph. D degree	09	15.00	09 (36.00)	-	-	-
7	Lack of command over English language	09	15.00	09 (36.00)	-	-	-
<b>(2)</b>	<b>Technical problems</b>						
1	Lack of trained supporting and research staff	32	53.33	09 (36.00)	10 (71.43)	13 (61.90)	-
2	Lack of advance training	37	61.67	19 (76.00)	09 (64.29)	09 (42.86)	-
3	Lack of participation chances in planning technical programme	38	63.33	16 (64.00)	10 (71.43)	12 (57.14)	-
<b>(3)</b>	<b>Time problems</b>						
1	Lot of Clerical Work	41	68.33	23 (92.00)	09 (64.29)	09 (42.86)	-
2	Too many teaching assignments	20	33.33	02 (08.00)	10 (71.43)	08 (38.10)	-
3	Delayed in getting required materials of research	22	36.67	10 (40.00)	08 (57.14)	04 (19.04)	-
4	Laboratory equipments being out of order	18	30.00	10 (40.00)	06 (42.86)	02 (9.52)	-
5	Un-cooperative and inactive laboratory staff	20	33.33	09 (36.00)	09 (64.29)	02 (9.52)	-
6	No transport facilities in time	16	26.67	08 (32.00)	05 (35.71)	03 (14.29)	-
7	Conducting research in field situation is more difficult in stipulated time	24	40.00	12 (48.00)	09 (64.29)	03 (14.29)	-
<b>(4)</b>	<b>Economic problems</b>						
1	Un-availability of sufficient funds for research	39	65.00	18 (72.00)	06 (42.86)	15 (71.43)	-
2	Funds are not available in time	36	60.00	13 (52.00)	09 (64.29)	14 (66.67)	-

<b>(5) Environmental problems</b>						
1	Injustice of the superiors	32	53.33	17 (68.00)	10 (71.43)	05 (23.81)
2	Lack of encouragement from superiors	32	53.33	19 (76.00)	09 (64.29)	04 (19.05)
3	Lack of co-operation among the staff	36	60.00	16 (64.00)	12 (85.71)	08 (38.10)
<b>(6) Human relation problems</b>						
1	Lack of cooperation from head/Dean	20	33.33	13 (52.00)	07 (50.00)	-
2	Lack of intimacy among staff members	16	26.67	08 (32.00)	08 (57.14)	-
3	In differential attitudes of seniors/ authorities	18	30.00	12 (48.00)	06 (42.86)	-
<b>(7) Psychological problems</b>						
1	Lack of incentives	36	60.00	22 (88.00)	12 (85.71)	02 (09.52)
2	Lack of intellectual integrity among the staff members	20	33.33	08 (32.00)	05 (35.71)	07 (33.33)
3	Frustrated staff because of bleak chance of promotion	33	55.00	23 (92.00)	10 (71.43)	-
<b>(8) Administrative problems</b>						
1	Teaches have to bother for accounts	40	66.67	22 (88.00)	10 (71.43)	08 (38.10)
2	Assigning multifarious duties	41	68.33	17 (68.00)	09 (64.29)	15 (71.43)
3	Lot of paper works, meetings, tours by virtue of position	36	60.00	04 (16.00)	12 (85.71)	20 (95.24)
4	Too many teaching problems	18	30.00	04 (8.00)	10 (71.43)	04 (19.05)
5	Shortage of teachers in the department	36	60.00	18 (72.00)	09 (64.29)	09 (42.86)
6	No. of P.G. students to be guided	20	33.33	-	04 (28.57)	-
7	In-different attitude of seniors/Head	13	26.67	03 (12.00)	10 (71.43)	-
8	No recognition of doing research	24	40.00	13 (52.00)	08 (57.14)	03 (14.29)
9	More formalities to purchase inputs from the market	36	60.00	23 (92.00)	10 (71.43)	03 (14.29)

An attempt was made to find out the problems that impede the process of generating research. The problems which were hindering the research work of the teachers were classified as under:

### **Personal problems**

The findings revealed that, most of the teachers faced the problems like “Lack of sincere guidance (46.67 percent)”, “Lack of adequate training in research methodology (30.00 percent)”.

In addition to the above mentioned problems, the younger teachers pointed out the problems like- “Un-cooperative respondents (11.67 percent)”, “Lack of confidence (16.67 percent)”, and “Non attainment of Ph.D. degree (15.00 percent)” and “Lack of commend over English language (15.00 percent)”.

### **Technical Problems**

Among the technical problems viz: “Lack of trained supporting and research staff was expressed by majority of the associate professors (71.43 percent)” and professors (61.90 percent) where as “Lack of advance training” was reported by 76.00 and 64.29 percent of assistant professors and associate professors, respectively while “Lack of participation chances in planning technical programme” were expressed by 71.43 percent of associate professors and 57.14 percent professors.

### **Time problems**

Usually teachers felt the lack of certain official and unofficial reasons. Official reasons which took a big chunk of their time were “Lot of clerical work” expressed by assistant professors (92.00 percent) where “Too many teaching assignments” reported by the associate professors (71.43 percent). The problems due to which their research work was delayed were pointed out by most of the assistant and associate professors as mentioned in the table from no. 3 to 7.

### **Economic problems**

Table 2 shows the economic problems faced by the teachers- “Un-availability of sufficient funds for research” was expressed by the majority (65.00 percent) of the teachers. It was expressed by 71.43 percent professors, 42.86 percent associate professors and 72.00 percent assistant professors. “Unavailability of funds in time was expressed by three-fifth (60.00 percent) of the teachers. Majority of all the cadres of teachers expressed that getting funds is a clumsy and time consuming process.

### **Environmental problems**

A majority (71.43 percent) of the associate profes-

sors and assistant professors (68.00 percent) expressed that “Injustice of the superiors” was the major constraints in conducting the research. “Lack of encouragement from superiors” was mostly faced by 3/4 of the assistant professors and nearly 2/3 (64.00 percent) of associate professors. “Lack of co-operation among the staff” was expressed by majority (85.71 percent) of the associate professors and 64.00 percent of assistant professors.

### **Problems due to Human Relations**

Three expressions of human relationship problems were pointed out by the teachers in descending order as “Lack of co-operation from Head / Dean (33.33 percent)”, “In differential attitudes of seniors / authorities (30.00 percent)” and “Lack of intimacy among staff members (26.67 percent)”.

### **Psychological problems**

Psychological problems are very important as those disturb efficiency and productivity. “Lack of incentives” was reported by 22 assistant professors, 12 associate professors and 2 professors out of 60 teachers i.e. 60.00 percent of teachers. Whereas a great majority (92.00 percent) of assistant professors and nearly 2/3 (71.43 percent) of associate professors expressed psychological problem as “Frustrated staff because of bleak chance of promotion”. While 33.33 percent of assistant professors, associate professors and professors reported that “Lack of intellectual integrity among the staff members” was a psychological problem of research.

### **Administrative problems**

Out of 60 teachers in the sample, 21 teachers were either Head / In charge of their departments, 14 were associate professors and 25 were assistant professors. The administrative problems in their descending intensity order as pointed out by all the teachers (60) are listed as “Assigning multifarious duties (68.33 percent)”, “Teachers have to bother for accounts (66.67 percent)” and “Lot of paper works, meetings, tours by virtue of position (60.00 percent)” “shortage of teachers in the department (60.00 percent)” and “More formalities to purchase inputs from the market (60.00 percent)” where as less than 60.00 percent of the teachers expressed that they were facing the administrative problems like: “No recognition of doing research (33.33 percent)”, “No. of P.G. students to be guided (33.33 percent)”, “Too many teaching problems (30.00 percent)” and “In-different attitude of seniors / head (26.67 percent)”.

The data of above table-2 concluded that: Most important problems of teachers in conducting research summarized in descending order were :

- (1) Lot of clerical work (68.33 percent)
- (2) Assigning multifarious activities (68.33 percent)
- (3) Teachers have to bother for accounts (66.67 percent)
- (4) Un-availability of sufficient funds for research (65.00 percent)
- (5) Lack of participation chances in planning technical programme and
- (6) Lack of advance training

Important problems of teachers in conducting research summarized in descending order were :

- (1) Un-availability of sufficient funds for research
- (2) Lack of co-operation from head / dean
- (3) Lack of incentives
- (4) Shortage of teachers in the department
- (5) More formalities to purchase inputs from market

### SUGGESTIONS

The teachers have suggested several measures which may improve the process of generating research:

- 1 Majority of the teachers suggested that teachers should not be assigned the work like purchases, maintaining accounts and files and store keeping. This needs to be seriously thought of by the seniors and administrators while signing the work to their staff, if they want useful work from teachers of doing research
- 2 Sufficient funds for research should be made available in time were suggested by the teachers.
- 3 Most of the teachers reported that vacancies of the research staff should be filled in time.
- 4 Junior scientists should be given chances for attending seminars, conferences, workshops and training.
- 5 Sufficient laboratory equipments and field facilities should be provided.
- 6 The suggestions made by the teachers are of administrative nature. To improve these matters, there is a need to modify the policies of conducting departmental research.
- 7 Higher officers should develop honesty and integrity among the staff in:

\* Proper distribution of work \* Time budgeting for research projects \* Equal facilities to the staff of all cadres need to be thought over by the superiors and administrators by solving certain systems \* Senior staff should appreciate the work establishing coordination and co-operation between staff members from inter and intra department \* Head of the department should see that the work is properly distributed among the subordinates

- 8 It was suggested that trained staff should not be transferred frequently; their posting should be made in the interested field. This point must be borne in mind by the heads of the department/research project that in order to achieve higher scientific productivity.

### RECOMMENDATIONS

- 1 On the basis of the findings, it is suggested that the academic work of the department should be evenly distributed among the teachers of the department. Unnecessary paper work should be taken away from the teachers which may result in more research.
- 2 It is beyond the reach of the teachers to overcome these problems to enhance their research output. The authorities should try to lesser these problems by providing funds, reducing formalities in the purchase of chemicals from the market. Similarly vehicle needs to be provided along with the funds of repair and fuel.
- 3 Provision of part time teacher may be provided to different departments so that the teaching load may be reduced wherever required to help the teacher to conduct research.
- 4 Provision of more funds and decentralization of power may also be introduced to lesser the intensity of problems.
- 5 Incentives and recognition may be provided to the teachers for doing good research.
- 6 The attitude of the teachers should be strengthened to a degree which may result in more production of research.
- 7 Researches conducted by the teachers, research scholars and post-graduate students should be published and disseminated by the Directorate of Research, Directorate of Extension and the persons involved in it as well.
- 8 Departmental library, if provided, will also help to the teachers to conduct research and produce literature.
- 9 Teachers should be motivated to improve their professional qualification and also for attending the Research Methodology-short term courses organized by different institutions.

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