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Constraints Faced by the Teachers in Teaching at the College of Agriculture, Junagadh

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ABSTRACT

Most important constraints faced by the teachers in teaching were : teachers are frustrated due to lack of promotion, less use of audio-visual aids appropriate to the subject in teaching, lack of appreciation of the teachers for good teaching, lack of enthusiasm of students towards study and travelling allowance is not paid timely to the teachers, etc. Most important suggestions to overcome the constraints were : frequent transfer of the teachers should be avoided, teachers should be given incentives for good work and the best teachers of the year should be selected and honoured, powers of nominating teachers to attend seminar etc. may be entrusted to the Principal, better environment for the students like homely atmosphere should be created at the campus and residential facilities should be provided to the teaching staff.

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INTRODUCTION

Constraints play a vital role to change the attitude of teachers towards teaching, just as weeds in the flow of water in an irrigation channel. Therefore, for better results of any teaching programme, it is very essential to minimize the constraints faced by the teacher as far as possible. For identifying and understanding the constraints and developing strategies for overcoming the same for effective teaching, it was thought worthwhile to conduct an explorative study with the following specific objectives :

1. To identify the constraints faced by the teachers of the College of Agriculture, Junagadh in teaching.
2. To seek suggestions from the teachers of the College of Agriculture, Junagadh to overcome the constraints.

MATERIALS AND METHODS

The study was conducted at the College of Agriculture, Junagadh (Gujarat). A sample of 65 (92.85 per cent) teachers was drawn for the study out of 70 teachers (as on 1-6-1989) of the college. For collecting the data questionnaires were distributed among 65 teachers.

The constraints and suggestions were studied in three major heads : administrative, academic and other constraints. These constraints and suggestions under various areas required to be rated by each of the respondents, in either of the three response categories viz., most important, important and less important having the weightage of 3, 2 and 1, respectively. The constraintwise scores of the teachers were summed up and mean score thus worked out for each constraints. On the

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basis of the mean scores, the ranks were assigned to each constraint. The constraints and suggestions were classified based on the mean score as most important (above 2), important (1 to 2) and less important (< 1). For the purpose of this paper, only most important constraints and suggestions are discussed.

RESULTS AND DISCUSSION

1. Constraints

In all 30 constraints were identified fr which 15 were perceived most important by t teachers, are presented in Table 1.

TABLE 1

Constraints faced by the teachers in teaching.

N = 65

Sr. No.	*Constraints*	*Mean score*	*Rank*	*Overall rank*
A. Administrative constraints				
1.	Teachers are frustrated due to lack of promotion	3.00	1	1
2.	Travelling allowance is not paid timely to the teachers	2.80	2	5
3.	Facing difficulties in getting vehicles for field orientation	2.45	3	11
4.	Undue delay in forwarding the nomination of the teachers for attending seminar/workshop/ training course etc.	2.30	4	13
5.	Administrative, accounting and others miscelaneous work is given to the teachers	2.29	5	14
6.	Administrative staff hinder and delay the movement of paper work	2.21	6	15
B. Academic constraints				
1.	Less use of audio-visual aids appropriate to the subject in teaching	3.00	1	1
2.	Lack of appreciation of the teachers for good teaching	3.00	1	1
3.	Teachers are overloaded with work	2.77	3	6
4.	Poor training facilities to the teachers	2.50	4	10
5.	Lack of evaluation of teachers work	2.35	5	12

1.	2.	3.	4.	5.
C. Other constraints				
1.	Lack of enthusiasm of students towards study	3.00	1	1
2.	Indiscipline in the students	2.72	2	7
3.	Course contents are not revised frequently	2.67	3	8
4.	Lack of residential facilities to the teachers	2.51	4	9

As these are the most important constraints, emphasis should be given to each constraints in solving them. At the same time, it will be worth mentioning that first ten constraints on the basis of overall rank to be included in the initial constraints solving strategy.

This findings were in line with the findings of Rao (1986) and Malik (1988).

2. Suggestions

As many as 33 suggestions to overcome the constraints of the teachers in teaching were identified, out of which 16 were perceived as most important by the respondents are presented in Table 2.

TABLE 2

Suggestions to overcome the constraints of teachers in teaching.

N = 65

Sr. No.	*Suggestions*	*Mean score*	*Rank*	*Overall rank*
A. Administrative suggestions				
1.	Frequent transfer of the teachers should be avoided	3.00	1	1
2.	Powers of nominating teachers to attend seminar etc. may be entrusted to the Principal	2.92	2	3
3.	Transport facilities should be provided in each department for field orientation	2.80	3	6
4.	Administrative work should not be entrusted on teachers	2.78	4	7
5.	Qualified teachers should be appointed according to the aptitude of the teachers towards teaching	2.77	5	8

1.	2.	3.	4.	5.
6.	Administrative procedure should be simplified	2.77	5	8
7.	Purchasing and other powers should be given to the head of the department	2.35	7	15
B. Academic suggestions				
1.	Teachers should be given incentives for good work and the best teachers of the year should be selected and honoured	3.00	1	1
2.	Evaluation of teachers work should be done regularly	2.75	2	10
3.	Teachers should be given adequate opportunities to participate in various training programmes in India and abroad	2.70	3	12
4.	Vision of the teachers in the subject may be broadened by arranging seminars on the campus and the best seminar may be awarded every year	2.65	4	13
5.	Class-room should be equipped with modern teaching equipments	2.50	5	14
6.	More emphasis should be given on practical teaching	2.32	6	16
C. Other suggestions				
1.	Better environment for the students like homely atmosphere should be created at the campus	2.86	1	4
2.	Residential facilities should be provided to the teaching staff	2.82	2	5
3.	Unnecessary burden on the teachers about management of meeting, seminars, workshops etc. should be reduced	2.75	3	10

In case of suggestions to overscome the constraints first ten suggestions on the basis of overall ranking were perceived as most important may be looked into on priorit to streamline the teaching at the colleg

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Having discussed the constraints faced by the teachers and suggestions to overcome the same, measures could be suggested emerging from the study, to strengthen the teaching effectiveness. For this, teachers should be given enough opportunities for attending training programmes, seminars, workshops etc. Further, the teacher should invariably utilize the opportunities given by the University. Again the deputing authority should see that all the teachers could get the chance turn by turn. For this a Deputation Register for training should be maintained at the University level. It will be wise step if the University can establish a service cell to handle managerial type of activities to be undertaken throughout the year on the campus at all occassions.

A 'Complaint and Suggestion Box' should be placed at all the departments as well as at the chamber of the Principal, which should be checked regularly and speedy actions be taken on the complaints and suggestions.

For building up a support system for professional growth of the teachers, the College Development Council should be established at each college.

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