



Profile Characteristics of Students and Teachers of Agricultural College, Bapatla

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ABSTRACT

Agricultural College, Bapatla was purposively selected out of the six Agricultural College in ANGRAU to identify the profile characteristics of students and teachers. The study was conducted by adopting the Ex - post - facto research design. The respondents for the study include all teachers (56) and all final year B. Sc (Ag.) students (90) on rolls as on the date of study in the selected campus. The findings of the study revealed that majority of the respondent teachers were males with middle age, Assistant Professors having doctorate degrees, came from rural background, with Agriculture as their parental occupation, medium from the point of their teaching experience, belonged to low category with regard to trainings received. Majority of the respondent students were males, rural in background with above 8.0 Grade Point Average (GPA).

Key words : Characteristics of students, Profile.

Teaching is as old as mankind. The ultimate goal of teaching is to achieve mastery in learning and improve the quality of human performance. Davies (1981) stated that successful teaching is nine tenths perspiration and one-tenth inspiration. In other words, besides the art of delivery, the teacher must put in lot of hard work for achieving success in teaching. Teaching cannot happen without learners. In fact, teaching and learning are the two sides of the same coin. A student and teacher's general performance in learning and teaching is influenced by various internal and external factors. The opinions of students and teachers towards the model class room collected in the present study are of Instrumental Value in improving the model classroom conditions there by improving the learning outcome of the student.

MATERIAL AND METHODS

The present Study was conducted by adopting Ex - Post - Facto Research Design, by selecting Agricultural College; Bapatla purposively out of the six Agricultural College in ANGRAU, Andhra Pradesh as it is the oldest College with well experienced faculty and supposed to be required Infrastructural facilities. All the 56 Teachers (15 Professors, 20 Associate Professors, and 21 Assistant Professors) and all the Final year

B. Sc (Ag.) students (90) were purposively selected. Frequency (f) and Percentages (%) were used for statistical analysis.

RESULTS AND DISCUSSION

Profile Characteristics of Student Respondents

The results pertaining to the profile characteristics of the respondent final year B. Sc (Ag.) students of Agricultural College, Bapatla were presented as under:

Gender

The students were classified into male and female. The distribution of student respondents based on gender is shown in Table 3.

Table 1 and Fig. 1 clearly showed that the majority (62.22%) of students were males and remaining 37.78 per cent were females. The overall trend indicated that more number of males attracted towards these professional courses. This might be due unchanged inclinations of the parents to give importance for male to acquire professional degrees for employment and joining higher education abroad especially due to their conception of them as the bread earners of the family. This finding was in line with the findings of Nirmala and Annamalai (1997) and Anitha (2001).

Table 1. Distribution of student respondent according to their gender.

S. No.	Gender	Students	
		Frequency	Percentage (%)
1.	Male	56	62.22
2.	Female	34	37.78
	Total:	90	100.00

Fig. 1. Distribution of student respondents according to their gender.

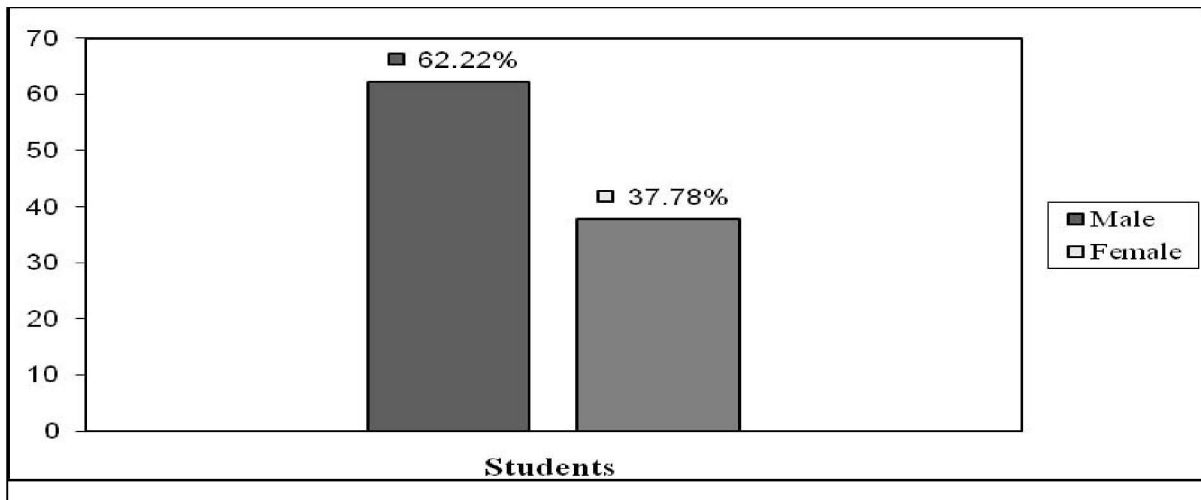


Table 2. Distribution of student respondents according to their background.

S. No.	Background	Students	
		Frequency	Percentage (%)
1.	Rural	59	65.56
2.	Urban	31	34.44
	Total:	90	100.00

Fig. 2. Distribution of respondent students according to their background.

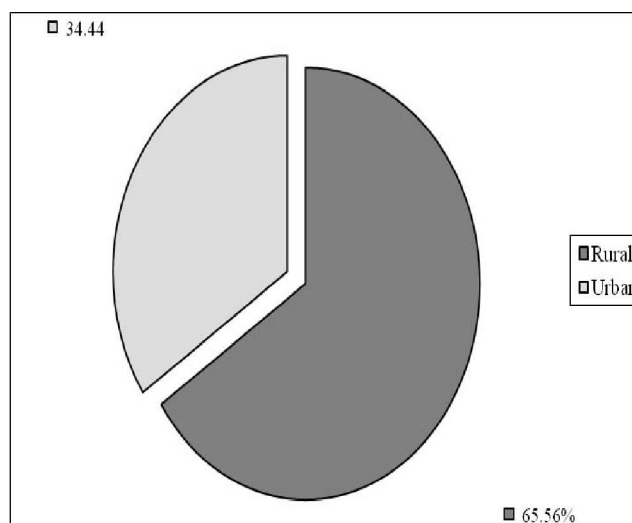
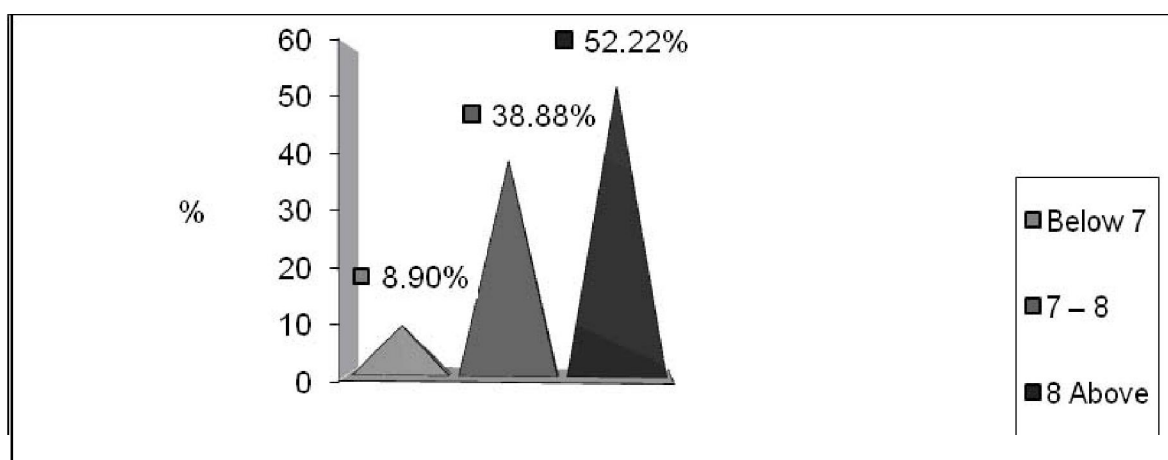


Table 3. Distribution of student respondent according to their academic performance.

S. No.	Grade Point average	Students	
		Frequency	Percentage (%)
1.	Below 7.0	8	8.90
2.	7.0-8.0	35	38.88
3.	Above 8.0	47	52.22
	Total:	90	100.00

Fig.3. Distribution of respondent students according to their academic performance.



Background

Table 2 and Fig. 2 clearly exhibited that 65.56 per cent of final B. Sc(Ag) students came from rural background and the remaining 34.44 per cent were from urban background.

The probable reason for majority of the students having rural background could be due to the given Weightage for the study in rural area and farmer quota for admission into B. Sc (Ag.) degree and also farmer's own preferences to admit their sons in Agricultural Courses because of their affinity towards land and farming. This finding gained support from Nagasri (1997).

Academic Performance

Table 3 and fig. 3 clearly indicated that more than half (52.22%) of final year B. Sc(Ag) students secured above 8.0 Grade Point Average (GPA) followed by remaining coming under the categories of 7.0 - 8.0 GPA (38.88%) and less than 7.0 GPA (8.90%), respectively.

The possible reason for the majority of the students to secure more than 8.0 GPA might be due to the students qualified in EAMCET being

subjected to intensive and rigorous training in the process and also less portion for study as well as weightage given for the internal and external examinations as well as practical component in semester system could have contributed to the students in getting good GPA. However, more than one - third (38.88%) of the students secured 7.0 - 8.0 GPA and the remaining (8.90%) of the students secured below 7.0 GPA, respectively and this may be due the poor performance of the students admitted as relaxations of admission norms with weightage given for Rural areas, Farming, Reservations and also majority of these people having their medium of Instruction as Telugu making it difficult to understand the technical subjects taught in English. These findings were more or less in line with the findings reported by Rao (1993), Sasidhar (1998) and Srinivas (2003).

Profile Characteristics of Teacher Respondents

The results pertaining to the profile characteristics of the teacher respondents of Agricultural College, Bapatla were presented as under:

Table 4. Distribution of teacher respondents according to their age.

S. No.	Gender	Teachers	
		Frequency	Percentage (%)
1.	Young (up to 36 years)	11	19.64
2.	Middle (37-49 years)	26	46.43
3.	Old (Above 50 years)	56	33.93
	Total:	90	100.00

Fig.4. Distribution of respondent teachers according to their age.

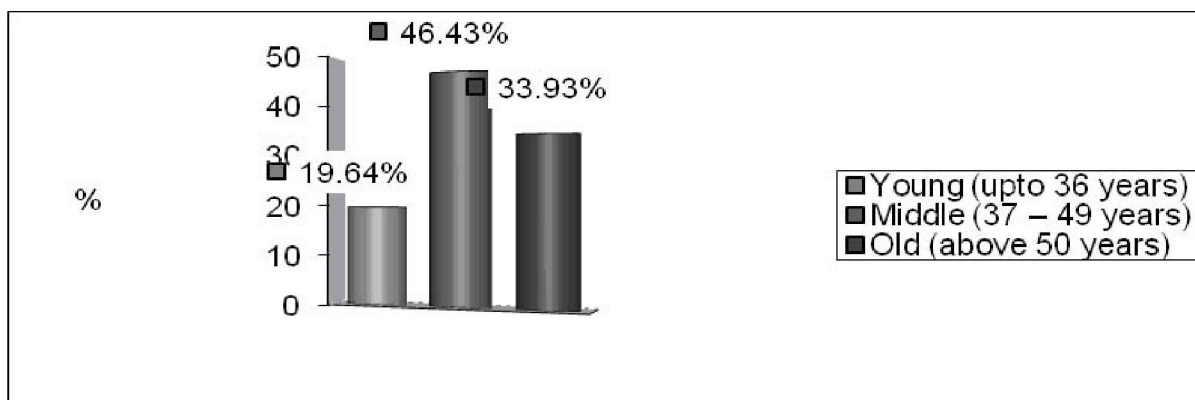
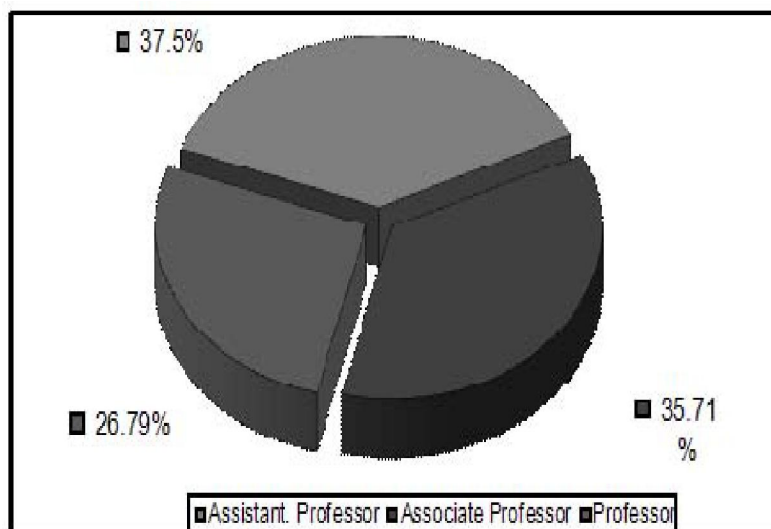


Table 5. Distribution of respondent teachers according to their designation.

S. No.	Gender	Teachers	
		Frequency	Percentage (%)
1.	Assistant Professor	21	37.50
2.	Associate Professor	20	35.71
3.	Professor	15	26.79
	Total:	90	100.00

Fig. 5. Distribution of respondent teachers according to their designation.



Age

On the basis of chronological age, the teacher respondents were classified into three categories namely young, middle and old age. The results are presented in table 4 and fig.4 .

Table 4 and Fig.4 revealed that most (46.43%) of the teachers were middle aged followed by remaining coming under old (33.93%) and young (19.64%) age categories. The probable reason for this might be due to lack of frequent recruitments, most of the posts in higher cadre filled through direct recruitment long back and the same teachers continuing in the same post without transfers years together and also want of their services for U.G and P.G programmes. The findings are in line with the findings reported by Bharathi (1994), Prabha (1994), Reddy (2000) and Reddy (2002).

Designation

The teacher respondents were categorized into three groups based on the designation namely Professors, Associate Professors and Assistant Professors. The data pertaining to the designation information is depicted in Table 5 and Fig.5.

Table 5 and Fig. 5 revealed that majority (37.50%) of respondent teachers were Assistant Professors followed by one third (35.71%) coming under Associate Professor and the remaining (26.79%) belonged to professor Categories, respectively. The main reason for the above findings could be due to lack of timely recruitment under merit promotion and career advancement schemes for the posts of Associate Professors and Professors in the university. These findings were more or less in line with the findings of Reddy (2000), Rao *et al.* (2001) and Srujana (2001).

Gender

The respondent teachers were classified into male and female. The distribution of respondents based on gender is shown in Table 6.

Table 6 and Fig. 6 revealed that vast majority (82.14%) of teachers was males and remaining 17.86 per cent were females. This might be due the more number of males was joining in to P G courses after completion of their graduation. In contrast, less number of girl students are joining to P.G courses due to the existing social customs

of the society to get marry the girls after graduation giving noscope for further studies. This finding was in line with the findings of Nirmala and Annamalai (1997) and Anita (2001).

Academic Qualification

Based on the academic qualification possessed, the teachers of Agricultural College, Bapatla were distributed into three categories i.e. those with masters' degree, doctorate degree and doctorate with additional qualifications. Results are as furnished in Table 7 and fig. 7.

It can be gleaned from Table 7 and Fig. 7 that majority (75.00%) of teachers in Agricultural College, Bapatla was with Doctorate degree followed by 21.43 per cent with Masters' degree and 3.57 per cent of teachers with doctorates with additional qualifications. The possible reason for majority of the teachers being Doctorate Degrees might be due to Ph. D. being the pre-requisite Qualification for promotion to higher position, implementation of faculty improvement programme, preference given to Doctorate degree in the recruitment and placement in teaching and provision of financial assistance by the government. Further, constant encouragement received from the administration could be another reason for having more teachers with Doctorate degrees in teaching institutions. Since, the college was offering both U.G and P.G programmes, the teacher with Doctoral degree are preferred to guide the students leading to M. Sc, might be another possible reason besides above mentioned. This finding was in line with the findings of Reddy (2000), Rao *et al.* (2001) and Srujana (2001).

Background

Based on the background of the teachers, the respondent teachers were classified into two categories namely rural and urban. The results are presented in Table 8 and Fig. 8.

Table 8 and Fig.8 exhibits that more than half (53.57%) of the respondent teachers were from rural background and the remaining (46.43%) of the teachers hailed from urban background. The possible reason for majority of the teachers having rural background could be due to the preference given in B. Sc (Ag.) admissions for Rural Areas. These findings were in conformity with Reddy (2002).

Table 6. Distribution of respondent teachers according to their gender.

S. No.	Gender	Teachers	
		Frequency	Percentage (%)
1.	Male	46	82.14
2.	Female	10	17.86
	Total:	56	100.00

Fig. 6. Distribution of respondent teachers according to their gender.

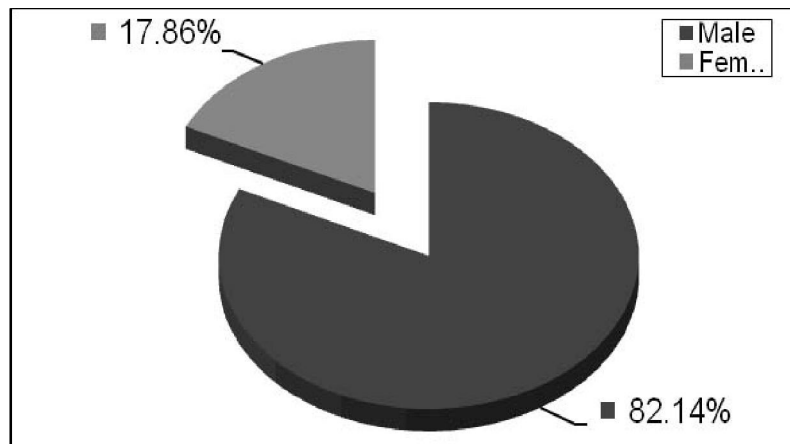


Table 7. Distribution of respondent teachers according to their academic qualification.

S. No.	Category	Teachers	
		Frequency	Percentage (%)
1.	Masters' Degree	12	21.43
2.	Doctorate	42	75.00
3.	Doctorate and Additional Qualifications	2	3.57
	Total:	56	100.00

Fig. 7. Distribution of respondent teachers according to their academic qualification.

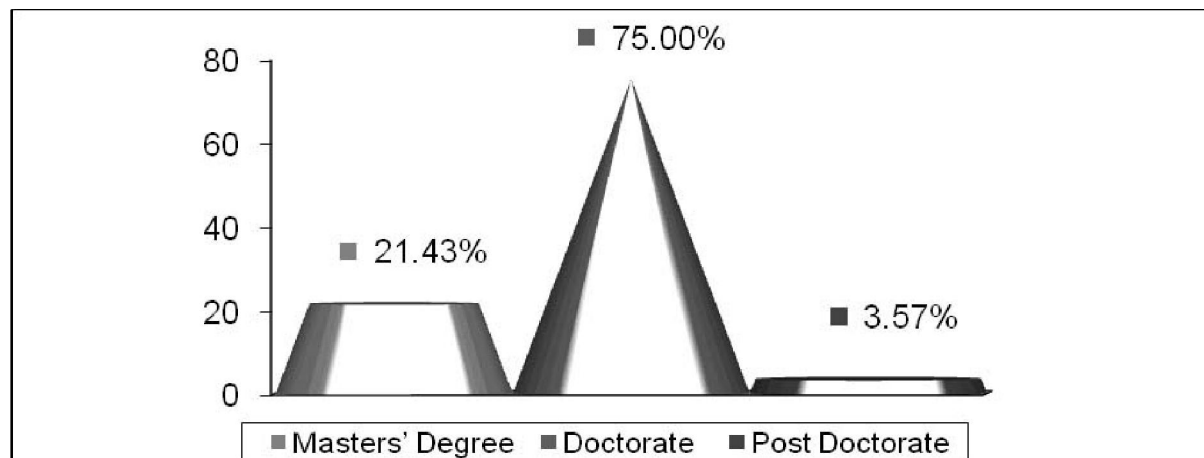


Table 8. Distribution of respondent teachers according to their background.

S. No.	Category	Teachers	
		Frequency	Percentage (%)
1.	Rural	30	53.57
2.	Urban	26	46.43
	Total:	56	100.00

Fig 8. Distribution of respondent teachers according to their background.

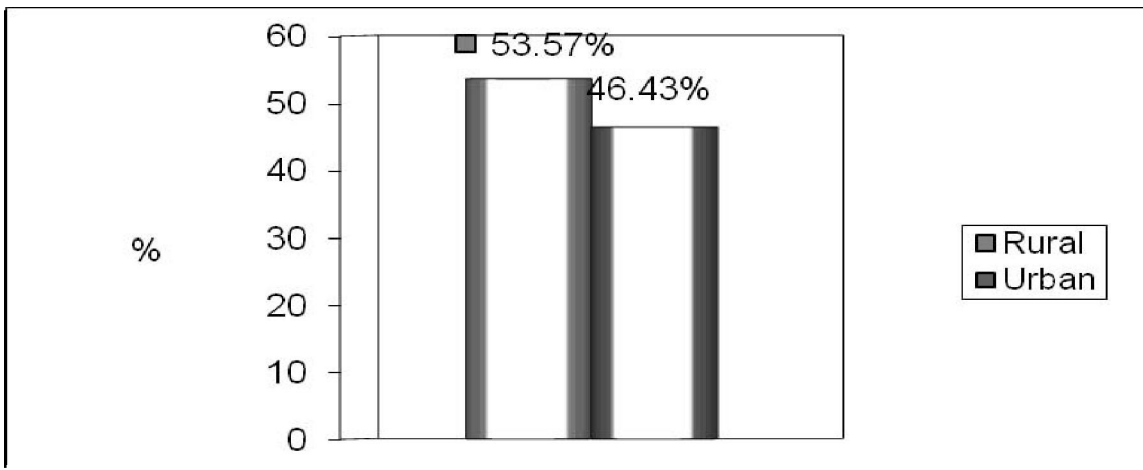
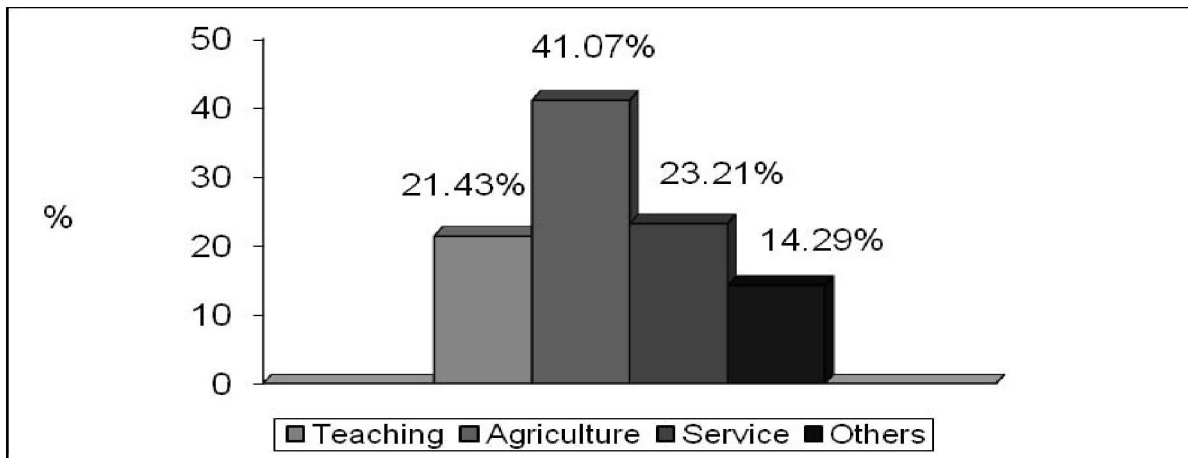


Table 9. Distribution of respondent teachers according to their parental occupation.

S. No.	Parental Occupation	Teachers	
		Frequency	Percentage (%)
1.	Teaching	12	21.43
2.	Agriculture	23	41.07
3.	Service	13	23.21
4.	Others	8	14.29
	Total:	90	100.00

Fig.9. Distribution of respondent teachers according to their parental occupation.



Parental occupation

The respondent teachers were classified into 4 categories namely teaching, agriculture, service and others based on their parental occupation. The particulars are furnished in Table 9.

Table 9 and Fig.9 revealed that most (41.07%) of the teachers' parental occupation was agriculture followed by the remaining teacher's parental occupation as service (23.21%), teaching (21.43%) and others (14.29%) *i.e.*, business and lawyer, , respectively. It is quiet obvious the majority of the teacher's parental occupation to be agriculture as it is the prime enterprise of the countr on which majority of the people make their living. This finding was more or less in line with that of the finding reported by Reddy (2002).

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