

Relationship between Selected Characteristics of Teachers of Anand Agricultural University and Their Communicational Ability

L. H. Devi¹, J. B. Patel² and A. A. Patel³

1 M.Sc student, Department of Extension Education, BACA, AAU, Anand

2 Assistant Professor, Department of Extension Education, BACA, AAU, Anand

3 Director, Extension Education Institute, Anand Agricultural University, Anand.

Email : jbvadodara@gmail.com

ABSTRACT

To increase the effectiveness of agricultural education, the communicational efficiency of teachers is very important. The study was conducted as an attempt to know the relationship between selected characteristics and communicational ability of teachers. The study was conducted in the three colleges of Anand Agricultural University, Anand of Gujarat state. To study, a sample of 100 teachers who had taught the final year students and another 170 students who had been taught by these teachers were taken as respondents. Respondents were approached personally by the investigator for collection of relevant data and facts. Results showed that peer communication, self confidence and attitude towards teaching were found to have positive and significant relationship with communicational ability of teachers whereas total service experience and experience as undergraduate teachers had negative and non-significant relationship while training obtained, library exposure, computer skill, management of information, internet exposure, rural-urban background and job satisfaction had positive and non-significant relationship with the communicational ability of teachers of Anand Agricultural University.

Keywords: *Communicational ability, teachers*

INTRODUCTION

Communication is a crucial aspect of the teaching and learning environment. To increase the effectiveness of agricultural education, the communicational efficiency of teachers has to be increased. Teachers should be aware of the importance of communication skills in teaching. They must also realize that all students have different levels of strengths and weaknesses. It is only through communication skills that a teacher can introduce creative and effective solutions to the problems of the students. It could be argued that regardless of the receiver, if the sender is effective, clear, and complete the receiver will accept, understand, and utilize the message. This has special meaning in the classroom. A teacher in a traditional classroom utilizes the art of communication everyday with every student. Thus, a teacher can enhance the learning process. Further, agriculture and its allied fields involves different kind of subjects having complexity in understanding and dealing with living subjects, which need more communicational

ability on the part of teachers to make the subject more clear to the students of agriculture and allied fields.

As education system of Anand Agricultural University is also regarded as one of the best in the country with its experienced teachers imparting undergraduate, post graduate and Ph. D education in different fields. Thus, the study was conducted as an attempt to ascertain the relationship, if any, between the selected characteristics of teachers and their communicational ability as communication is very important to make teaching effective.

METHODOLOGY

Three colleges of Anand Agricultural University viz., B. A. College of Agriculture, College of Veterinary Science and Animal Husbandry, and Sheth M. C. College of Dairy Science were selected purposefully for the study. All undergraduate teachers from the three colleges of Anand Agricultural University who have taught the undergraduate students during the last four years were taken as sample. Thus

40 teachers from B. A. College of Agriculture, 35 teachers from College of Veterinary Science and Animal Husbandry and 25 teachers from Sheth M. C. College of Dairy Science were taken for the study. Moreover, all the students of final year of the said colleges who were taught by these teachers were also selected as respondents to get the information regarding dependent variable i.e. communicational ability of teachers. Thus, in all 100 undergraduate teachers and 170 students of final year were selected as respondents for the study. The data were collected with the help of well structured, pre-tested interview schedule through personal contact. Relationship between selected characteristics of teachers of Anand Agricultural University and their communicational ability was determined with the help of Karl Pearson's correlation coefficient.

RESULTS AND DISCUSSION

The ability of communication of individual teachers is governed by personal, social and psychological factors involved in the situation. In view of this, relationship between selected characteristics of teachers of Anand Agricultural University and their communicational ability was worked out; the results of which are presented in Table 1.

Table 1: Relationship between selected characteristics of teachers of Anand Agricultural University and their communicational ability n=100

No.	Variables	Correlation Coefficient ('r')
I	Personal variables	
1	Total service experience	-0.048 NS
2	Experience as undergraduate teacher	-0.039 NS
3	Training obtained	0.013 NS
4	Library exposure	0.038 NS
5	Computer skill	0.185 NS
6	Management of information	0.080 NS
II	Social variables	
7	Internet exposure	0.101 NS
8	Rural-urban background	0.085 NS
9	Peer communication	0.220*
III	Psychological variables	
10	Self confidence	0.210*
11	Job satisfaction	0.066 NS
12	Attitude towards teaching	0.208*

NS= Non-significant at 0.05 level, *= significant at 0.05 level

It is obvious from the data presented in the table that variables like peer communication, self-confidence and attitude towards teaching had positive and significant correlation with communicational ability of teachers. It clearly indicates that with increase in communication among the peer groups, self-confidence and attitude towards teaching of teachers, their communication ability increases. Whereas the variables like training obtained, library exposure, computer skill, management of information, internet exposure, rural-urban background and job satisfaction didn't exert any significant relationship with the communicational ability of teachers and there will be no change with increase or decrease of these characters. But variables like total service experience and experience as undergraduate teacher had negative and non-significant relationship with teachers' communicational ability which means that although negative there was no change in teacher's communicational ability with change in these characters.

CONCLUSION

It can be concluded from the above table that the independent variables like peer communication, self-confidence and attitude towards teaching had positive and significant correlation with communicational ability of teachers. Whereas the variables like training obtained, library exposure, computer skill, management of information, internet exposure, rural-urban background and job satisfaction had positive and non-significant relationship while variables like total service experience and experience as undergraduate teacher had negative and non-significant relationship with teachers' communicational ability.

REFERENCE

Karl, Pearson. (1978). Hand Book of Agricultural Statistics. 284-285.