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# Analysis of Constraints Faced by the Agro-Tech Teachers in Poonch Division, AJK

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**Abstract**
Agro-tech teachers are generally educated in agriculture and well trained in communication skills, social contacts and behaviorism. They have duties in both teaching sector as well as in social sector. They are the effective channel of extension educational messages to the people. The research study was designed to study the analyses of constraints faced by agro-tech teachers in promoting agriculture in Poonch division of Azad Jamu and Kashmir which consists of four districts. In four districts, 71 agro-tech teachers are working in 55 institutes from which a total of 50 agro-tech teachers were selected randomly. The data was collected with the help of pre-tested, validated and reliable interview schedule. The study was conducted to analyze the constraints faced by agro-tech teachers. The data were analyzed by using the percentages and Pearson correlation coefficient test. Results of the study showed that the education level of the senior agro-tech teachers was better than junior agro-tech teachers from which 54.17% were B.Sc.(Hons) and about 25% had one year diploma in agriculture. Results showed that Agro-tech teachers 68% were of the view that they have low salary, 72% thought political involvement is a problem in promotion and transfer and 60% thought that they had no right to claim TA/DA in their department. There were some constraints which may have their effects on the efficiency of the respondents which also taken into consideration, like the physical (constraints), social (constraints), administrative (constraints), professional (constraints), and economical (constraints) and political factors (constraints). These agro-tech teachers faced these constraints in a massive way,every respondent has a fear of transfer on political grounds regarding the transfers of the respondents 68.75% were mostly made by political influence or under the pressure of influential personalities. There was enough political influence and favoritism involved in the case of promotion and in granting any reward. 70% respondents were not contented with their pay and other facilities provided to them in the response of their services. Highly qualified agro-tech teachers faced less constraints as compared to others, more experienced agro-tech teachers faced fewer constraints as compared to low experienced agro-tech teachers, Junior agro-tech teachers faced more constraints as compared to senior agro-tech teachers, Agro-tech teachers who spend more time in the field were facing more constraints as compared to those agro-tech teachers who spent less time in the field. Social status of the agro-tech teachers' needs to be improved by providing various facilities, i.e. travelling and daily allowance, Political involvement in promotion and transfer should be totally discouraged. These should be purely on merit basis and according to prevailing service rules. Junior agro-tech teachers should be encouraged by giving facilities in the form of increasing salary, TA/DA and other benefits. It is also recommended that political involvement should be abolished from the education department and salary should be increased according to price hike (escalation in price).
**Keywords:** Agric. Extension, Agro-tech teachers, Poonch division, AJK, Constraints, political.

## 1. INTRODUCTION

Pakistan is an agricultural country. Pakistan's economy has undergone considerable diversification over the years, yet the agriculture sector is still the largest sector of the economy of Pakistan with its present contribution to GOP at nearly 21.4 %. About 45% of country's work force is employed in agriculture and 66% of country's population living in the rural areas is directly linked with agriculture. (GOP 2011-12). Pakistan is one of the most populated countries of the world. In order to maintain such huge population, agriculture is playing a main

role. Agriculture is supplying food to this constantly increasing population. However, to meet the growing needs of such a huge population, the country has to import major food stuff, thus generating a gap in its balance of payments and increasing the country's debts and slowing down the economic growth of this developing country. Thus agriculture is playing a pivotal role in the development of Pakistan by supplying food to 180 million people and supporting economic growth by dropping imports of food items. In these ways agriculture is completely involved in the economic development of Pakistan.

**A**gro-tech teachers are generally educated in agriculture and well trained in communication skills, social contacts and behaviorism. They have duties in both teaching sector as well as in social sector. So they are the effective channel of extension education messages to the people. At present stage they have no role to play in the real life situation of agriculture i.e. with farmers. So it has been suggested that these teachers should be used in a way to achieve better results, firstly, these teachers could be used to assimilate, assemble and systematize agricultural information's and new agricultural practices suited to a particular environment. Secondly, these information are used to stimulate professional agriculturists who may further enlarge or refine this body of knowledge or become active promoters and disseminators of it. Thirdly, these teachers are used in an appropriate administrative or organizational structure exists by and within which the dissemination activities may be established and conducted. In addition, the incidence of critical situations, such as famine, crop failure, soil exhaustion, or altered economic conditions or relationships, may create an immediate cause for initiating the organization of extension work and in such organizations these agro-tech teachers could be involved.

It is hypothesized that the services of Agro-tech teachers could be used in providing support to agricultural development programs, especially forming a communication link between extension personnel and farmers. In Pakistan and especially in Azad Jammu and Kashmir substantive research has not yet been undertaken concerning the potential involvement of these teachers in agriculture. This study seeks to achieve this as one of its principal aim. Poonch division was selected for the purpose of data collection. This division has 51 institutions in which agro-teach teachers exist. Keeping in view the importance of agriculture in the state of Azad Jammu and Kashmir, the Govt. provided these agro-tech teachers for the teaching of agricultural subjects in modal schools up to metric level students. The study was conducted to check the potential of agro-tech teachers in promoting agriculture. These teachers were of two categories, one category was the senior agro-tech teachers having qualification M.Sc (Hons), B.Sc (Hons) or three years diploma in agricultural disciplines and second category was junior agro-tech teachers having one year or two years diploma in agricultural disciplines after matriculation or F.Sc. These two categories were having different scales of services such as seniors in BPS 16 and juniors in BPS 9 or BPS 14. According to their scale they have to teach two different groups of students. Senior agro-tech teachers teach to secondary level students while junior teachers teach to elementary level students.

## 2. MATERIALS AND METHODS

The universe of the study was Poonch division. Hence 50 agro-tech teachers were selected from a total of 71 agro-tech teachers in 55 institutes from four districts. 70% agro-tech teachers were randomly selected from each district. Interview schedule was used as a data collecting tool. The interviews were conducted personally at the institutes of agro-tech teachers and office of agriculture scientists.The collected data were then analyzed by using statistical techniques. The data was analyzed as follows.

### 2.1 Model for Estimating Constraints of Agro-tech teachers

Above mentioned respondents were taken in to discussion and literature viewed by researcher authors then estimating these constraints were working experience, types (junior/senior), and practical work in the field, honorarium of Job and allocation of time to assist agricultural development of Agro tech teachers
The model for this study was Econometrically Correlation Model.

$$Y_i = \beta_0 + \beta_i \sum_{i=1}^{5} X_i$$

## 3.RESULTS AND DISCUSSION:

In Table 1 Age of the respondent's was distributed into three categories i.e. young (up to 25 years), Middle (26-45) and old above 45 years. It further reveals that 64% of agro- tech teachers were of Middle Ages, 28% were young, below 25 years of age. While very few respondents i.e. only 8% from old age group were above 45years. In general the majority of respondents were physically and mentally capable of undertaking work in aid of agricultural development.

In Table 2 on the basis of Qualification Senior agro-tech teachers and junior agro-tech teachers were divided into three categories. Among senior agro-tech teachers 54.17% had B.Sc (Hons) degree in agriculture, 25%

had three years diploma and 20.83% had M.Sc (Hons) degrees in agriculture. So the qualification level of senior agro-tech teachers was very good.

While in Table 3 from the junior group 61.53 % were having one year diploma in agriculture and 38.47% were having two years diploma in agriculture.

The Table 5 presents the results that more than half (68%) of agro-tech teachers had 6-15 years of service experience while less than quarter 18% had more than 15 years of service. Which shows that most of them (88%) were well experienced.

Table 6 shows that in the response of the political constraints faced by the respondents they were of the opinion that politics involved in the educational system which affects the system badly and these teachers were also affected by this constraint.The above Tableindicates that about 72% were of the opinion that they were politically transferred. 52% were of the view that respondents were politically promoted i.e. they faced political constraints in the services.

Table 7indicates that about 48% of respondents were of the view that political influence was involved in promotion system of the department but 30% were against the idea.

Table 8 shows that Behavior of the head of the institute is co-operative toward the teachers, was the view of the agro- tech teachers.Data in the above table indicates that about 58% respondents were of the view that Head of the institute was cooperative but 26% were of the view that autocratic behavior was experienced.

Table 9 illustrates that respondents have facility from Govt. like Govt. Residency/House rent,Transportation/conveyance allowance and laboratory/field for work, but the level of satisfaction was not so good, only 44% satisfied with house rent and 52% with conveyance allowance.

As the performance of any individual is affected by his economic status / prosperity, so the question asked to check the soundness of economic position of these teachers. The result was in the table below**.**

It is evident from the Table 9 that Economical constraints faced by these teachers. Only 38% were satisfied to great extent with their salary, 30% with their allowances and 16% with TA/DA in their services.

### 3.1 Social Constraints Faced by Agro-Tech Teachers

Table below shows that these teachers facing caste system or brothers in their community and they faced attitude constraint in their community.

It is evident from Table 10 that respondent 42% faced social constraints in form of brothers in their locality and 30% faced constraints in the form attitude.

### 3.2 Correlation between the characteristics and constraints

The different characteristics are working experience, types (junior/senior), and practical work in the field, honorarium of Job and allocation of time to assist agricultural development of Agro tech teachers.

### 3.3 Education

Pearson correlation value (-.556) shows a highly significant and negative relationship between education of Agro-tech Teachers and constraints faced by them. It means highly qualified agro-tech teachers faced less constraints as compared to others.

### 3.4 Working Experience

Pearson correlation value (-.621) shows a highly significant and negative relationship between working experience of Agro-tech Teachers and constraints faced by them. It means more experienced agro-tech teachers faced less constraints as compared to low experienced agro-tech teachers.

### 3.5 Agro-Tech Teacher (Senior/Junior)

Pearson correlation value (-.465) shows a highly significant and negative relationship between Agro-tech Teachers and constraints faced by them. Negative sign shows junior agro-tech teachers faced more constraints as compared to senior agro-tech teachers.

### 3.6 Practical work in the field

Pearson correlation value (.436) shows a significant and positive relationship between practical work in the field (hours) of Agro-tech Teachers and facing constraints. It means agro-tech teachers who spend more time in the field were facing more constraints as compared to those agro-tech teachers who spent less time in the field.

### 3.7 Honorarium of job

Pearson correlation value (-.287) shows a highly significant and negative relationship between receiving honorarium of job by the Agro-tech Teachers and facing constraints. It means agro-tech teachers who received

honorarium were facing fewer constraints as compared to those agro-tech teachers who never received honorarium of job.

### 3.8 Allocation of time

Pearson correlation value (-.625) shows a highly significant and negative relationship between allocation of time of the Agro-tech Teachers and facing constraints. It means if the agro-tech teachers had more allocation of time then they faced fewer constraints.

So overall results indicates that education, working experience, type of agro-tech teacher (senior/junior), honorarium of job and allocation of time negative correlate with the constraints faced by them, while who agro-teachers who had more practical work in the field were facing more constraints.

## 4. CONCLUSION AND RECOMMENDATIONS

Agro-tech teachers were deprived in the sense of service because they faced constraints which badly effect their performance regarding our purpose of utilize of their services. The following factors (constraints) which may have their effects on the efficiency of the respondents were also taken into consideration, like the physical (constraints), social (constraints), administrative (constraints), professional (constraints), economical (constraints), political factors (constraints). The results were very poor; these agro-tech teachers faced these constraints in a massive way. Every agro-tech teacher has a fear of transfer on political grounds. The achievements of their due rights were also dependent on their relations with the politicians outside the department. Such like situation had rendered the structure of the department very week and the expectation of such services which are helpful to our purpose of utilization of respondents in help of agricultural department is minimized.

Transfers of the respondents (68.75%) were mostly made according to political influence or under the pressure of influential personalities. There was enough political influence and favoritism involved in the case of promotion and in granting any reward. The agro-tech teachers (70%) were not contented with their pay and other facilities provided to them in the response of their services. It may be concluded from the above discussion that if political interference is not stopped and services rules are not properly followed, the respondents would become ultimately disheartened and the objectives cannot be achieved. Highly qualified agro-tech teachers faced less constraint as compared to others more experienced agro-tech teachers faced fewer constraints as compared to low experienced agro-tech teachers. Junior agro-tech teachers faced more constraints as compared to senior agro-tech teachers. Agro-tech teachers who spend more time in the field were facing more constraints as compared to those agro-tech teachers who spent less time in the field.

Social status of the agro-tech teachers needs to be improved by providing various facilities, which are encourageous to them for the help of agricultural information dissemination system. I.e. travelling and daily allowance should be given. Political involvement in promotion and transfer should be totally discouraged. These should be on purely on merit basis and according to prevailing service rules. Junior agro-tech teachers should be encouraged by giving facilities in form of increasing salary, TA/DA and other benefits.

**Table 1 Distribution of agro- tech teachers according to their Ages**

| Ages of respondents | No.of respondents | Percentage |
|---|---|---|
| Young (up to 25 years) | 14 | 28% |
| Middle (26-45 years) | 32 | 64% |
| Old (above 45 years) | 04 | 08% |
| All | 50 | 100% |

**Table 2 Distribution of Agro- tech Teachers (senior) According to their Qualification**

| Sr. No. | Qualifications | No. of respondents | Percentage |
|---|---|---|---|
| 01 | Diploma(three years) | 06 | 25% |
| 02 | B.Sc (Hons) | 13 | 54.17% |
| 03 | M.Sc(Hons) | 05 | 20.83% |
| All | | 24 | 100% |

**Table 3 Qualification of agro-tech teachers (junior agro-tech teachers)**

| Sr. No | Qualification | No. of respondents | Percentage |
|---|---|---|---|
| 01 | Diploma in agriculture (one year) | 16 | 61.53% |
| 02 | Diploma in agriculture (Two years) | 10 | 38.47% |

 

**Table 4 Distribution of Respondents (Agro-tech Teachers) According to Service Experience**

| Sr. No. | Service experience | No. of respondents | Percentage |
|---|---|---|---|
| 01 | 1-5 years | 07 | 14% |
| 02 | 6-15 years | 34 | 68% |
| 03 | Above 15 years | 09 | 18% |

**Table 5 Distribution of Respondents According to Political Involvement Faced by Them in the Institutes**

| Political Constraints | To a great extent | | To some extent | | Not at all | |
|---|---|---|---|---|---|---|
| | F | % | F | % | f | % |
| politically transferred | 36 | 72 | 06 | 12 | 08 | 16 |
| politically Promoted | 26 | 52 | 13 | 26 | 11 | 22 |

**Table 6 Distribution of Respondents According to promotional constraints faced bythem**

| Promotion in the Department | To a great extent | | To some extent | | Not at all | |
|---|---|---|---|---|---|---|
| | F | % | F | % | f | % |
| Promotional constraints | 24 | 48 | 11 | 22 | 15 | 30 |

**Table 7 Distribution of the Respondents according to their views to Behavior of the Head of Institution**

| Behavior of the Head of the institution | To a great extent | | To some extent | | Not at all | |
|---|---|---|---|---|---|---|
| | F | % | f | % | f | % |
| Co-operative | 29 | 58 | 8 | 16 | 13 | 26 |

**Table 8 Distribution of the Respondents According to Their Views toward Physical Constraints Faced by Them**

| **Physical constraints faced by agro-tech teachers** | To a great extent | | To some extent | | Not at all | |
|---|---|---|---|---|---|---|
| | F | % | f | % | f | % |
| Govt. Residency/House Rent (satisfactory) | 22 | 44 | 10 | 20 | 18 | 36 |
| Transportation/ConveyanceAllowance (satisfactory) | 26 | 52 | 8 | 16 | 16 | 32 |
| Laboratory/field for work (satisfactory) | 20 | 40 | 13 | 26 | 17 | 34 |

**Table 9 Distribution of Respondents to Shows the Economic status (constraints) Faced by These Teachers**

| Economic Constraints | To a great extent | | To some extent | | Not at all | |
|---|---|---|---|---|---|---|
| | F | % | f | % | F | % |
| Salary constraints | 19 | 38 | 15 | 30 | 16 | 32 |
| Allowances constraints | 15 | 30 | 19 | 38 | 16 | 32 |
| TA/DA constraints | 08 | 16 | 22 | 44 | 20 | 40 |

**Table 10 Distribution of the Respondents According to Their Views about Social Constraints Faced by them**

| Social Constraints Faced by Agro-Tech Teachers | To a great extent | | To some extent | | Not at all | |
|---|---|---|---|---|---|---|
| | F | % | F | % | F | % |
| Brotherism Constraints | 21 | 42 | 15 | 30 | 14 | 28 |
| Attitude constraints | 15 | 30 | 19 | 38 | 16 | 32 |

**Table 11 Correlation between dependent and independents variables**

| Variables | Value of Pearson correlation | P-value |
|---|---|---|
| Education | -.556 | .000** |
| Working experience | -.621 | .000** |
| Agro-Tech Teacher (Senior/Junior) | -.465 | .001** |
| Practical work in the field (hours) | .436 | .002** |
| Honorarium of job | -.287 | .015* |
| Allocation of time | -.621 | .000** |

Dependent variable: constraints faced by the Agro-Tech Teacher
** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).

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