# Academic Performance of Agricultural Students

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## INTRODUCTION

Education occupies an important place in the intellectual and social development of humanbeing. The aim of education is to develop the persons and make them perfact in all their powers. It should provide considerable practice to activities which leads to develop habits. Higher education becomes more meaningful with higher standards of quality of the scholars. The graduates produced by educational institutions should be with sound knowledge, higher thinking and hard working attitude. To fulfill this vital task, combined efforts should be made by the educational institutions and students. To achieve the aim of education, students have to play an important role. Hence, they should think clearly and constructively.

## OBJECTIVES

(1) To identify the problems face by the students in achieving academic performance.

(2) To ascertain the relationship between independent variables and academic performance.

(3) To know the academic performance of agricultural students

## METHODOLOGY

The present study was undertaken at Gujarat Agricultural University, Anand Campus, Anand. The students of 3rd, 5th and 7th Semester were selected for the study. The list of students studying in 3rd, 5th and 7th semester was obtained from the college enrolled register. There were 8, 24, and 5 girls in 3rd, 5th and 7th Semester respectively. All these girls were selected for the study. An equal number of boys from the respective semesters were also selected. In all 37 boys and 37 girls were the total sample of the stydy. The data were collected personaly by questionaire in the month of march 1997. The data were tabulated, analysed and interpreted in the light of the objectives. Various statistical tests like frequency, percentage, correlation and 't' test were used.

## RESULTS AND DISCUSSION

### Problems faced by the students

The data regarding the problems faced by the students in achieving academic performance are presented in Table 1.

It is evident from Table 1 that college time is not appropriate was the major problem expressed by 51.35 per cent girls and 64.88 per cent boys whereas 27.02 per cent and 32.43 per cent of the students from Group-I

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**Table 1 : Distribution of the students according to the problems faced by them in achieving academic performance.**

| Sr. No. | Problems | Group-1 (Girls) | | Group-II (Boys) | |
|---|---|---|---|---|---|
| | | Number | Per cent | Number | Per cent |
| 1. | College time is not appropriate. | 19 | 51.35 | 24 | 64.86 |
| 2. | Practical knowledge is not given | 10 | 27.02 | 12 | 32.43 |
| 3. | Bias by teachers | 03 | 8.10 | 1 | 2.70 |
| 4. | No problem | 17 | 45.94 | 8 | 21.62 |

(Girls) and Group-II (Boys) respectively, opined that practical knowledge was not given. The problem of bias by teachers was expressed by 8.1 per cent girls and 2.70 per cent boys. About 46.00 per cent and 22.00 per cent of the students from Group-I and Group-II respectively could not face any problem.

**Relationship of independent variables with academic performance.**

Selected variables were studied to find out their relationship with academic performance. Data in this respect are presented in Table 2.

It can be seen from the Table 2 that various independent variables viz., rural/urban background, caste, participation in extra activities, Number of family members, Father education, Father occupation, family income, Number of educated persons in the family, guidance received for study and motivation had non significant relationship with academic performance of the students.

**Table 2 : Relationship of Independent Variables with Academic Performance.**

| Sr.No. | Variable | Correlation Coefficient |
|---|---|---|
| 1. | Rural/Urban background | 0.08485 NS |
| 2. | Caste | 0.08011 NS |
| 3. | Extra activities | 0.07111 NS |
| 4. | No. of family members | - 0.0170 NS |
| 5. | Father education | 0.11850 NS |
| 6. | Father occupation | - 0.18924 NS |
| 7. | Family income | - 0.07988 NS |
| 8. | No. of educated persons in the family | - 0.06959 NS |
| 9. | Guidance received for study | - 0.04673 NS |
| 10. | Motivation | - 0.12570 NS |

NS = Non significant

**Comparison between boys and girls in respect of differnet variables.**

The data in respect of comparison between boys and girls are presented in Table-3.

Table 3 Portrays that caste, extra activities, number of family members, father occupation, family income, number of educated persons in the family, guidance received for study and motivation, were found non significant whereas rural/urban background father education and academic performance of the students differ significantly for both the group. The probable reason for rural/urban background might be that the students from urban area were very active due to the various media exposure than rural area. Higher education of the father played a significant role to guide them at various stages of study. Academic performance of the girls was higher than boys because girls were more sincere in study than boys.

## CONCLUSION

It can be concluded that...

(1) College time is not appropriate and practical knowledge is not given were the major problems faced by the agriculture students.

(2) The relationship between socio-personal and economic characteristics of the students viz. rural/urban background, caste,

**Table 3 : Comparison between boys and girls in respect of different variables.**

| Sr. No. | Name of variable | Group-I (Girls) Mean Score | Group-II (Boys) Mean Score | 't' value |
|---|---|---|---|---|
| 1 | Rural/Urban background | 1.4595 | 1.1892 | 2.5584 * |
| 2 | Caste | 2.5135 | 2.4865 | 0.1845 NS |
| 3 | Extra activities | 3.1351 | 3.7027 | - 1.4719 NS |
| 4 | No. of family members | 5.1081 | 5.3784 | - 0.7347 NS |
| 5 | Father education | 3.8378 | 3.4324 | 2.5335 * |
| 6 | Father occupation | 3.1892 | 3.6757 | - 1.5002 NS |
| 7 | Family income | 76243.24 | 63794.59 | 1.5682 NS |
| 8 | No. of educated persons in the family | 4.6486 | 4.3784 | 1.0567 NS |
| 9 | Guidance received for study | 2.6757 | 2.9730 | - 0.9477 NS |
| 10 | Acadimic performance | 6.7495 | 6.1530 | 3.0916 * |
| 11 | Motivation | 1.0270 | 1.1081 | - 0.9115 NS |

* Significant at 0-05 per cent level.

extra activities, father education, father occupation, number of family members, family income, number of educated persons in the family, guidance received for study, motivation and their academic performance were found to be non-significant.

(3) There was significant difference between boys and girls in respect of rural/urban background, father education and academic performance.

## IMPLICATION

The teacher should motivate the students and try to avoid the problem of bias for better academic performance of the students, university authority should prepare course curriculum practical oriented and change the college time on experimental base which might be create interest among students towards study.

## REFERENCES

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❖ We don't know life : how can we know death ?
- CONFUCIUS

❖ It is always easy to be on the negative side. If a man were now to deny that there is salt upon the table, you could not reduce him to an absurdity
- SAMUEL JOHNSON

❖ To find out what one is fitted to do and to secure an opportunity to do it is the key to happiness.
- JOHN DEWEY