

Motivating Factors of Girl Students for Agricultural Degree Course

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INTRODUCTION

Education has been considered a lubricating force in the process of overall socio-economic development. Education in agriculture is basically the same as it is for all other systems and it is considered as one of the technical education. Education of women and girls was primarily seen in relation to improving their status within the family and for raising the quality of family life. Education of girls, specifically in technical degree course has a special importance in the family in modern society. Agricultural graduates play vital role in rural development and to the national economy.

The current phase of agricultural modernization in India would create about 55 million new job opportunities in next 5 years mainly in the skilled and technical categories according to a study by the PSS Central Institute of Vocational Education (PSSCIVE) of the Human Resources Development Ministry (Mishra *et al.* 1996).

Now-a-days a more number of girl students are seeking admission in agricultural degree course. Women graduates, with their multiple role obligations are a special group, much different in their needs, desires, aspirations, motivation and way of working than others in the scientific community. Considering the above facts, the present study

was an attempt to explore the motivating factors and aspiration of girl students to join agricultural degree course in Gujarat state.

OBJECTIVES

1. To know the factors motivating the respondents for joining the agricultural degree course.
2. To study the future aspirations of respondents after completing graduation.
3. To study the relationship between the personal, socio-economic characteristics of respondents with motivation and aspiration.

METHODOLOGY

Bansilal Amritlal College of Agriculture, Anand (Gujarat) was purposively selected for this study during February, 1997. All the girl students who had registered their names in 1st, 2nd, 3rd and 4th year B.Sc. (Agri.) degree course were taken into study and total number of respondents were 50. To measure the motivation of individual respondents, 5 point scale (Supe, 1969) was used.

Similarly for knowing aspiration of respondents, 8 statements were constructed, a score of 8, 7, 6, 5, 4, 3, 2, 1 was given to 1st, 2nd, 3rd, 4th, 5th, 6th, 7th and 8th preference of respondents to the statements respectively.

The data were collected by personal

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1. P. G. Student, BACA, G.A.U. Anand.
 2. Asso. Extn. Educationist, E.E.I., G.A.U. Anand

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interview. The statistical measures used were ranking, correlation, and factor analysis.

RESULTS AND DISCUSSION

It is quite clear from the data presented in Table 1 that the factors like success of green revolution and agriculture is the most important profession for changing situation in the country (1st rank) for motivating girl students to join

agriculture degree course followed by good career prospects (3rd rank), provision of job security (4th rank) interested in agriculture (5th rank), from advertisement in news paper (6th rank), to bring fundamental changes in the way agriculture is conducted (7th rank), parents wanted (8th rank), wanted to do something for rural and agriculture development (9th rank), persuasion of friends and relatives (10th rank),

Table 1 : Distribution of Motivating factors of respondents according to their order of preference. (N=50)

Sr. No.	Motivating factors	Total Score	Mean Score	Rank
1	Parents wanted	175	3.50	8
2	Friends/Relatives/persuaded	158	3.16	10
3	Teachers suggested	126	2.52	12
4	From advertisement in newspaper	181	3.62	6
5	Limited knowledge about other careers	86	1.72	15
6	Good marriage prospects offered	113	2.26	13
7	Interested in agriculture	192	3.84	5
8	Difficult to get admission in other professional course	144	2.88	11
9	Family is in agriculture	110	2.20	14
10	Provision of Job security	194	3.88	4
11	Good career prospects	197	3.94	3
12	Agriculture is the most important profession for changing situation in the country	204	4.08	1
13	Wanted to do something for rural/agriclultural development	174	3.48	9
14	To bring fundamental changes in the way agriculture is conducted	176	3.52	7
15	Impressed by the success of green revolution in the country	204	4.08	1

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difficult to get admission in to other professional course (11th rank), teachers suggested (12th rank), good marriage prospects offered (13th rank), family is in agriculture (14th rank) and limited knowledge about other career (15th rank).

Table 2 indicates that respondents preferred a job in Agriculture department /

consuming and their financial position may be an obstacle, setting up own farming and model farm house requires possession of more cultivated land with all infrastructure facilities, agriculture oriented business needs more financial stability, rural management and business management needs intellectual ability and also a time consuming.

Table 2 : Distribution of aspiration of respondents according to their preference (N=50)

Sr. No.	Aspiration statement	Total Score	Mean Score	Rank
1	Research (Ph.D.) in agriculture	278	5.56	2
2	Job in agriculture Dept./University/Bank	349	6.98	1
3	Business management	228	4.56	5
4	Rural management	229	4.58	4
5	Setting up model farm house	150	3.00	7
6	Own farming in village	96	1.92	8
7	Job in private company	271	5.42	3
8	To start agriculture oriented business	201	4.02	6

University / Bank (1st rank), followed by research (2nd rank), job in private company (3rd rank), rural management (4th rank), business management (5th rank), to start agriculture oriented business (6th rank), setting up model farm house (7th rank), and own farming in village (8th rank).

It can be inferred that after completion of agricultural degree course, respondents aspired for a job in agriculture dept. /university/ bank/private company for economic security in life as it is very important now-a-days, research in agriculture needs more time

Data presented in Table 3 indicates that family educational status had positive and significant relationship with motivation of girl students because with high educational status of family, family members know the importance of higher technical education for girls in modern age. Residential place of girl students had positive ($r=0.20726$) relationship with motivation means urbanity, exposure to mass media may motivate girl students to join agricultural degree course.

Family income had positive ($r=0.10305$) relationship with motivation means families

Table 3 : Relationship between personal and socio-economic characteristics with Motivation of respondents (N=50)

Sr. No.	Independent variables	Coefficient of correlation 'r' Value
1	Residential place	0.20726
2	Age	0.00972
3	Caste	0.00523
4	Education at entry level	- 0.14744
5	Family type	0.07426
6	Marital status	-0.12752
7	Family size	- 0.06510
8	Family educational status	0.37579*
9	Occupation of father	- 0.16578
10	Annual income of family	0.10305
11	Land holding	- 0.22028
12	Social participation of father	- 0.23947
13	Rating of agriculture degree course	- 0.24919

* Significant at 0.05 per cent level.

Critical value (2tail 0.05) +/-0.27841

having medium and low income level motivate girl students to join agricultural degree course as there is better provision of job security.

Table 4 shows that family educational status had significant and positive relation with aspiration of girl students. It may be due to realization of the value of higher professional education, the girl students aspired high in their career growth and diversity to other field after completion of agricultural degree course.

Annual income of family had significant and positive relationship with aspiration of girl students. It may happen with sound economic base of family the girl students aspire high in studying technical education.

Motivation had significant and positive relationship with aspiration. This is due to

when girl students were motivated to join higher technical education, they aspired for establishing themselves in present society, after completion of agricultural degree course.

Social participation of father had negative and significant relationship with aspiration. The reason could be father may not divert sufficient time to think regarding future aspiration of their daughters. Rating of agricultural degree course had significant and negative relation with aspiration. Most of the respondent's rating agricultural degree course was medium which do affect their aspiration after joining agricultural course. The reason may be pay and compensation, social status is low as compared to other technical course studied by girls.

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Table 4 : Relationship between personal and socio-economic characteristics with aspiration of respondents (N=50)

Sr. No.	Independent variables	Coefficient of correlation 'r' Value
1	Residential place	- 0.13526
2	Age	0.11604
3	Caste	0.04971
4	Education at entry level	0.03244
5	Family type	0.06413
6	Marital status	0.03244
7	Family size	-0.06510
8	Family educational status	0.41297*
9	Occupation of father	-0.01177
10	Annual income of family	0.27885*
11	Land holding	0.08873
12	Social participation of father	-0.92864*
13	Rating of agriculture degree course	- 0.88260*
14	Motivation	0.34589*

* Significant at 0.05 per cent level.

Critical value (2tail 0.05) +/-0.27841

CONCLUSION

It can be concluded from above study that educational status of family, residential place and annual income of family had a great bearing on motivation of girl students to join agricultural degree course. Similarly

educational status of family, annual income of family, motivation, social participation of father, and rating of agricultural degree course also have impact on aspiration of girl students after completion of their degree course.

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* Original not seen.