

ATTITUDE OF STUDENTS TOWARDS AGRICULTURAL EDUCATION

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ABSTRACT

Today agricultural education has become highly complex and specialized. Agricultural universities provide the diversified courses of study and also various career avenues for students after their studies. In this era, it is relevant to know the attitude of students towards agricultural education system. The present study was conducted at Anand Agricultural University in the academic year of 2017-18. A total of 80 students from UG (50%), PG (31%), Ph. D. (19%) were proportionately selected as respondents for the collection of data. The result revealed that great majority of the students (81%) join agriculture because it provides many job opportunities as compared to others and 78% had the opinion that agricultural education has various avenues for specialization as a scientist. But most of them were not fully satisfied with the present agricultural education system as they are not capable to create confidence among the students for getting jobs and self employment followed by absence of modern course curriculum giving more relevance to practical orientation and need problems. In spite of that, majority of the students (59%) had more favourable attitude towards agricultural education. There is a need to reinforce the system of agricultural education and its modernization with full practical orientation is necessary to fulfill their future aspirations in life and in serving the vast communities to improve the agricultural sector.

Keywords : *attitude, students, agricultural education*

INTRODUCTION

Agriculture is a vast sector compared to other sectors and plays a vital role in Indian economic infrastructure development. Agricultural education has become highly complex and specialized. It is estimated that only six to seven per cent of the youth after school education go for higher studies out of which only 1.5 per cent go for higher education in agriculture. In agrarian country like India, this number is far behind the actual need and in fact more and more avenues should be opened for rural youth so that they can receive education and training in agriculture and allied subjects.

Many of the agricultural graduates prefer jobs either in government offices or as agricultural assistants in banks. Because economy is not capable of satisfying all the rights and are converted into aspirator in a democratic system. So, it is necessary to help the students in having desirable aspiration and favourable attitude which will make them to attain their goal. The role of policy makers is to understand the process, to strengthen and accreditation of agricultural education in relation to attitude and aspiration of students.

The policy makers aim to generate favourable attitude, a new urge, aspirations and strong desire to improve the living condition and have a constructive outlook towards future.

OBJECTIVES

- (1) To study the personal, social, economical and psychological characteristics of students
- (2) To study the attitude of students towards agricultural education

METHODOLOGY

The present study was conducted in Anand Agricultural University. A sample of 80 respondents were selected proportionately from UG, PG, Ph. D. students. The data were collected using a personal interview questionnaire, incorporating all items pertaining to the specific objective of study. Based on the frequencies and intensity attitude was converted in percentage. Frequency and percentage were used to analyze the data to draw meaningful conclusions.

RESULTS AND DISCUSSION

An attitude is a mental state of readiness organized through experience, exerting a directive and dynamic influence upon the individual response to all objects and situation with which it is related. It was operationalized as respondents degree of favourableness or unfavourableness towards agricultural education. This was measured with the help of an attitude scale originally developed by Singh (1999) with slight modifications according to the study. Attitude of

students were categorized into three groups viz. low, medium and high.

Table 1: Distribution of UG, PG, Ph. D. students according to their attitude n=80

Sr. No.	Category	Frequency	Percent
1	Low (19.80-28.60)	01	01
2	Medium (28.70-37.40)	32	40
3	High (37.50-55)	47	59

Table 1 indicates that nearly two-fifth of the students (59 per cent) had high level of attitude whereas medium and low were 40, 1 per cent respectively. So, majority of the students have high favourable attitude towards agricultural education.

Table 2 : Distribution of post graduate students according to their personal, social, economical and psychological characteristics n=80

Sr. No.	Variables	Frequency	Percentage
1	Academic Performance		
	< 6	02	03
	6.00-6.90	08	10
	6.91-8.00	41	51
	>8	29	36
2	Father's Education		
	Illiterate	1	1
	Primary school	07	08
	High school	12	15
	Higher secondary	14	18
Graduate	46	58	
3	Mother's Education		
	Illiterate	5	06
	Primary school	17	21
	High school	15	19
	Higher secondary	15	19
Graduate	28	35	
4	Native		
	Rural	48	60
	Urban	32	40
5	Annual Income		
	Low(<2,50,0000)	33	41
	Medium(2,50,001-5,00,000)	35	44
	High(>5,00,000)	12	15
6	Land Size		
	Landless	30	38
	Marginal(<1ha)	09	11
	Small(1.1-2ha)	13	16
	Medium(2.1-5ha)	19	24
Large(>5ha)	09	11	
7	Wish to go abroad for study		
	Wish to migrate abroad	41	51
	No wish to migrate abroad	39	49

8	Wish to get higher academic degree		
	Wish to get higher academic degree	67	84
	Unwilling to get higher academic degree	13	16
9	Satisfaction with existing educational system		
	Cann't say	06	07
	Unsatisfied	02	03
	Somewhat satisfied	53	66
	Fully satisfied	19	24

Academic Performance

Table 2 shows that slightly more than half of the respondents (51 per cent) obtained 6.91 to 8.00 OGPA, followed by 36 per cent who had obtained more than 8.00 OGPA. Further , nearly one-tenth (10 per cent) of the students had obtained in between 6.00 to 6.9 OGPA.3 per cent got OGPA below 6.00. Most of the students showed good academic performance which indicates the good quality teaching of the institution and more interest of students towards studying agriculture.

Father's education

The data presented in Table 2 reveals that 58 per cent of student's father had degree and they were graduates. 18 per cent of student's father had higher secondary education. Further, 15 per cent of father had high school education, and 8 per cent father had primar school education. Only 1 per cent of the student's father was illiterate.

Mother's education

The result in Table 2 shows that 35 per cent of the student's mother has graduation followed by 21 per cent who had primary school education. Equal percent (19 per cent) of mothers had got high school and higher secondary education and 6 per cent were found illiterate.

Native

The result in Table 2 indicates that 60 per cent of students belonged to urban community and 40 per cent belonged to rural community.

Annual income

Table 2 indicates that 44 per cent of the students had medium annual income followed by 41 and 15 per cent who had high and low level of annual income respectively.

Land size

The data in Table 2 revealed that 38 per cent of the

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students are landless. Further, 24 and 16 per cent had medium and small size of land respectively. Equal per cent (11 per cent) got large and marginal size of land.

Wish to go abroad for study

The data in Table 2 indicated that slightly more than half of the students (51 per cent) of student's wish to migrate abroad for study and 49 per cent of students don't want to migrate abroad for study.

Wish to get higher academic degree

The data presented in Table 2 indicate that majority (67 per cent) of students does wish to get higher academic degree and only 13 per cent were unwilling to get higher academic degree.

Satisfaction with existing agricultural education

According to table 2, 66 per cent of the students were somewhat satisfied with the agricultural education followed by 24 per cent who were fully satisfied and only 3 per cent were unsatisfied with the existing agricultural education system.

Table 3: Distribution of students according to the reasons by them for joining agricultural education

n=80

Sr. No.	Reasons	Frequency	Per cent
1	Liking for the subject	60	75
2	Rural family background	34	43
3	Desire of parents or teachers	38	48
4	Agriculture education entrance is easier than others	37	46
5	To secure knowledge about improved agricultural technology	59	74
6	To have strong foundation for higher education and glamour of foreign tours	34	43
7	Relatives are studying in agriculture college or degree holders	16	20
8	Agricultural education is convenient as compared to engineering and medical	48	60
9	Provides various avenues for specialization as a scientist	62	78
10	Provides many job opportunities as compared to others	65	81

11	At least tentative job available in agriculture as compared to others	42	53
12	Failure or failed in other competitive exams like NEET, CAT	09	11

The data presented in Table 3 indicate that most of the students (81 per cent) joined agriculture due to the reason that it provides many job opportunities as compared to others. The other major reasons of the students were providing various avenues for specialization as a scientist(78 per cent) followed by liking for the subject (75 per cent), to secure knowledge about improved agricultural technology (74 per cent) and agricultural education is convenient as compared to engineering and medical (60 per cent). Few percentage of the students selected reasons such as failure or failed in other competitive exams like NEET, CAT, relatives studying in agriculture college for joining agricultural education.

CONCLUSION

It can be conclude that majority of the students had high level of favourable attitude towards agricultural education. Analysis results revealed that slightly more than half (51 per cent) of the students had 6.91 to 8 OGPA, 58 and 35 per cent of student's fathers and mothers were graduate respectively and more number of the students belong to medium level of annual income group. Three-fifth of the students belonged to rural community and 24 per cent of them had medium size of land. Great majority of the students (84 per cent) were willing to go for higher studies, slightly more than half (51 per cent) of the students were interested in studying abroad and majority of them (66 per cent) were somewhat satisfied with the existing agricultural education.

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