

## RELATIONSHIP BETWEEN ATTITUDE OF STUDENTS TOWARDS EXPERIENTIAL LEARNING PROGRAMME AND THEIR SELECTED INDEPENDENT VARIABLES

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### ABSTRACT

India is under development country. About 65 per cent of population are living in rural area and they are related to agriculture as a main occupation. For improvement in living standard of rural people, Indian Council of Agriculture Research (ICAR) introduced Experiential Learning Programme in 2006 for students of Agricultural Universities. The study was conducted in three agriculture colleges of Junagadh Agricultural University. ELP conducted in three cluster under six different departments. Total 120 students were randomly selected from three colleges. The data were collected through structural interview schedule. The result of the research study found that innovativeness, leadership ability, agribusiness anxiety, achievement motivation, self-confidence, management orientation and aspiration had significant relationship with attitude of students towards ELP. Whereas, academic performance, family land holding, parental occupation, parental income, participation in extra-curricular activity and decision making ability had non-significant relationship with attitude towards ELP.

**Keywords :** attitude, experiential learning programme, ug students

### INTRODUCTION

For improvement in agriculture education for employability, Indian Council of Agricultural Research developed and launched Experiential Learning Programme (ELP) launched during 10<sup>th</sup> Five Year Plan in the year 2006. Experiential learning is a business related endeavor which is interactive. In ELP, provide hands on training, scheme for creating facilities for establishment of experiential learning farms, model plant, veterinary, engineering workshops and plant clinics. The main aims of ELP are promoting entrepreneurship, knowledge, skill related to marketing, planning and production through meaningful hands on experience and working in project mode, from assembling input to sale of final produced.

The fourth Deans' committee headed by Dr. S. L. Mehta, that introduced ELP programme in all the state agricultural universities in India. The JAU has also implemented ELP with a load of 20 credits in the VIII semester of B. Sc. (Agri.) with its emphasis on moulding graduates from "job seekers to job providers" in all the constituent colleges (Anon., 2006).

This programme provided to undergraduate students of Agricultural Universities in final year. Through this programme, it was envisaged that basic knowledge and

conceptual aspect will be integrated with hands on training and practices in real life work environment, development of confidence, competitive and competent graduates to meet the needs of self-employment and private sectors. In this, students engaged in critical thinking, problem solving and decision making in context that are relevant to individual and society (Katyal and Bisht, 2005). Vegad and Chauhan (2019) studied on attitude of postgraduate scholars towards e-extension employability and they said that it helps in showing the intensity of the postgraduate scholars to utilise the electronic gadgets and media for generating sustainable employment and working for the benefit of farming community in transfer of technology. Boppana *et al.* (2019) reflected in their study that post graduate students have favorable attitude towards research. Achievement motivation and innovativeness of post graduate students had a positive and significant correlation with their attitude towards research.

Darji and Patel (2017) study on comparison of attitudinal behaviour of post graduate boys and girls students towards the use of computer for their empowerment and finding showed that girls students has more positive attitude towards the use of computer for their empowerment than the boys' students as the boys has reluctance in learn about the computer for their empowerment and girls were active in learning, which developed positivism towards the use of

computer. The reason for this result might be the difference in psychology of the girls and boys. Girls are generally more conscious in nature about any type of work and do the work with precision, whereas boys are somewhat less conscious about their work.

## OBJECTIVES

To know the attitude level of students towards ELP

To study the relationship between attitude of students towards experiential learning programme (ELP) and their selected independent variables

## METHODOLOGY

Three agriculture colleges of Junagadh Agricultural University viz; College of Agriculture, Junagadh; College of Agriculture, Amreli and College of Agriculture, Porbandar were selected purposively for this study. The ELP was taken under the College of Agriculture, Junagadh. Last semester of B. Sc. (Hons.) agriculture students of year 2019-20 were purposively selected for study. ELP programme of the college are conducted in three clusters under six different

departments. Each cluster covers two subjects. The students were selected randomly from each cluster. Out of total, 60 per cent of under graduate students were selected from each college. They were divided into 3 groups. Hence, 120 students were selected for study. The data were collected by structural interview schedule. For measuring attitude, teacher made scale was used. Total 42 statements with five-point continuum were used. The statistical tools such as frequency, percentage and spearman's rank coefficient of correlation were used for analysis of data. The scale was developed using the methodology followed by Vinaya *et al.*, (2016 & 2018) and Yeragorla *et al.*, (2021)

## RESULTS AND DISCUSSION

### (A) Attitude level of students towards ELP

It refers to the degree of positive or negative feelings associated with any object or thing, it plays an important role in determining his behaviour. In order to measuring attitude of under graduate students towards experiential learning programme (ELP), teacher made attitude scale was used. Attitude of ELP students for investigation is given in Table 1.

**Table 1 : Distribution of students according to their attitude towards ELP**

(n = 120)

Sr. No.	Category	Frequency	Percentage
1	Unfavourable attitude (Up to 75 score)	00	00.00
2	Less favourable attitude (76 to 109 score)	02	01.66
3	Favourable attitude (110 to 143 score)	19	15.84
4	High favourable attitude (144 to 177 score)	76	63.34
5	Very high favourable attitude (above 177 score)	23	19.16

The above Table 1 indicated that majority (63.34 per cent) of under graduate students had high favourable attitude towards ELP, followed by 19.16 percent had very high favourable attitude and 15.84 per cent of under graduate students had favourable attitude towards ELP. Whereas, only 01.66 per cent of students had less favourable attitude and none of them was found in unfavourable attitude towards ELP.

It can be concluded that nearly two third of the under graduate students had high favourable attitude towards ELP.

### (B) Relationship between attitude of students towards ELP and their selected characteristics

The relationship between attitude of under graduate students towards ELP and their selected independent variables are presented in Table 2.

From the above Table 2 reflected that the variables viz., innovativeness, leadership ability, achievement motivation and agribusiness anxiety had positive and highly significant relationship with attitude of students towards ELP. While, self confidence, management orientation and aspiration had positive and significant relationship with attitude towards ELP. It indicated that higher level of attitude of students towards ELP. This may be due to the fact that high innovativeness, leadership ability, achievement motivation and agribusiness anxiety drives the students towards the objectives and help the students to develop favourable attitude towards ELP as well as research.

Whereas, academic performance, family land holding, parental occupation, parental income, participation in extra-curricular activity and decision-making ability had positive and non-significant relationship with attitude towards ELP. Only place of residence of students had negative and non-significant relationship with attitude towards ELP.

**Table 2: Relationship between attitude of students towards ELP and their selected independent variables** (n = 120)

Sr. No.	Independent variable	'r' value
X <sub>1</sub>	Place of residence	-0.022 <sup>NS</sup>
X <sub>2</sub>	Academic performance	0.083 <sup>NS</sup>
X <sub>3</sub>	Family land holding	0.068 <sup>NS</sup>
X <sub>4</sub>	Parental occupation	0.051 <sup>NS</sup>
X <sub>5</sub>	Parental income	0.102 <sup>NS</sup>
X <sub>6</sub>	Participation in extra- curricular activity	0.058 <sup>NS</sup>
X <sub>7</sub>	Innovativeness	0.403**
X <sub>8</sub>	Management orientation	0.222*
X <sub>9</sub>	Leadership ability	0.392**
X <sub>10</sub>	Decision making ability	0.0606 <sup>NS</sup>
X <sub>11</sub>	Self confidence	0.249*
X <sub>12</sub>	Agribusiness anxiety	0.559**
X <sub>13</sub>	Achievement motivation	0.346**
X <sub>14</sub>	Aspiration	0.208*

\* = Significant at 0.05 level\*\* = Significant at 0.01 level  
NS = Non significant

This finding was in conformity with the findings of Deshmukh and Kadam (2014), Saranya (2015), Kavitha (2018) and Priyanka (2019). The further this finding can be supported by the findings of Patel, *et al.* (2017) and Darji, *et al.* (2017) who reported that there was non-significant relationship between the AAU teachers' level of confidence and their attitude.

**CONCLUSION**

From the above finding, it can be concluded that majority (63.34 per cent) of UG students had high favourable attitude towards ELP, followed by 19.16 percent had very high favourable attitude and 15.84 per cent of student had favourable attitude towards ELP. While, attitude of students towards ELP were observed significantly with innovativeness, leadership ability, agribusiness anxiety, achievement motivation, self-confidence, management orientation and aspiration were significant related to attitude towards ELP. Whereas, non-significant with place of residence, academic performance, family land holding, parental occupation, parental income, participation in extra-curricular activity and decision-making ability.

**CONFLICT OF INTEREST**

The authors of the paper declare no conflict of interest

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