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Attitude of students undergoing agricultural diploma programme

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Abstract

Agricultural diploma is the programme that deals with the study of farming methodologies and the use of farming machinery. The study was conducted in three constituent agricultural diploma colleges of Acharya N.G. Agricultural University during 2021-22 to analyze attitude of the students undergoing agricultural diploma programme by collecting information from a total of 90 respondents (30 from each agricultural diploma college) using interview schedule. For measuring the attitude of students undergoing agricultural diploma programme scale adopted by Ajit (2004) was used with some modifications. The findings reveal that less than half of the students undergoing diploma programme had favourable attitude (43.33%) followed by highly favourable attitude (28.89%) and unfavourable attitude (27.78%) towards agricultural diploma programme. The agricultural diploma program at Acharya N.G. Agricultural University is well-regarded by a majority of its students, but by addressing gaps in the curriculum, making the course more practical oriented, imparting suitable skills to students and job placement services can better meet the needs of students, leading to a more favorable attitude towards the program and better preparation for careers in agriculture.

Keywords: Agricultural diploma, favourable attitude, students, unfavourable attitude, skills

Introduction

A nation's success in spreading the agricultural revolution to all regions is highly dependent on its ability to produce substantial numbers of people with basic agricultural skills and rooted in agricultural science and technology (Wortman S and Cummings 1978) [8]. Many researchers emphasize on the need to improve the performance of research, extension, marketing, credit, and policy institutions. However, very little focus has been given to attract students from high school and also in offering effective and relevant higher education in agriculture.

Higher education programs in agriculture and related studies need to attract and mentor high-quality, motivated students with a genuine interest in agriculture by improving the quality and relevance of training and increasing investments across the agricultural value chain. Low investment in agriculture research has been one of the concerns for several years and particularly in the recent years when the complexity in the entire agriculture system have increased. The low investment in agricultural research and education has not only impacted research but has also failed to attract students in this sector who can contribute meaningfully.

Agricultural diploma is the programme that deals with the study of farming methodologies and the use of farming machinery. The polytechnic in agriculture is the one of the basic and first step in agriculture education which aimed to provide enrolled collegians with knowledge, skill and experience, which are required to be assets in agriculture (James and Denis, 2015) [4]. Diploma students have immense potential, if properly utilized, can be of great use for agricultural development. However, as it is found in other faculties, agricultural diploma students are also behind the jobs. They are now turning into mere degree/diploma holders and job seekers instead of being professionals in agriculture who can take up the challenges and contributes to agriculture development. Therefore, there is a need to stimulate and sustain the interest of agricultural diploma students towards the diploma programme.

Keeping the above facts in view, an attempt was made to critically analyze the attitude of the students undergoing agricultural diploma towards agricultural diploma programme.

Objectives

1. To study the profile characteristics of students undergoing agricultural diploma programme.
2. To study the attitude of students towards agricultural diploma programme.

Methodology

The present study was conducted in three constituent diploma college of Acharya. N.G. Ranga Agricultural University. A sample of 90 respondents was selected proportionately from three agricultural diploma colleges. The data were collected using a personal interview schedule, incorporating all items pertaining to the specific objective of study. Frequency and percentage were used to analyze the data to draw meaningful conclusions.

Results and Discussion

The first objective of the study was to describe profile characteristics of agricultural diploma students. Nearly three fourth (71.11%) of the agricultural diploma students belonged to female category, followed by 28.89% of them belonging to male category. Exactly three fifth (60.00%) of the students had education in Telugu medium and 40% in English medium. More than three fourth (86.67%) of agricultural students were from rural and 13.33% from urban background. more than two fifth (44.44%) of students were belonged to backward caste. Whereas 25.56%, 21.11% and 8.89%, of the students belonged to general merit, schedule caste and schedule tribe respectively. Majority (82.22%) of them were from nuclear family and 17.78% from joint family. More than three fifth (67.78%) of the students were belong to small family size followed by medium (30.00%) and large (2.22%). More than one-fourth (34.44%) of the students' mother completed up to primary education (17.78%), followed by high education Illiterate (17.78%), intermediate (16.67%), can

read and write (7.78%) and graduation (5.56%). One-fourth of the students' father (32.22%) completed up to graduation followed by high school (24.44%), illiterates (21.11%), primary education (7.78%), can read and write (7.78%) and PUC/Diploma (6.67%). More than three-fifth (66.67%) of the students' mother were housewives followed by agriculture (22.22%), government service (5.56%), private services (3.34%), business (1.11%) and Corporate (1.11%). slightly more than half (52.22%) of the students' fathers had agriculture as an occupation followed by private services (15.56%), business(14.44%), labour(13.33%) government service (3.33%) and Corporate (1.11%). less than half of the students undergoing diploma programme had low family income (48.88%) followed by medium (32.22%) and high family income (18.89%). majority (80.00%) of students had more than 8.00 to 8.99 CGPA followed by 11.11% of students had more than 9.00 CGPA .5.56% of the students were in between 7.00 and 7.99 CGPA and remaining 3.34% of the students were in between 6.00 to 6.99 CGPA. nearly half (48.88%) of the students were having low level of participation in extra-curricular activities, followed by 34.44%, 16.67% who had high and medium level of participation in extra-curricular activities, respectively. less than half (46.67%) of the students had medium level of library exposure followed by 33.33% of them with low and 20.00 percent of them with high level of library exposure. majority (37.78%) of the students had low ICT exposure followed by high (32.22%) and medium (30.00%). more than one third of agricultural diploma students had high peer pressure (37.78%) followed by low peer pressure (32.22%), and medium peer pressure (30.00%). These profile characteristics of agricultural diploma students results are in line with results of Patel (2006) [6], Dahake (2009) [2], Dobariya (2011) [3] and Uhre (2015) [7].

Table 1: Profile characteristics of students undergoing agricultural diploma programme

Sl. No.	Variables	Category	Total	
			f	%
1.	Gender	Male	26	28.89
		Female	64	71.11
2.	Basic medium of instruction	Telugu	54	60.00
		English	36	40.00
3.	Rural /urban background	Urban	12	13.33
		Rural	78	86.67
4.	Caste	ST	8	8.89
		SC	19	21.11
		BC	40	44.44
		General	23	25.56
5.	Family type	Joint	16	17.78
		Nuclear	74	82.22
6.	Family size	Small (Up to 4)	61	67.78
		Medium (5-7)	27	30.00
		Large (8 and Above)	2	2.22
7.	Parental education			
A.	Education of mother	Illiterate	16	17.78
		Can read/write	7	7.78
		Primary education	31	34.44
		High school	16	17.78
		PUC/Diploma	15	16.67
		Graduate	5	5.56
B.	Education of mother	Illiterate	19	21.11
		Can read/write	7	7.78
		Primary education	7	7.78
		High school	22	24.44
		PUC/Diploma	6	6.67
		Graduate	29	32.22
8	Parental occupation			

A	Occupation of mother	Government service	5	5.56
		Private services	3	3.33
		Corporate	1	1.11
		Agriculture	20	22.22
		Business	1	1.11
		House wife	60	66.67
B	Occupation of father	Government service	3	3.33
		Private services	14	15.56
		Corporate	1	1.11
		Agriculture	47	52.22
		Business	13	14.44
		Labour	12	13.33
9.	Family income	Low (<1.31)	44	48.88
		Medium (1.31-2.27)	29	32.22
		High (>2.27)	17	18.89
		Mean	166333.3	
		SD	209302.7	
10.	Academic Performance	More than 9.00 CGPA	10	11.11
		Between 8.00 to 8.99 CGPA	72	80.00
		Between 7.00 to 7.99 CGPA	5	5.56
		Between 6.00 to 6.99 CGPA	3	3.33
11.	Participation in extra-curricular activities	Low (<13.11)	44	48.88
		Medium (13.11-14.89)	15	16.67
		High (>14.89)	31	34.44
12.	Library exposure	Low (<3.79)	30	33.33
		Medium (3.79-9.14)	42	46.67
		High (>9.14)	18	20.00
13.	I C T exposure:	Low (< 11.19)	34	37.78
		Medium(11.19-18.63)	27	30.00
		High (>18.63)	29	32.22
14.	Peer pressure	Low (<19.29)	29	32.22
		Medium(19.29-22.76)	27	30.00
		High(>22.76)	34	37.78
15.	Achievement motivation	Low(< 23.01)	28	31.11
		Medium(<23.01-27.12)	31	34.44
		High (>27.12)	31	34.44

The Second objective of the study was to assess the attitude of students towards agricultural diploma programme. In the present investigation, attitude was conceptualized as positive or negative feelings or reactions of the respondents towards

agricultural diploma programme. For measuring the attitude of students undergoing agricultural diploma programme scale adopted by Ajit (2004) [1] was used with some modifications.

Table 2: Overall distribution of students according to attitude towards agricultural diploma programme.

Sl. No.	Agricultural diploma students	Category	f	%
1.	Agricultural diploma college, Anakapalle (n ₁ =30)	Unfavourable (<85.08)	10	33.33
	Mean=91.03	Favourable (85.08-96.98)	12	26.67
	SD=11.90	Highly Favourable (>96.98)	8	40.00
2.	Agricultural diploma college, Garikapadu (n ₂ =30)	Unfavourable (<91.06)	11	36.67
	Mean=95.77	Favourable (91.06-100.47)	9	30.00
	SD=9.41	Highly Favourable (>100.47)	10	33.33
3.	Agricultural diploma college, Maruteru (n ₃ =30)	Unfavourable (<96.08)	10	33.33
	Mean=99.13	Favourable (96.08-102.19)	13	43.33
	SD=6.11	Highly Favourable(>102.19)	7	23.33

It is evident from the Table 2 that, two fifth of students of agricultural diploma college, Anakapalle had favourable attitude (40.00%) followed by unfavourable attitude (33.33%) and highly favourable attitude (26.67%) towards agricultural diploma programme. The reason might be that they have practical based curriculum which enhance student interest. In case of agricultural diploma college, Garikapadu, it is observed that, more than one third of the students had unfavourable attitude (36.67%) followed by 33.33% and 30.00% of the students had highly favourable and favourable attitude towards agricultural diploma programme respectively.

This trend might be due to lack of better classroom and laboratory facilities, lack of better student-teacher relationship and less focus on field exposure. With respect to the students of agricultural diploma college, Maruteru, it was observed that more than two fifth of students had favourable attitude (43.33%) followed by 33.33% and 23.33% of the students had unfavourable and favourable attitude towards agricultural diploma programme respectively. This might be due to the students are provided with the training programmes, workshops and they are exposed to latest technology.

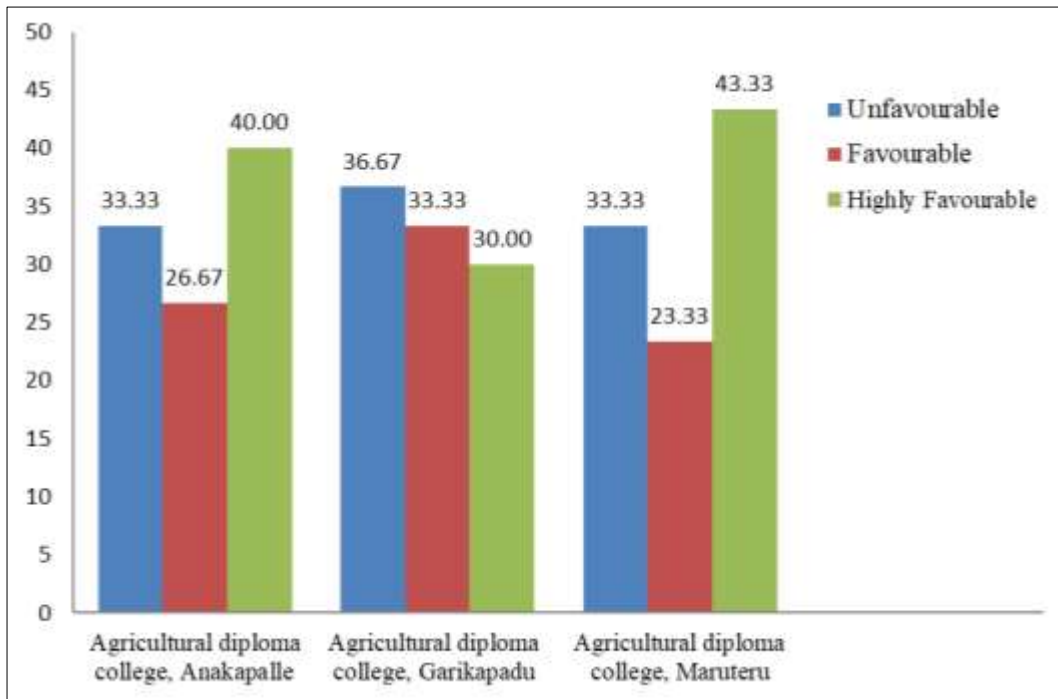


Fig 1: College wise distribution of students according to attitude towards agricultural diploma programme

Table 3: Overall distribution of students according to attitude towards agricultural diploma programme.

Sl. No.	Category	Agricultural diploma students (n=90)	
		f	%
1.	Unfavourable (<90.35)	25	27.78
2.	Favourable (90.35-100.27)	39	43.33
3.	Highly favourable(>100.27)	26	28.89
Mean		95.31	
SD		9.91	

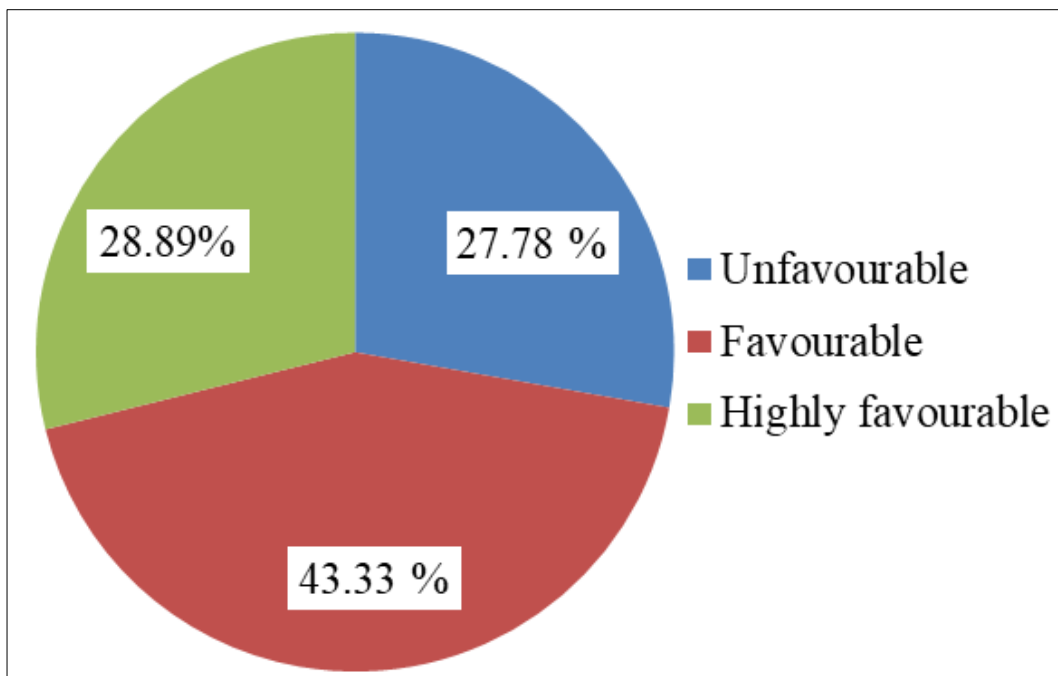


Fig 2: Overall attitude of students undergoing agricultural diploma programme

Table 3 shows overall attitude of students undergoing agricultural diploma programme, data revealed that, less than half of the students undergoing diploma programme had favourable attitude (43.33%) followed by highly favourable attitude (28.89%) and unfavourable attitude (27.78%) towards agricultural diploma programme. Greater proportion of the respondents (43.33%) had favourable attitude. The findings of

the study are similar to the findings of Linghati *et al.*, (2007) [5].

Conclusion

The study was conducted to assess the attitude of agriculture diploma students towards the agricultural diploma programme. It was found that two by third of the agricultural

diploma students had unfavourable attitude towards agricultural diploma programme. The efforts can still be intensified to transform the attitude of the students to highly favourable one by making the course more practical oriented, there is a clear need for ongoing evaluation and improvement. Addressing gaps in the curriculum, skill development, and job placement services can better meet the needs of students, leading to a more favorable attitude towards the program and better preparation for careers in agriculture. By implementing these changes, the university can enhance the overall educational experience and outcomes for its students, ultimately contributing to the advancement of the agricultural sector.

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