



Research Article

Attitude of guardian of higher secondary school students towards agricultural education

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SUMMARY : The present study was conducted at Parbhani District of Marathwada region. The 120 guardians of higher secondary school students of four talukas of Parbhani districts were considered for the universe. Majority of the respondents belonged middle age group, educated upto secondary school education level, most of them were of guardians of male students, belongs to small family and nuclear family type. About one fourth guardians were possessed semi-medium land holding, and engaged in farming, having low annual income, utilizing medium use of sources of information, majority of the guardians had low level of social participation and had low level of socio-economic status. As regard with the attitude of guardians of higher secondary school students towards agriculture education had favourable attitude towards agriculture education and economical development, social participation, employment opportunity, agriculture development, educational, personal development.

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BACKGROUND AND OBJECTIVES

India is a developing country. The main factor that made India a developing is its educational wealth still it's poverty stricken. Mostly 80% of population depends on agriculture and out of it 60% is illiterate. Thus the basis of which problem is illiteracy. Education is the process of bringing about desirable changes in the behaviour of an individual. An educated person has the ability to change the world, as he/she is the bringing with confidence and assured of making the right moves. Education in the field of Agriculture has become crucial factor for advancement of agricultural sectors, which has become highly scientific and technological venture. Agricultural education programmes assist with providing life long learning opportunities in and about agriculture. The primary aim to start number of agricultural institution was to train and educate student, so that, they could engage in agriculture and carry out the activity in a scientific manner, making use of modern technology and thereby boost up the production. The students trained in these agricultural institutions has more employment

opportunities in government and private sector also. Also these educated youth instead of seeking jobs outside should get self employed in agriculture activities, which helps in transferring the technology up to the farmers.

In India parents or guardian are responsible for the decisions regarding education and career of their children. However, in spite of the presence of large number of agricultural institutions and various incentives and scholarship offered by the government it is observed that the parents or guardians are reluctant to send their wards for agricultural education. It was also felt important to determine the stratum of the guardians who have more or less favourable attitude towards the agricultural education. Keeping the above view in mind, the study was conducted with following objectives.

- To study the personal characteristics of the guardian of students undergoing higher secondary school education.
- To study the attitude of guardian of higher secondary school students towards agricultural education.

KEY WORDS:

Attitude, Guardian of higher secondary school students, Agricultural education

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- To study the relationship between the personal characteristics of the guardian of higher secondary school students with their attitude towards agricultural education.

RESOURCES AND METHODS

The present study was conducted at Parbhani district of Marathwada region. The guardian of the higher secondary school students were the population of the study. From Parbhani district four talukas namely Parbhani, Selu, Jintur, Gangakhed were selected randomly. From each taluka two higher secondary school were selected randomly and from each school 15 students were randomly selected. Thus in all 120 guardians of 12th standard students was the sample of this study. Ex -post facto research study was used in this study.

The independent variables annual total income, use of sources of information, social participation, socio-economic status and dependent variable attitude were categorized *i.e.* low, medium and high on the basis of Mean \pm SD.

OBSERVATIONS AND ANALYSIS

The results of the present study as well as relevant discussion have been summarized under following heads:

Personal profile of guardians:

From the Table 1 it was observed that, the maximum number of respondents 65.83 per cent was from middle aged group, 36.66 per cent of the respondents were educated up to secondary school education, 66.66 per cent of the respondents were guardian of male students. Most of the respondents *i.e.* 73.33 per cent belonged to small family and nuclear family *i.e.* 90.83 per cent. About 32.50 per cent possessed semi-medium land holding, most of the respondents (31.67 %) were engaged in farming, maximum (38.33 %) number of respondents belonged to low annual income (up to 1,80,000/-) maximum number of respondents 38.34 per cent had medium use of sources of information that most of the respondents 63.33 per cent had low level of social participation and 42.50 per cent has low level of socio-economic status.

Attitude of guardians towards agricultural education:

The findings obtained by the present study are presented below :

Attitude towards agricultural education and economical development:

It is observed that from Table 2 that (100.00%) respondents disagreed with statement - Assurance of economical development is not possible through agro-based business, where as for the statement - Assurance of income increased by taking economically profitable crops because of

Table 1 : Distribution of guardians according to their personal characteristics

Sr. No.	Characteristics	Frequency	Percentage
1.	Age		
	Young	-	-
	Middle aged	79	65.83
	Old	41	34.17
2.	Education		
	Illiterate	-	-
	Primary school	10	8.33
	Secondary school	44	36.68
	Higher secondary education	25	20.84
	Graduate and above education	41	34.17
3.	Sex of student		
	Guardian of male students	80	66.66
	Guardian of female students	40	33.34
4.	Size of family		
	Small	88	73.33
	Medium	24	20.00
	Large	8	6.67
5.	Type of family		
	Nuclear	109	90.83
	Joint	11	9.17
6.	Land holding		
	Land less(no land)	18	15.00
	Marginal (up to 1 ha)	12	10.00
	Small (1.1-2.0 ha)	35	29.16
	Semi-medium (2.1-4.0 ha)	39	32.50
	Medium (4.1-10 ha)	16	13.34
	Big (above 10 ha)	-	-
7.	Occupation		
	Labour	0	0.00
	Labour+Farming	2	1.66
	Farming	38	31.67
	Business	11	9.16
	Service	18	15.00
	Farming +Dairy	10	8.34
	Farming + Business	12	10.00
	Farming +Service	29	24.17
8.	Annual income		
	Low	46	38.33
	Medium	33	27.50
	High	41	34.17
9.	Use of sources of information		
	Low	40	33.33
	Medium	46	38.34
	High	34	28.33
10.	Social participation		
	Low	76	63.33
	Medium	12	10.00
	High	32	26.64
11.	Socio-economic status		
	Low	51	42.50
	Medium	37	30.83
	High	32	26.67

Table 2 : Distribution of the respondent according to their attitude towards agricultural education

Sr. No.	Attitude towards agricultural education	Strongly agree	Agree	Disagree
		Freq (Per cent)	Freq (Per cent)	Freq (Per cent)
Attitude towards agricultural education and economical development				
1.	Assurance of economical development is not possible through agro-based business.	00.00	00.00	120 (100.00)
2.	Economic condition can be changed because of agricultural education.	40 (33.33)	80 (66.67)	00.00
3.	Agricultural education helps to achieve economic development of family.	35 (29.16)	85 (70.84)	00.00
4.	Assurance of income increased by taking economically profitable crops because of agricultural education.	120 (100.00)	00.00	00.00
Attitude towards agricultural education and social development				
1.	Person who studied Agricultural Education gets honor in the society.	55(45.83)	65 (54.17)	00.00
2.	Agricultural education is not useful to increase the social status of a person.	00.00	00.00	120 (100.00)
3.	Agriculture businessman gets negligible position in society.	00.00	00.00	120 (100.00)
4.	Person who are undergoing agricultural education gets opportunity to achieve the top most post in the society.	40 (33.33)	80 (66.67)	00.00
5.	Agriculture education helps for the developing the co-operative society's of rural areas.	30 (25.00)	90 (75.00)	00.00
6.	Development of co-operative society is not depend upon agricultural education.	00.00	00.00	120 (100.00)
Attitude towards agricultural education and employment				
1	It is not possible to start separate agriculture business after taking agricultural education.	00.00	00.00	120 (100.00)
2	There are many opportunities in private sectors after completing agricultural education	00.00	30 (25.00)	90 (75.00)
3.	It is possible to start agriculture allied business because of agricultural education	95 (79.17)	25 (20.83)	00.00
4.	There is no need of agricultural education to start farming as a business.	100 (83.33)	20 (16.67)	00.00
5.	There are much opportunities to achieve top position through competitive exams because of agricultural education.	25 (20.83)	95 (79.17)	00.00
6.	Agriculture graduates has more opportunities of jobs at different post in banks	25 (20.83)	75 (62.50)	20 (16.67)
7.	Campus interview conducted in agriculture colleges by private sector selects the agriculture graduates for jobs.	00.00	20 (16.67)	100 (83.33)
8.	Formal agriculture education helps to start agriculture and allied business which helps to provide jobs to rural youth in rural areas.	120 (100.00)	00.00	00.00
Attitude towards agricultural education and agriculture development				
1.	Incredible change in agriculture can be achieve because of agricultural education.	110 (91.67)	10 (8.33)	00.00
2.	There is a need of formal agricultural education for modern agriculture.	120 (100.00)	00.00	00.00
3.	There is no consistency in actual farming through agricultural education.	00.00	18 (15.00)	102 (85.00)
4.	Agricultural education is less believable as developed technology of agriculture not gives every time same result.	00.00	20 (16.67)	100 (83.33)
5.	Agriculture education based on the scientific knowledge.	120 (100.00)	00.00	00.00
6.	It can be possible to take profit of different schemes of government because of agricultural education.	120 (100.00)	00.00	00.00
7.	Agriculture education also not useful in unfavorable conditions as agriculture is totally depends on nature.	00.00	75 (62.50)	45 (37.50)
8.	Agriculture education helps to well use available inputs for development of agriculture.	110 (91.67)	10 (8.33)	00.00
9.	Agricultural education helps to well use of available human resources from rural areas in the development of agriculture by achieving their development also.	120 (100.00)	00.00	00.00
10.	Agriculture education helps to take well care of live stocks and to expand dairy business	100 (83.33)	20 (16.67)	00.00
11.	There is no need to possess formal agriculture education to the traditional agriculturist.	00.00	110 (91.67)	10 (8.33)
12.	Agriculture education helps to avoid misuse of water, land and fertilizers in farming.	120 (100.00)	00.00	00.00
13.	There is a need of agricultural education for the development of nations.	20 (16.67)	100 (83.33)	00.00

Table 2 contd....

Contd.... Table 2

Attitude towards agricultural education and educational, personal development			
1.	Agriculture education has lower status than other educational courses.	25 (20.83)	75 (62.50) 20 (16.67)
2.	Agriculture education helps to increase the educational status of family as well as own.	15 (12.50)	105 (87.50) 00.00
3.	Standard of living of rural people increases because of agricultural education.	120 (100.00)	00.00 00.00
4.	There is a risk to send children far away for agriculture education.	00.00	00.00 120 (100.00)
5.	Agriculture education encourages to the students from rural areas to go forward.	120 (100.00)	00.00 00.00
6.	Quality of education of agriculture university of our region is not good than other agriculture universities.	00.00	00.00 120 (100.00)
7.	Quality of education is low of private colleges running under agriculture university of our region.	00.00	80 (66.67) 40 (33.33)
8.	There is a well extension of different researches of agriculture university to the farmers.	00.00	90 (75.00) 30 (25.00)
9.	There is no need of a special intellectual ability to go for agriculture education.	00.00	00.00 120 (100.00)
10.	Now a days, there is need to give the agriculture education to the girls also.	55 (45.83)	40 (33.33) 25 (20.84)

agricultural education all respondents strongly agreed.

Attitude towards agricultural education and social development:

It is observed that from Table 2 that (100.00%) respondents were disagree with statement - Assurance of economical development is not possible through agro-based business, where as for the statement - Assurance of income increased by taking economically profitable crops because of agricultural education all respondents strongly agreed.

Attitude towards agricultural education and employment opportunity.

It is observed that from Table 2 that majority of the respondents were strongly agreed with the statement - Formal agriculture education helps to start agriculture and allied business which helps to provide jobs to rural youth in rural areas. Whereas it was also noticed that majority (100.00%) respondents were disagree with the statement - It is not possible to start separate agricultural business after taking agricultural education.

Attitude towards agricultural education and agricultural development:

It is clear from Table 2 that it was good finding that majority of the respondents were strongly agree with the statement. There is a need of formal agricultural education for modern agriculture, agriculture education based on the scientific knowledge, it can be possible to take profit of different schemes of government because of agricultural education, agricultural education helps to well use of available human resources from rural areas in the development of agriculture by achieving their development also and agriculture education helps to avoid misuse of water, land and fertilizers in farming.

Attitude towards agriculture education and educational, personal development:

It is observed from Table 2 that majority respondents were strongly agree with the statement - Living standard of rural people increases because of agricultural education and agriculture education encourages to the students from rural areas to go forward. Whereas similarly, they were disagree with the statement - There is a risk to send children far away for agriculture education, and it is appreciable thing that they were disagree with the statement - Quality of education of agriculture university of our region is not good than other agriculture universities, as well as they also disagreed that there is no need of special intellectual ability for agricultural education.

Overall attitude of guardians:

From the Table 3 it is observed that majority of the respondents (54.17%) were having favourable attitude towards agricultural education followed by 25.00 per cent having neutral attitude, where as 20.83 per cent had unfavourable attitude towards agricultural education. These findings are similar with the findings of Bhintade (1986), Raghuwanshi (1998), Karande (2008).

Table 3 : Distribution of the respondents according to their attitude towards agricultural education

Category	Frequency	Percentage
Favourable(107 -109)	65	54.17
Neutral (106)	30	25.00
Unfavourable (104- 105)	25	20.83

Relationship of personal characteristics of guardian with their attitude towards agricultural education:

From the Table 4 it is observed that age and type of family had negatively non-significant relationship with attitude

Table 4 : Relationship between independent variable with attitude

Sr. No.	Independent variables	Attitude
		Correlation coefficient
1.	Age	-0.673NS
2.	Education	0.431**
3.	Sex of student	0.693**
4.	Size of family	0.345**
5.	Type of family	-0.059NS
6.	Land holding	0.771**
7.	Occupation	0.589**
8.	Annual income	0.800**
9.	Use of sources of information	0.758**
10.	Social participation	0.622**
11.	Socio-economic status	0.604**

NS= Non-significant ** indicates significance of value at P=0.01

of guardians towards agricultural education. The findings are similar with the findings of Raghuwanshi (1998), where as education, sex of student, size of family, land holding, occupation, annual total income, use of sources of information, social participation and socio-economic status has positive and significant relationship with attitude. These findings are similar with the findings of Karande (2008).

Conclusion:

Majority of the respondents belonged middle age group, educated upto secondary school education level, most of them were of guardians of male students, and belonged to small family and nuclear family type. About one fourth guardians possessed semi-medium land holding, and engaged in farming,

having low annual income, utilizing medium use of sources of information; Majority of the guardians had low level of social participation and had low level of socio-economic status.

It was concluded from above finding that the guardians of higher secondary school students had favourable or positive attitude towards agricultural education. More than half of the respondents having favourable attitude towards agricultural education. It was observed that age and type of family had negatively non-significant relationship with attitude of guardians towards agricultural education, where as education, sex of student, size of family, land holding, occupation, annual total income, use of sources of information, social participation and socio-economic status had positive and significant relationship with attitude.

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