DETERMINATION OF ATTITUDE, OCCUPATIONAL ASPIRATION AND PREFERENCE FOR PLACEMENT OF B.Sc. AGRICULTURE STUDENTS OF GUJARAT STATE

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ABSTRACT

Since time immemorial, agriculture in India has been looked upon a way of living rather than a business enterprise. Now Indian agriculture is on the threshold of a significant transformation from the traditional systems, low investment of capital and technology and poor post harvest management and value addition to move value added agricultures and we are marching towards a “green revolution” in agriculture. This calls for a significant role of corporate sector and co-operative sector than the Governmental sector.

With increased involvement of private and co-operatives or NGOs and with expanding business opportunities in agriculture post W.T.O. there is going to be a substantial increase in the demand for qualified and trained human resource in agricultural sector.

In this present context, it is important to analyze the occupational aspiration of the agriculture under graduate students, their preference for job placement and the factors affecting on it. Keeping in view of this importance the present study was entitled as “DETERMINATION OF ATTITUDE,
Abstract

OCCUPATIONAL ASPIRATION AND PREFERENCE FOR PLACEMENT OF B.Sc. AGRICULTURE STUDENTS OF GUJARAT STATE was undertaken with following specific objectives.

1. To study the characteristics of agriculture college students.
2. To study the attitude of agriculture college students towards agricultural education.
3. To study the relationship of attitude of agriculture college students towards agricultural education and their characteristics.
4. To study the level of occupational aspiration of agriculture college students.
5. To study the relationship of occupational aspiration of agriculture college students and their characteristics.
6. To study the preference for occupational placement of agriculture college students.
7. To study the preference for placement in terms of occupational aspiration.

The present study was undertaken at B. A. College of Agriculture, Gujarat Agricultural University, Anand Campus, Anand. The study was conducted on randomly selected 141 students out of total 295 under graduate students. Data were collected with the help of structured interview schedule through personal contact to each respondent.

For the measurement of dependent variables, scales were developed by the researcher and for the measurement of independent variables, appropriate scales developed and adopted by other research workers were
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used with due modifications. The statistical tools used for analysis were mean, standard deviation and coefficient of correlation.

Major findings of the study are summarized below:

1. More than half of the respondents (56.03 per cent) were belonged to the age group of 20 to 22 years.
2. Slightly greater than one third of the respondents (37.59 per cent) were second born children.
3. Less than three fourth (73.05 per cent) of the respondents were from non-reserved categories.
4. A great majority of the respondents (89.36 per cent) were unmarried.
5. More than two third of the respondents (68.80 per cent) were passed the examination with second class and above.
6. Majority of the respondents (59.58 per cent) were from the families with more than 4 members.
7. Nearly three fourth of the respondents (74.47 per cent) were having up to 2 brothers and sisters.
8. More than one half of the students' (51.06 per cent) father were having educational qualification of graduation and above.
9. Slightly greater than four fifth of the respondents (80.85 per cent) were from the families of medium level of educational status.
10. Majority of the students' (45.39 per cent) fathers were engaged in farming followed by service (38.30 per cent).
11. More than two third of students (68.80 per cent) were from families of medium occupational status.

12. Slightly greater half of the respondents (51.77 per cent) were from families of high income category. The average family income of the respondents was Rs. 1,09,335 per annum.

13. Majority of the respondents (73.75 per cent) possessed land. Out of which 34.04 per cent were from families of low land holding status followed by 24.11 per cent and 15.60 per cent were having medium and high land holding status.

14. A great majority of the students' (91.49 per cent) father had low social participation.

15. More than three fourth of the respondents (77.31 per cent) were from the families of medium class status.

16. More than half (58.15 per cent) of the respondents opted to continue higher studies.

17. Majority of the respondents (60.28 per cent) were having favourable attitude towards agricultural education.

18. More than two third of the respondents (71.63 per cent) had medium to high level of occupational aspiration.

19. There was found positive and significant relationship between the attitude of the respondents towards agricultural education and characteristics of respondents like academic achievement, father's education, family educational status, father's occupation, family income, size of land holding and father's social participation.
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20. A significant and positive relationship was found between the occupational aspiration of the respondents and their characteristics like academic achievement, father's occupation, family occupational status, father's social participation, class status and attitude towards agricultural education. Caste was significantly, but negatively related with the occupational aspiration of the respondents.

21. A great majority of the respondents (87.94 per cent) were preferred to be placed in service.
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Associate Extension Educationist,  
Extension Education Institute  
Gujarat Agricultural University  
Anand Campus, Anand.

CERTIFICATE

This is to certify that the thesis entitled, “DETERMINATION OF ATTITUDE, OCCUPATIONAL ASPIRATION AND PREFERENCE FOR PLACEMENT OF B.Sc. AGRICULTURE STUDENTS OF GUJARAT STATE” by AJIT C. in partial fulfillment of the requirements for the award of the degree of MASTER OF SCIENCE (AGRICULTURE) in the subject of EXTENSION EDUCATION by the Gujarat Agricultural University is a record of bonafide research carried out by him under y guidance and supervision. The thesis has not previously formed the basis for the award of any degree, diploma or any other similar title.

Place : Anand  
Date : 07/02/2004  
( M. S. TRIVEDI )  
MAJOR ADVISOR
CERTIFICATE

This is to declare that the whole of research work reported here in the thesis for partial fulfillment of the requirements for the degree of Master of Science (Agriculture) in the subject of Extension Education by the undersigned is a result of investigation done by me under direct guidance and supervision of Dr. M.S. Trivedi, Associate Extension Educationist, Extension Education Institute, Gujarat Agricultural University, Anand Campus, Anand-388 110 and no part of work has been submitted for any other degree so far.

Place : Anand ( AJIT C. )
Date : 07/02/2004

Counter Signed by

( M. S. TRIVEDI )
Major Advisor
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Place: Anand

Date: 07/02/2004

( AJIT C.)
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I. INTRODUCTION

Indian agriculture is known for its multi-functionaries of providing employment livelihood, food, nutritional and ecological securities. Agriculture and allied activities contribute 29.1 per cent to the gross domestic product and employs 69 per cent of total work force of India. Thus it plays a vital role in Indian economy. Our country is blessed with plenty of natural recourses, but the demographic changes and economic growth exert strong and compelling pressures on the finite natural resources. Indian population has already crossed one billion and it has been still increasing in an alarming rate. There is an urgent need to address issues on food security, nutrition adequacy, rural income generation, employment and poverty. Despite the higher production, the per capita availability of food has not increase significantly. These facts show that the future growth of agriculture would have to necessarily come largely form increased productivity from a shrinking natural resource base through efficient as well as scientific management. We can make it possible through the proper deployment and utilization of specially trained manpower of our agricultural graduates. The quality of the agricultural graduates and their efficiency depend on the type and method of education imparted to them. Field oriented practical programmes greatly influence their performance in the actual field conditions. Agricultural education enables them in the scientific utilization of the available natural recourses to the maximum extent to enhance the national development.
Introduction

In India Agricultural education as a system started with the setting up of five agricultural colleges based on the recommendations of the famine commission of 1901. The idea that initiated the decision leading the establishment of agricultural universities came in the form of University education commission (1949) under the chairmanship of Dr. S. Radhakrishnan. The joint Indo-American team recommended agricultural universities to be started in the pattern of land grand colleges of United States of America. The first agricultural university started at Pantnagar (U.P) in 1960.

At present the base for the growth of trained manpower for agricultural production stems from the network of 31 agricultural universities, four deemed universities, central institutes and 28 general universities that spread all over India. All these institutions together producing 11900 agricultural graduates every year.

These institutions offer certificate, diploma, graduation and post graduation facility in different disciplines at various levels of agriculture education.

Education in any form is an important agent for development, both in urban and rural areas. It is the main instrument affecting change. So it occupies an important role in the intellectual and social development of human being. However while imparting education it is important to consider the kind, level, quality, organization and administration of the education imparted. Education helps to shape one individual’s personality and integrates him into the social structure Merton (1957). The challenges posed to higher education must be met squarely to make education more interesting and
resourceful to the students. An individual can become a productive member of the society by selecting a suitable occupation.

Occupation plays an important role in the life of an individual and plays a broader psychological importance that has been generally recognized. Thus those in the education process develop awareness towards the type of education imparted and the courses in which they are enrolled. This helps them in judging their future prospects and scope for employment. Based on this and other socio-economic factors like family background and encouragement received by their elders, the students’ attitude and aspiration were buildup.

1.1 STATEMENT OF PROBLEM

Quite a number of studies have been conducted in India and abroad in the area of socio-psychological, educational, personal and economical factors influencing the attitude towards different types of education and occupational aspiration of students from high school age to post graduate age and a number of studies have also been conducted by researchers in the field of education psychology, sociology and other sciences on occupational choice behavior viz. occupational aspiration, preference and choice of the adolascend and attitude of students towards different psychological objects like school, science, scientist etc., but are very limited with respect to faculties of agricultural sciences. This fact underlines the importance and urgent need to study the attitude of the students of the agricultural colleges, their occupational aspiration and various environmental, personal, educational socio psychological and economic factors associated with them. It is therefore
imperative to study the characteristics of the agricultural college students influencing the attitude towards agricultural education and occupational aspirations.

The attempts made by Belt (1959) Schwirian (1968) and many other eminent social scientists contributed immensely in this area. Vernal (1979) made an attempt to measure the attitude of the students of 10th class towards the school. He observed that the attitude of students towards science, scientist and school is influenced by personal, psychological, family background and economical factors.

The recent technological advancements in agricultural research and agricultural production sector have considerably enlarged the scope of agricultural graduates and consequently resulted in several new job opportunities for degree holders in agriculture. At present a large variety and different types of jobs are available for the agricultural graduates. It is assumed that the students during the course of their studies have come plan to pursue a career after graduating. They aspire in terms of their own choice of some job and the avenues open to them. The knowledge of the students’ aspirations with regard to the placement of their career can be great practical significant for the planners and administers of educational programme.

The present study is an attempt to explore the answers to some of the questions viz. what type of family background of the students had a favorable attitude towards agricultural education? How this attitude reflects on their aspiration? and What will be their choice for occupation for placement?. Educational institutions are charged with the responsibility of developing
vocational behaviour, which may solve some of these problems. In other words the system of education must meet the requirement of society. Education is an institution of the society designed to facilitate behavioural development. So that it occurs in the most effective and efficient manners. Most social institutions have educational functions, but the educational institutions are societys’ means to use knowledge for future development of its member.

Keeping this in view, the present study entitled determinants of attitude, occupational aspiration and preference for placement of undergraduate agriculture college students of Gujarat state, has been planned.

1.2. OBJECTIVES OF THE STUDY

In order that useful occupational behaviour may be developed among the students’ initial choice and later adjustment to courses and careers depend largely on the wisdom shown at the initial stage. The right choice of discipline and attitude towards the education imparted through the institute and vocational decisions, therefore have to occupy a central piece in the life of the student community. This fact enhances the principle followed at the initial stage to maximum utilization of one’s talents, aspirations interest and motivations. There has to be a meaningful and realistic relationship between one’s educational pursuit and vocational plans. The study had therefore been planned with the broad objectives to examine the factors related to the attitude towards agricultural education, level of occupational aspiration of agricultural college students and their preference for occupational placements. The specific objectives of the study are:-
Introduction

1.2.1 To study the characteristics of agriculture college students.

1.2.2 To study the attitude of agriculture college students towards agricultural education.

1.2.3 To study the relationship of attitude of agriculture college students towards agricultural education and their characteristics.

1.2.4 To study the level of occupational aspiration of agriculture college students.

1.2.5 To study the relationship of occupational aspiration of agriculture college students and their characteristics.

1.2.6 To study the preference for occupational placement of agriculture college students.

1.2.7 To study the preference for placement in terms of occupational aspiration.

1.3. IMPORTANCE OF THE STUDY

The objectives stated above would indicate the practical utility of the research. On several occasions the students’ ability and personality is found to be inconsistent to the requirement of the vocations they aspired. It is therefore considered necessary to find out whether there is any relationship between their personal, psychological abilities and sociological environments. The knowledge of these factors will go a long way in understanding the vocational choice behaviour of the students as well as to enable the counselors to formulate an effective vocational planning programme. Study of the attitude as a dependent variable will also helps the academic and policy makers to make marked improvement in the educational programme of
agricultural colleges. Finally the study will probe in depth the characteristics of agriculture college students, which would help to know the type of students admitted in the colleges.

Since the investigations was conducted in the jurisdiction of Gujarat Agricultural University, Anand campus under a particular environmental condition, the findings emanating from the study would be applicable to agriculture colleges having similar educational programmes and located in similar agro-climatic and socio-economic conditions, while general conclusions arrived at may be of value in other spheres, subject to local adjustment. This study would provide a better insight into the problems, which may help in improvement of educational programmes and strategies for vocational guidelines not only to the agriculture college students but also candidates willing to be admitted in agriculture colleges.

1.4. DERIVATION OF HYPOTHESES

Based on the objectives of the study statement of the problem and importance of the study following hypotheses were derived.

Substantive hypotheses

1.4.1 Attitude of the respondents towards agricultural education is significantly related to their characteristics.

1.4.2 Level of occupational aspiration of the respondents is significantly related to their characteristics.

1.4.3 Preference for placement is in relation to the level of occupational aspiration.
Introduction

Alternative Hypotheses (H1)

There is relationship between the students' attitude towards agricultural education and students' age, birth order, caste, academic achievement, participation in extracurricular activities, number of family members, father's education, family educational status, father's occupation, family occupational status, family income, family land holding, father's social participation and class status.

Null Hypotheses (HO)

There is no relationship between the students' attitude towards agricultural education and students' age, birth order, caste, academic achievement, participation in extracurricular activities, number of family members, father's education, family educational status, father's occupation, family occupational status, family income, family land holding, father's social participation and class status of the students.

Alternative Hypotheses (H1)

There is relationship with students' occupational aspiration and students' age, birth order, caste, academic achievement, participation in extracurricular activities, number of family members, father's education, family educational status, father's occupation, family occupational status, family income, family land holding, father's social participation, class status and their attitude towards agricultural education.

Null Hypotheses (HO)

There is no relationship with students' occupational aspiration and students' age, birth order, caste, academic achievement, participation in extra
Introduction

curricular activities, number of family members, father’s education, family educational status, father's occupation, family occupational status, family income, family land holding, father's social participation, class status and their attitude towards agricultural education.

1.5. LIMITATIONS OF THE STUDY

The major limitation in this investigation is with regards to time, study area and other research facilities, usually faces by a single student investigator. This study therefore limited to B.A. College of Agriculture, Anand under Gujarat Agriculture University only. The findings and suggestions of the study may be applicable to the Gujarat Agriculture University, mainly.
A review of literature leads the researcher to conclude his findings with reference to past studies and also helps to build an appropriate design for study. A sincere attempt to record the studies conducted on attitude and aspiration in educational field, has been made in this chapter. However, the work related directly to the attitude in educational field is limited, the studies having an indirect bearing on it, has also been reviewed and presented under the following main heads.

1. Characteristics of the students.
2. Attitude of the students toward agriculture education.
3. Attitude and its relationship with characteristics of the students.
4. Occupational aspiration of the students.
5. Occupational aspiration and its relationship with characteristics of the students.
6. Preference for placement expressed by the students.

### 2.1 CHARACTERISTICS OF THE STUDENTS

#### 2.1.1 Age

Ashwar (1993) as a result of his survey on undergraduate veterinary college students, found that 54.57 per cent of the students had age in the range of 20 to 22 years. While proportion of the students in the age group of 17 to 19 years and 23 to 25 years were 21.13 per cent and 24.30 per cent, respectively. The average age of the students was 21 years.

Ingle *et al.* (1999) conducted a study on the perception and aspiration of girl students, studying B.Sc. (Agriculture) course. From their study they
Review of Literature

revealed that most of the respondents were fall in the age group of 20 to 22 years.

2.1.2 Birth order

Pandya and Patel (1971) during their study on Agricultural College students of Navsari, found that 42.80 per cent of the students were middle born, while 29.70 per cent were the eldest and 27.50 per cent were youngest among this siblings.

Solanki (1975) reported that majority (51.27 per cent) of the respondents were born as middle one among siblings.

Ashwar (1993) in his study observed that an equal number of respondents were first and second born children (28.52 and 27.82, respectively). While numbers of students born at 3rd position and 4th and above position were 19.00 per cent and 24.66 per cent, respectively.

2.1.3 Caste

Solanki (1975) reported that 76.44 per cent of the students were from upper caste and 23.56 per cent were from the lower caste families.

Ashwar (1993) after his survey among the veterinary college students of Gujarat Agricultural University, revealed that majority of the respondents (90.50 per cent) were from non-reserved caste categories, whereas the remaining 9.50 per cent belonged to the reserved categories.

Kosambi (1997) as a result of his study on the undergraduate students of B. A. College of Agriculture, revealed that majority of the students (56.75 per cent) were from higher caste, followed by 36.48 per cent of the students
were from middle caste and 6.77 per cent of the students were from lower caste.

Ingle et al. (1999) during their study on the undergraduate girl students of the Agricultural college of PDKV, Akola observed that 37.15 per cent of the respondents were belonged to O.B.C. while, 42.85 per cent of the respondents were of other castes.

2.1.4 Academic achievement

Lad (1976) found that 77.03 per cent of the students from Anand campus were first class, while 22.97 per cent of the students were third class.

Ashwar (1993) measured the academic achievement of undergraduate veterinary students and reported that nearly half of the respondents (46.48 per cent) were in pass class category. While, proportion of respondents in second and first class category were 45.42 and 8.10 per cent, respectively.

Kosambi (1997) revealed that 40.28 per cent of the respondents were passed in second class, whereas 32.36 per cent of the respondents passed in pass class and 27.36 per cent of the respondents were passed in first class category.

2.1.5 Participation in extracurricular activities

Sonogera (1975) concluded that there was a lack of participation on the part of the majority of the agricultural undergraduate students in co-curricular activities.

Jand (1976) found that 46.600 per cent of the respondents had not participated in any of the extracurricular activities whereas 38.80 per cent
participated in one to two activities and only 14.60 per cent had participated in more than two activities.

Lad (1976) observed that 64.00 per cent of the students had membership in NSS followed by 41.50 per cent had membership in NCC, 32.00 per cent occupied membership in youth organizations and 16.50 per cent students were the members of students council.

Ashwar (1993) revealed that participation in extracurricular activities of majority of the students (89.44 per cent) was low, followed by 8.45 per cent respondents had medium participation and only 2.11 per cent of the students were having high participation.

### 2.1.6 Number of family members

Kanawala (1970) as a result of his study reported that 62.00 per cent of the students were from the family consisting of 6 to 11 members.

Solanki (1975) in his study found that 69.97 per cent of the respondents had 6 to 10 members in the family.

Ashwar (1993) stated that 47.00 per cent respondents had up to two brothers and sisters, 42.00 per cent had three to four brothers and sisters and 11.00 per cent of the respondents had five and above brothers and sisters.

Kosambi (1997) indicated that majority of the students (64.33 per cent) were from the families of more than four members, while 35.67 per cent students were from the families of up to four members.

### 2.1.7 Father's education

Verma et al. (1968) observed that 88.00 per cent of the students' father received formal education above the standard of seventh class, while 12.00
per cent of them had not received any education. He further reported that
50.00 per cent of the students' father entered college and from this, 90.00 per
cent had intermediate and 10.00 per cent had post-graduate level of
education.

Lad (1976) revealed that 70.50 per cent of the students' father had
education up to primary level, while 29.50 per cent of the students' father had
education up to secondary level and above.

Ashwar (1993) stated that the father’s education level was up to the
higher secondary and above in the case of 44.00 per cent of the respondents' 
family, followed by 40.85 per cent having up to high school level of education
and only 15.15 per cent was in the illiterate group.

Kosambi (1997) found that majority of the students' (74.34 per cent)
father had college level of education. Students' father with educational
qualification of higher secondary level, secondary level and primary level were
17.56 per cent, 5.40 per cent and 2.7 per cent, respectively.

Ingle et al. (1999) observed that father of majority of the respondents
(57.15 per cent) were graduates and father of 14.28 per cent of the
respondents were post-graduates, while father of 28.57 per cent of the
respondents having the educational qualification up to higher secondary level
only.

2.1.8 Family educational status

Lad (1976) stated that half of the students (52.50 per cent) were from
the families of low to medium level of educational status. Whereas, 47.50 per 
cent of the students were from the families of high level of educational status.
Ashwar (1993) in his study found that more than three fourth (79.58 per cent) of the respondents' family educational status was medium, followed by 11.97 per cent of the respondents' family were having high level of educational status.

Kosambi (1997) as a result of his study reported that half of the students (50.15 per cent) were from the families of high educational status, while 49.85 per cent of the students were from the families of medium to low educational status.

2.1.9 Father’s occupation

Verma et al. (1968) reported that 35.00 per cent fathers of the respondents had occupation of farming whereas 35.00 per cent were employed in Government services and 30.0 per cent of the students' fathers were working in private organization.

Lad (1976) indicated that majority of the students (65.50 per cent) were from farming community, whereas 34.50 per cent students belonged to non-agricultural family.

Ashwar (1993) revealed that the respondents father engaged in service were 44.37 per cent, whereas the percentage of respondents’ father engaged in farming, other independent profession, caste occupation, labour and business were 40.50, 9.51, 3.52, 1.40 and 0.70, respectively.

Kosambi (1997) observed that majority of the students' (71.62 per cent) father had occupation as non-agriculture. While 28.38 per cent student's father had agriculture as their occupation.
2.1.10 Family occupational status

Kanawala (1970) revealed that a great majority of the students came from agricultural families.

Lad (1976) indicated that majority of the students (65.50 per cent) were from farming community, whereas 34.50 per cent students belonged to non-agricultural family.

Ashwar (1993) found that 48.60 per cent of the respondents were belonged to the family having medium occupational status, while the respondents having high and low family occupational status was 43.30 per cent and 8.10 per cent, respectively.

Kosambi (1997) observed that 76.62 per cent of the students were belonged to the families of non-agricultural occupation, while 23.38 per cent of the students were from the families of agricultural occupation.

2.1.11 Family income

Verma et al. (1968) reported that 60.00 per cent of the respondents were belonged to families having annual income below Rs. 4000, 24.00 per cent were from the families having annual income of Rs. 4000 to Rs. 8000 and 16.00 per cent were belonged to families with annual income above Rs. 8000.

Pandya and Patel (1971) studied socio-economic background of agricultural college students of Navsari. They observed that 37.00 per cent of the students had family income less than Rs. 1000, 43.00 per cent had Rs. 1000 to Rs. 5000 and 20.00 per cent had Rs. 8000 to 10,000.
Lad (1976) stated that majority of the students (72.50 per cent) were belonged to low income families, whereas 27.50 per cent students belonged to families with high annual income.

Ashwar (1993) found that 49.64 per cent of the respondents' family had income above Rs. 36,000 per annum, 34.86 per cent respondents belonged to families having an annual income of Rs. 18,001 to 36,000 and 15.50 per cent students were from families having income less than Rs. 18,000.

Kosambi (1997) reported that majority of the students (51.55 per cent) were from families, who had income ranging from Rs. 35,001 to Rs. 80,000 followed by 32.45 per cent students had family income above Rs. 80,000 and 16.00 per cent of students had their family income up to Rs. 35,000/-.  

2.1.12 Size of land holding

Sonogera (1975) as a result of his study on agricultural undergraduate students reported that among the respondents' families, proportion of medium size, small size and large size of farm was 34.33 per cent, 30.67 per cent and 21.33 per cent, respectively and remaining 13.67 per cent of them were land less.

Ashwar (1993) revealed that 82.00 per cent of the respondents' families possessed land. Out of which 33.00 per cent belonged to small land holding families, 27.46 per cent to medium land holding families and 15.20 per cent were from marginal farmer families. Only 6.34 per cent respondents were from families of big land holding group.
2.1.13 Father's social participation

Indira Devi (1968) during her study on the home science diploma students, observed that father of 9.67 per cent of the respondents were members of gram panchayat, while father of 12.90 per cent of the respondents were chairman of co-operative societies or the village panchayat.

Ashwar (1993) found that majority (87.37 per cent) of the respondents' father had low level of social participation, followed by 11.63 per cent with medium level and only 1.00 per cent of them had high level of participation in social organization.

Kosambi (1997) found that 82.64 per cent of the respondents' father had low level of social participation, whereas 16.25 per cent with medium level and only 1.11 per cent of them had high level of participation in social organization.

2.1.14 Class status

Ashwar (1993) during his study observed that more than two third (68.30) per cent the respondents belonged to medium class status families followed by 21.84 per cent and 9.86 per cent from high class status and low class status families, respectively.

Kosambi (1997) reported that majority of the respondents (79.83 per cent) were from medium class status families, while proportion of respondents from high class status families and low class status families were 17.65 per cent and 2.52 per cent respectively.
2.2 ATTITUDE TOWARDS AGRICULTURAL EDUCATION

Lincolin (1959) in his study on the students of elementary school reported that they were almost unanimous in expressing the faith that education is vital key towards achievement of their ambition for a better life.

Jackson (1975) revealed that about 80.00 per cent of the students would place themselves in the like category, if asked to describe themselves as either linking or disliking the school.

Sood (1979) measured the attitude of the students towards science to analyze their understanding of the nature of science and found that the mean of the total sample (N=1000) was 369.40 and S.D. was 26.70 which indicated that the total sample reflected positive attitude towards science and scientist.

Vernal (1979) in his attempt to study the attitude of the students of class X\textsuperscript{th} towards the school, observed that most of the students were favourably disposed towards school.

Shrivastava and Shrivastava (1983) measured the attitude of students toward work experience from class 1 to 10 and revealed that students having favourable attitude towards work experience were more as compared to students having unfavourable attitude.

Ashwar (1993) as a result of his study on the undergraduate veterinary students reported that majority (96.48 per cent) of respondents held favourable attitude toward veterinary education, 3.17 per cent had an unfavourable attitude and a meager section (0.35 per cent) did not express any clear-cut opinion about veterinary education.
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Kosambi (1997) in his study on the agricultural college students, found that more than two third of the students (68.25 per cent) had favorable attitude towards agricultural education, while 21.84 per cent of the students had unfavorable attitude and 9.91 per cent of the students had neither favorable nor unfavorable attitude.

2.3 RELATIONSHIP OF ATTITUDE WITH CHARACTERISTIC OF THE STUDENTS

2.3.1 Age and attitude

Sewell et al. (1953) analyzed the relationship between age and attitude towards high school education and observed that age was significantly associated with attitude towards high school education.

Ashwar (1993) studied the relationship between age and attitude towards veterinary education and revealed that there was no significant relationship between age and attitude towards veterinary education.

2.3.2 Birth order and attitude

Lincolin (1959) revealed that the birth order of the children had some bearing on their attitude towards education with a pronounced tendency for the amount of schooling to decrease from high point in the case of the first born son through the subsequent sons.

Ashwar (1993) after his study concluded that there was no significant relationship between birth order and attitude towards education.

2.3.3 Caste and attitude

Sewell et al. (1953) observed that the caste was associated with the attitude towards high school education.
Singh (1966) observed that the literacy ratio of SC (21.36 per cent) and ST (16.38 per cent) were lower than that of the general population (36.23 per cent) and concluded that attitude was non significantly associated with the caste.

Kanawala (1970) studied the socio-economic background of arts, science, commerce and agriculture college students in Kaira district of Gujarat state and concluded that students’ attitude had no relation with caste.

Vernal (1979) reported that the tribals exhibited a more positive attitude towards school than non-tribals.

Ashwar (1993) analyzed the relationship between the caste and attitude towards the veterinary education and found that there was no significant relationship existed between caste and attitude towards education.

2.3.4 **Academic achievement and attitude**

Sewell *et al.* (1953) revealed that a definite relation existed between educational attainment and attitude towards high school education.

Vernal (1979) noted a significant difference in the attitude scores between students who failed in the school and those who did not fail and summarized that success in school is a factor that contributes to positive attitude towards school.

Manava (1984) through his study on the attitudes, self concept and values of professional and non-professional students and the relationship of these variables with their academic achievement found that there was no significant relationship between students' attitude and their achievement.
Ashwar (1993) as a result of his study stated that there was a positive and significant relationship existed between academic achievement and attitude towards veterinary education.

### 2.3.5 Participation in extracurricular activities and attitude

Ashwar (1993) studied the relationship between the participation in extracurricular activities of the veterinary undergraduate students and its relationship with attitude towards veterinary education and found that participation in extracurricular activities was negatively and significantly related with the attitude towards veterinary education.

Kosambi (1997) observed that students' participation in extra curricular activities was not related to their attitude towards agricultural education.

### 2.3.6 Number of family members and attitude

Ashwar (1993) reported that the relationship between number of family members and attitude towards veterinary education was negative and significant.

Kosambi (1997) found that there was non-significant relationship between number of family member in respondents family and their attitude towards agricultural education.

### 2.3.7 Father's education and attitude

Hazari et al. (1971) revealed that the father's education had a significant and positive relationship with the students' attitude towards education.

Ashwar (1993) as a result of his study on the relationship between the father's education and attitude towards veterinary education of veterinary
college students, stated that there was no significant relationship existed between father's education and attitude of students towards education.

2.3.8 Family educational status and attitude

Hazari et al. (1971) found that the students coming from illiterate families tended to be less favourable toward research activities and education at college level.

Roy (1981) concluded that family educational status had high and positively favourable attitude toward education and consequently higher vocational development.

Ashwar (1993) analyzed the relationship between the family educational status of the students and their attitude towards education and observed that family educational status significantly and positively influences the attitude towards education.

2.3.9 Father's occupation and attitude

Sewell et al. (1953) reported a significant association between respondents' father's occupation and their attitude towards agricultural education.

Graham (1987) found that father's occupational level and the students' attitude towards education were significantly and positively related.

Ashwar (1993) through his study on the attitude of veterinary college students towards veterinary education and various factors affecting on it, observed that there was no significant relationship between students' father's occupation and attitude of students towards veterinary education.
2.9.10 Family occupational status and attitude

Sewell *et al.* (1953) reported a significant association between occupational status of family and attitude towards high school education.

Graham (1987) conducted a survey on the attitude of different community towards education and found that idealistic, thought provoking and ability developing type of education were emphasized more by professional or semi-professional and clerical or sales parents and less by the skilled and unskilled parents, vocational skill oriented and job related approach were emphasized more by skilled and unskilled labourer parents.

Ashwar (1993) in his study observed that there was no significant relationship between family occupational status of undergraduate veterinary students and their attitude towards veterinary education.

2.3.11 Family income and attitude

Coster (1959) found that students from families of highest income level had the most favourable attitude while those from families of the lowest income level had the most unfavourable attitude and students from the middle income families were between the two extremes in their attitude towards the school.

Hazari *et al.* (1971) stated that the students belonging to high income group tend to be more favourable towards study than those belonging to the low income group.

Ashwar (1993) as a result of his study observed that students from the families with high annual income had more favourable attitude towards the education than those students from the families with low annual income. It
means a positive and significant correlation between family income and attitude toward veterinary education.

2.3.12 Size of land holding and attitude

Sewell et al. (1953) reported that farm, as an independent variable was positively and significantly associated with the attitude towards high school education.

Ashwar (1993) studied the various factors which affecting the attitude of veterinary under graduate students towards veterinary education and indicated that there was no significant relationship existed between the family land holding of veterinary students and the attitude towards veterinary education.

2.3.13 Father's social participation and attitude

Ashwar (1993) conducted a study on the attitude of veterinary college students towards veterinary education and found that social participation of the students’ father had positive and significant relationship towards veterinary education.

Kosambi (1997) reported a positive and significant relationship between father’s social participation and attitude of agricultural college students towards agricultural education

2.3.14 Class status and attitude

Sood (1979) used the socio-economic status scale to determine the statistically significant difference between the socio-economic status and attitude towards education and recorded that the attitudes was better disposed in favour of those who were from better class status.
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Vernal (1979) through the scatter diagram correlating the socio-economic status scores with the attitude score obtained (‘r’ = 0.32) which showed a significant difference in the attitude towards the school when compared with socio-economic status indicating that higher the socio-economic status, more favourable the attitude towards the school.

Shrivastava and Shrivastava (1983) found that the work experience programme is equally liked and disliked by students irrespective of their socio-economic status.

Graham (1987) reported significant association between class status and attitude towards education.

Ashwar (1993) found that there was no significant relationship existed between the family class status of the student and their attitude towards education.

2.4 LEVEL OF OCCUPATIONAL ASPIRATION

The term level of occupational aspiration has been applied in the vocational choice field by various psychologists and sociologists. Occupational aspiration is usually meant what the individual considers to be ideal vocation for him.

Stacy and De Martino (1958) defined occupational aspiration as the goal, which the individual selects for himself and attempt to achieve.

Among the studies conducted in United States, Burchinel (1961), Haller and Wolf (1962) and Sewell (1964) had shown that farm boys have relatively low educational and occupational aspirations.
Annajirao and Anand (1985) reported that among the dairy science graduates, 56.00 per cent were low occupational aspirants, 27.00 per cent were medium and 15.00 per cent formed the high occupational aspirants.

Ramchand and Sohal (1988) in their observation of the extent of aspiration of respondents in relation to rural and urban background showed that 48.25 per cent of urban respondents obtained high vocational aspiration score whereas 40.90 per cent of the respondents with rural background were under this category, leading to the conclusion that more of the respondents from rural areas had less extent of aspiration as compared to their urban counterparts. However, the value of Chi-Square (4.23) was statistically non-significant.

Ashwar (1993) revealed that more than half of the respondents (57.04 per cent) had high level of aspiration followed by 33.10 per cent, who were having medium level and a total of 9.86 per cent, who were having low level of occupational aspiration. Thus, the trend of occupational aspiration was found medium to high.

Ingle et al. (1999) studied the aspiration of girl students, who were studying B.Sc. (Agriculture) degree course and revealed that 86.86 per cent of the respondents aspired for Government and other services and 13.14 per cent of the respondents aspired for job in the private sector. They also noted that 77.18 per cent of the respondents were opted for higher studies.
2.5 RELATIONSHIP OF OCCUPATIONAL ASPIRATION WITH CHARACTERISTICS OF STUDENTS

Vocational thinking of an individual is supposed to be influenced by many factors like social, cultural and personal factors. It will be therefore, be worthwhile to review as to how and to what extent the above factors affect the occupational aspirations of the students.

2.5.1 Age and occupational aspiration

Ramchand and Sohal (1988) revealed that the percentage of respondents under various extent of aspiration categories were not differentiated much in relation to different age groups and the association of age with aspiration was observed to be non-significant.

Sharma (1970) observed a significant relationship between age and occupational aspiration of secondary school students.

Ashwar (1993) conducted a study on the occupational aspiration of veterinary college students and reported that there was no significant relationship between the age of the students and their occupational aspiration.

2.5.2 Birth order and occupational aspiration

Roe (1957) reported that though there was no relationship between vocational adjustment and ordinal position in the family, however appears to be some relationship between ordinal position and achievement at a high level.

Roy (1981) observed in his study that birth order was not significantly related to vocational development.
Sharma (1981) reported that there was no significant relationship between order of birth and aspiration of students.

Ashwal (1993) stated that there was no significant association existed between the birth order of veterinary college students and their attitude towards veterinary education.

2.5.3 Caste and occupational aspiration

Dube (1967) found that caste had a significant association on determining occupational choice.

Paranjape (1973) argued that the association between caste and occupational aspiration was strong even now leading to the opinion that certain types of occupations are still valued more among particular castes.

Deb and Agrawal (1974) in their studies on the occupational aspiration and socio-cultural background of the students, concluded that caste had a non-significant influence in having different level of aspiration by the students.

Uponkar (1982) found that the aspiration of the SC students were significantly lower than those of non-SC students among low caste families.

Uponkar (1985) studied the educational and occupational aspiration of college students and revealed that 69.00 per cent and 52.00 per cent of low and middle caste students respectively had low occupational aspirations while 71.00 per cent of high caste students had high occupational aspiration, further he reported that there was significant association between occupational aspiration of students of different castes.

Ashwar (1993) studied the effect of caste of the students on their occupational aspiration and found that there was a negative and significant
relationship existed between caste and occupational aspiration of the veterinary students.

2.5.4 Academic achievement and occupational aspiration

Joshi (1963) studied the level of vocational aspiration of students in India in relation to intelligence and concluded that with higher intelligence, the level of vocational aspiration also rises, which indicates a positive relationship between intelligence and level of vocational aspiration.

Sharma (1970) observed a significant relationship between educational achievement and occupational aspirations among the secondary school students.

Tewari and Rai (1976) concluded that the level of aspiration was not significantly related to achievement.

Roy (1981) reported that academic achievement had positive and significant correlation with vocational development index.

Sharma (1981) revealed that level of aspiration does not influence academic achievement however, high and low achievers differ significantly in their level of aspiration and there was found to be an inverse relationship between the academic achievement and the level of aspiration.

Ashwar (1993) as a result of his study on occupational aspiration of veterinary college students observed that academic achievement of the students was positively and significantly related with their level of occupational aspiration.
2.5.5 Participation in extracurricular activities and occupational aspiration

Ashwar (1993) studied the occupational aspiration of veterinary college students and various factors affecting on it and found that students' participation in various extra curricular activities had no significant relationship with their occupational aspiration.

Kosambi (1997) in his study, found that there was no significant relationship existed between students' participation in extracurricular activities and their occupational aspiration.

2.5.6 Number of family members and occupational aspiration

Deb and Agarwal (1974) observed a significant relationship between family size and occupational aspiration, students who had up to 5 members in their family aspiring for low ranked jobs like jobs related to their family, agriculture and non-agriculture whereas students who had above 5 members in their family aspired for high ranked jobs of teaching and research.

Ashwar (1993) revealed that there was no significant relationship between the number of family members of veterinary under graduate students and their occupational aspiration.

2.5.7 Father's education and occupational aspiration

Pandey (1973) found that the educational level of the father did not seem to be significantly influencing the occupational choice of their children.

Deb and Agarwal (1974) noted a significant relationship between father's education and students' aspiration, with the students whose father's
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education was up to secondary level, possessing higher occupational
aspiration than those whose father had no education.

Uponkar (1976) noted that the educational level of father was not significantly related to the choices of their children.

Ramchand and Sohal (1988) stated that the parent's educational level and students' extent of aspiration were not associated with each other.

Ashwar (1993) concluded that education of the students' father, had not significantly related to the occupational aspiration of veterinary students.

2.5.8 Family educational status and occupational aspiration

Karuna (1962) stated that education of the parents had positive correlation with aspirations of the students.

Ramchand and Sohal (1988) as a result of their study observed that the family education level and the students' extent of aspiration were not associated with each other.

Ashwar (1993) conducted a study on the factors affecting the occupational aspiration of the veterinary college students and revealed that there was no significant relationship existed between the family educational status and occupational aspiration.

2.5.9 Father's occupation and occupational aspiration

Hanson (1965) examined the relationship between the vocational choices of 142 ninth grade girls of lower middle class status of a rural area and their father's occupational level and revealed that the pupil's preferences were significantly higher than the father's vocation.
Deb and Agrawal (1974) observed that the students whose fathers were engaged in jobs connected with farming aspired for jobs of teaching and research while the students whose fathers were engaged in business other than farming aspired for the jobs of own farming and jobs related to agriculture and non-agriculture. The Chi-Square value measuring the relationship between father's occupation and student's aspiration was significant at 1.00 per cent level.

Uponkar (1976) revealed that students in the study were influenced by their father's occupation.

Roy (1981) found that the father's occupation was not related to vocational development index.

Ashwar (1993) as a result of his study on the occupational aspiration of veterinary college students observed that father's occupation indicated a positive and significant relationship with the level of occupational aspiration.

2.5.10 Family occupational status and occupational aspiration

Krippner (1963) conducted an investigation on the association between the level of junior high school pupils’ occupational preferences and occupational level of their family and demonstrated that the family exercises a significant influence on the student's occupational choice, educational plans and future.

Lee and King (1964) investigated the mean differences between the level of occupational preferences and expectancies of 179 IXth grade girls and the level of their parents' occupations and occupational suggestion they made for the girls and revealed that a number of statistically significant differences
with the mean level of the girls' occupational preferences being higher than the mean level of the parents actual occupational level.

Mowsesian (1960) studied the relationship between occupational preferences of 147 superior students and their family occupational level over the four year period of their high school attendance and indicated that their occupational preferences were generally at a higher level than the family occupational level.

Chopra (1984) showed that when an absolute standard was used, the students from the higher occupational groups aspired for comparatively higher occupations and when a relative standard was used, it was observed that students from the lower occupational group also showed the desire for upward occupational mobility and aspired for occupation higher than their family members were engaged.

Ashwar (1993) reported that there was no significant relationship existed between the family occupational status and occupational aspiration.

**2.5.11 Family income**

Deb and Agrawal (1974) observed that the family income was a measure of living of the family and the students coming from the highest income group had high occupational aspiration.

Sharma (1981) found non-significant relationship between level of aspiration and family income.

Ashwar (1993) studied the relationship between occupational aspiration of veterinary college students and various factors affecting it and
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found that occupational aspiration of the veterinary undergraduate students had no significant association with family income level.

2.5.12 Size of land holding

Wilkening (1950) reported that the level of aspiration was reflected by size of farm.

Ranajitsingh (1966) found that the size of land holding had a significant relationship with the level of occupational aspiration and further remarked that one's economic holding appeared to stifle one's aspiration.

Deshmukh (1969) reported that there was no relationship between size of land holding and aspiration.

Ashwar (1993) in his study on the occupational aspiration of students observed that the family land holding of the students was positively and significantly related with the level of occupational aspiration.

2.5.13 Father's social participation and occupational aspiration

Stephenson (1955) conducted a study on the occupational aspiration of students and noted that the occupational aspiration was relatively unaffected by social participation of father.

Indira Devi (1968) revealed that social participation of respondents' father had no effect on the occupational aspiration of home science students.

Ashwar (1993) as a result of his study on the occupational aspiration of undergraduate veterinary students, reported that the father's social participation had contributed largely for higher level of occupational aspiration of students.
Kosambi (1997) observed that father's social participation had significant association with student's occupational aspiration.

### 2.5.14 Class status and occupational aspiration

Miller and Haller (1964) found a positive correlation between socio-economic status of family and occupational aspiration of the respondents.

Tseng (1972) studied social class status and occupational aspiration and found no significant correlation between the social class status and occupational aspiration of the students.

Roy (1981) stated that socio-economic status of the individual influenced the vocational development of both rural and urban students.

Chada (1982) reported that correlation between vocational level and scores on socio-economic status found to be significant.

Uponkar (1985) studied the education and occupational aspiration of college students and revealed that 89.00 per cent of the students from the families of low class status had low occupational aspiration and 29.00 per cent of the students from the middle class status families had low occupational aspiration, while most of the students from the high class status families had higher occupational aspiration.

Kothari and Dave (1986) found a non-significant relationship between boy's vocational interest and socio-economic variables.

Ashwar (1993) observed that class status of the families of undergraduate veterinary students had a significant and positive relationship with their level of occupational aspiration.
2.5.15 Attitude towards agricultural education and occupational aspiration

Occupational aspiration of the students that may be realistic or idealistic, has an effect on the attitude towards the education, which he gains during the school period.

Vernal (1979) studied the occupational aspirations of the students and their relationship with attitude towards the school education and found that those who wanted to be teachers, doctors and engineers had a more favourable attitude toward the school education than those who wanted to be in the armed force and business.

Ashwar (1993) as a result of his study revealed that there was a positive and significant relationship between the attitude towards veterinary education and the level of occupational aspiration of the veterinary college students.

Kosambi (1997) stated that the occupational aspiration of the students was associated with their attitude towards education.

2.6 PREFERENCE FOR PLACEMENT

Singh (1966) reported that most of the students (92.31 per cent) were interested in taking up non-farming jobs while farming could attract only 7.69 per cent of the respondents.

Thakur (1967) noted that the occupational preferences of majority of agricultural graduates (74.00 per cent) was to take up occupation directly associated with agriculture, namely farming, agricultural extension, research and teaching and only a small number (26.00 per cent) desired to take up
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non-farming profession namely service in forest department, private farm, military, administrative or those of business.

Sandhu (1968) reported that farming was most preferred vocation among agricultural under graduate whereas second and third preference went in favour of medical profession and army service, respectively.

Sandhu and Sinha (1970) studied job preference among agricultural under graduate students and revealed that 58.45 per cent of the under graduate students casted their preference in favour of research, 27.25 per cent preferred extension education services and 14.30 per cent preferred teaching.

Sandhu and Sohal (1973) concluded that most of the under graduates in agriculture were interested in service rather than farming.

Oliver et al. (1975) reported that 97.74 per cent of the respondents preferred Government service whereas 2.26 per cent of them preferred to go back to their farms.

Sonogera (1975) concluded that majority of the agricultural students desired to join the service after completion of their study.

Bhatnagar and Gupta (1980) studied the job preference of Home science graduate and revealed that more than half of the students (56.00 per cent) expressed their desire to continue their education, whereas 21.00 per cent respondents wanted to be employed after graduation and 23.00 per cent preferred to be home makers.

Ashwar (1993) observed that majority of the respondents (89.78 per cent) preferred to be placed in service either in Government, semi-
Government, private or co-operative sectors, while 1.76 per cent of the respondents preferred to work as veterinarians abroad and 8.46 per cent of the respondents start their own veterinary private practice or business in dairy farming.

Ingle et al. (1999) stated that 86.86 per cent of the students preferred services in Government, semi-Government or private sector, while 13.14 per cent of the respondents preferred to start their own business.

SUMMARY

After reviewing the various studies conducted in this field and presented in this chapter, the different aspects of this study can be summarized as under.

Majority of the respondents belonged to the age group 20-22 years and to upper caste categories having first to middle status among sibling, farm holding families had medium to high income and possessed 4 to 11 members in their families. Further their father possessed medium to high level of education and were engaged in either agricultural occupation or Government service. Majority of the respondents had achieved second class marks in the concerned semester examinations and their participation in extra curricular activities was low.

With regards to the respondents' attitude towards education, majority of them possessed a favourable attitude. This attitude was significantly and positively related with academic achievement, family educational status, father's social participation, family income and class status. However, the number of members in family of the respondent exerted a negative and significant influence on the attitude of the respondent towards education.
On the basis of the review of literature, it was also found that majority of the students possessed medium to high level of occupational aspiration. Academic achievement, family land holding, family income, father's social participation and class status were positively related with the level of occupational aspiration.

Considering the preference for job placement, majority of the students on completion of their studies preferred to serve either in Government, semi-Government, private or co-operative sectors.
III. METHODOLOGY

This part of thesis is devoted to the methods and procedure used in this study. This chapter is presented in six sections.

3.1. The setting
3.2. Research design
3.3. Sampling technique
3.4. Selection and measurement of variables
3.5. Procedure of data collection
3.6. The statistical method used

3.1. THE SETTING

The study was conducted on the undergraduate students of B.A College of Agriculture, Anand under the auspices of Gujarat Agriculture University.

3.1.1 Location

B.A. College of Agriculture is situated at Anand District of Middle Gujarat. This place is well known as the milk capital of our country. Anand is located geographically 22°35' N latitude and 72°55' E longitude at an elevation of 45.1 meters above Mean sea level. The southern boundary of this district touches bay of Khambhat while northern boundary touches Kheda and Ahmedabad districts, whereas eastern boundary touches Kheda and Vadodara districts and western boundary touches Panchmahals and Vadodara districts.
3.1.2 Climate, rainfall and soil type

This region experiences semi-arid monsoon climate with fairly hot and dry summer and mild winter. Average annual rainfall of this district is 840 millimeters. Soil type of Anand district is sandy loam and it is known as ‘Goradu’ soil.

3.1.3 Selection of the College

B.A college of Agriculture, Anand was selected for the study, purposively because it is one of the premier Agriculture colleges of India, established in 1947. Students from all the part of Gujarat as well as from most of the other states also are studying here. Many of the past students from this prestigious college are adorning magnificent position in various governmental and private sector organizations and institutions both in India as well as abroad.

B.A College of Agriculture is sharing the common boundaries with National level organizations like National Daily Development board (NDDB) and Institute of Rural Management Anand (IRMA). This college provides excellent training and study facilities to under graduate as well as postgraduate students.

The investigator is a student of this college. So it was very convenient to him to complete his research work within the stipulated time.

3.1.4 Agricultural Education Research and Extension

Teaching, Research and Extension are the three important activities of Gujarat Agricultural University. The University is adorned by the faculties of Agriculture, Horticulture, Forestry, Veterinary Science and Animal Husbandry,
There are four Agriculture colleges under Gujarat Agricultural University, situated at Anand, Navasari, Junagadh and Sardar Krushi Nagar. Agriculture College Anand was established in 1947 to meet the growing demand of Agricultural graduates. This college is having an intake capacity of 100 students per year. The candidates selected for undergraduate study are admitted strictly on merit, based on the marks obtained by them in the subjects of Biology, Physics, Chemistry and Mathematics in the higher secondary school certificate examination and subject to the availability of seats.

The university is purely a residential University for all the colleges and imparts education under semester system. All students are residents of the university hostels except if otherwise permitted.


The Agriculture College at Anand is involved in research on almost all the aspects of crop production and management. Various production oriented research programme like evolving high yielding varieties and imparting desirable characteristics to them are being conducted. The subject wise
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research programmes are also conducted on college form. Postgraduate research studies are also conducted almost in all the disciplines.

Agriculture College arranges field training to the undergraduate final year students in the farmers’ field as a part of the course programme. It helps the students to have an opportunity to get a real life experience in the farmers’ field to understand the actual field situation and various problems, that facing by farmers. It also enables the farmers to get enriched with the knowledge of latest technologies and farming practices for crop production, and thus it helps them to adopt these technologies in the field.

3.1.5 Job Profile of Agricultural Graduates

Today Agriculture is market oriented and factors such as cost of production, income and profitability are taken into account for farm management decisions regarding farm planning, resource planning (land, Labour and capital) farm costing, farm accounting, marketing etc. are the jobs that a student of agriculture is expected to be able to take. The possible options that are available to a farmer are food crops (grains and vegetables), cash crops (cotton, tobacco, sugarcane), commercial crops (specially plants for Nurseries), floriculture (cultivation of flowers), and pomology (cultivation of fruits). Those who take up farming have to deal with the above-mentioned jobs. Farm management, maintenance of livestock and the manufacture of agro products also comes under the preview of farming. Students can also go for research work, which deals primarily with evolving better varieties of seeds and plants having higher yields and more resistance to pests and diseases. They also work in creating innovative techniques of cultivation. Research
Methodology

work in required for improving soil conditions and developing new methods of processing, preservation and conservation.

Demand is also present for the graduate of agriculture in the agro-companies, which mainly deal with the production of seeds, fertilizers, chemicals, fibre and forest products and machinery. The companies deal with the raw and processed farm products. Agricultural graduates can also get job in nationalized and rural-banks dealing with agricultural loans and projects. Teaching in academic institutions also an option for them. A graduate of agriculture should expect a salary of around Rs.10,000/- at the entry level in government jobs. Those working in the private sector are paid much more, especially in the management section, after having a postgraduate degree or diploma in Agribusiness management or general MBA. At present various central government agencies and some Nationalized banks are promoting the establishment of Agribusiness centers and agro clinics for agriculture graduates.

3.1.6 Work Environment

Farming is a profession, which involves a huge number of uncertainties on account of weather conditions. As a result, a person must possess physical as well as mental strength to cope up with such situations and take decisions on the spot. He must also be prepared to work in rural and semi rural areas. There may be days of long hours of work on the field. However, with the growth of the agriculture sector there are many job opportunities opening up for people in the urban areas. Jobs in the field of research and development also involve a lot of challenges. The student is required to have
the strength and the ability to work under demanding conditions. He must have the virtues of dedications and the passion towards the task and he undertakes to complete. Patience is a quality that can take him up the ladder of success very fast.

3.2. RESEARCH DESIGN

The present study was conducted to investigate the attitude toward agricultural education and level of occupational aspiration of agricultural college students and factor that affect these variables. Ex-post-facto was the research design for the study. Kerlinger (1976) stated that ex-post-facto-research design is worthy to apply when the independent variables already acted upon.

3.3. METHOD OF SAMPLING

3.3.1 The Sample

The year wise breakup of students population enrolled at B.A College Of Agriculture, Anand during the academic year 2002-2003 have been presented in Table-1

<p>| Table : 1  Year (Semester) wise distribution of student population studying in  B. A. College of Agriculture Anand, during the academic year 2002-2003 |
|---------------------------------------------------------------|-----------------|</p>
<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Year (semester)</th>
<th>Student population</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1(2nd)</td>
<td>56</td>
</tr>
<tr>
<td>2</td>
<td>2(4th)</td>
<td>89</td>
</tr>
<tr>
<td>3</td>
<td>3(6th)</td>
<td>60</td>
</tr>
<tr>
<td>4</td>
<td>4(8th)</td>
<td>90</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>295</td>
</tr>
</tbody>
</table>
3.3.2. Sampling Technique

Guilford (1956) and Kerlinger (1976) have described elaborately several sampling techniques. In this study the purposive sampling was considered. Representative sampling technique was followed for selecting 50 per cent students from each class of B.A College of Agriculture, Anand.

3.3.3. Selection of Sample

This study includes data on 141 students out of the total of 295 students, enrolled in the B.A. College of Agriculture during the academic year 2002-2003. The number of students in each year and the sample size collected for each year from this college are presented in Table 2.

Table: 2 Year wise distribution of students enrolled and sample size selected

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Year/Semester</th>
<th>Student population B.A college of Agriculture, Anand</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Total No. of Students</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>56</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>89</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
<td>60</td>
</tr>
<tr>
<td>4</td>
<td>8</td>
<td>90</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>295</td>
</tr>
</tbody>
</table>

Out of 150 schedules distributed, 144 numbers were received back and out of which three of them were incomplete. So the whole study was conducted on the basis of responses from 141 respondents.

3.4 SELECTION AND MEASUREMENT OF VARIABLES

The selection of the variables included in the study was done on the basis of an extensive review of literature on the subjects, its discussion with the experts and previous studies taken up on the related subjects. Only those
Methodology

variables, which were having relevance with the study, were finally selected.

For measurement of selected variables, the following techniques were used:

Table 3  Name of the variables and measurement techniques

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of variable</th>
<th>Measurement technique</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Independent variables</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Age</td>
<td>Chronological age of respondent.</td>
</tr>
<tr>
<td>2</td>
<td>Birth order</td>
<td>Ordinal position by birth of the respondent.</td>
</tr>
<tr>
<td>3</td>
<td>Caste</td>
<td>Scoring procedure developed.</td>
</tr>
<tr>
<td>4</td>
<td>Academic achievement</td>
<td>Percentage of marks obtained in the B.Sc. (Agri.) degree course in the concerned semester</td>
</tr>
<tr>
<td></td>
<td>Participation in extra curricular activities</td>
<td>Scoring procedure developed.</td>
</tr>
<tr>
<td>6</td>
<td>Number of real brothers and sisters.</td>
<td>Actual number of brothers and sisters.</td>
</tr>
<tr>
<td>7</td>
<td>Father’s education</td>
<td>Score assigned as per the S.E.S scale (Trivedi 1963)</td>
</tr>
<tr>
<td>8</td>
<td>Family educational status</td>
<td>Score assigned as per the S.E.S Scale (Trivedi 1963)</td>
</tr>
<tr>
<td>9</td>
<td>Father’s Occupation</td>
<td>Score assigned as per the S.E.S Scale (Trivedi 1963)</td>
</tr>
<tr>
<td>10</td>
<td>Family occupational status</td>
<td>Score assigned as per the S.E.S Scale (Trivedi 1963)</td>
</tr>
<tr>
<td>11</td>
<td>Family Income</td>
<td>Actual Net income in rupees.</td>
</tr>
<tr>
<td>12</td>
<td>Family land holding</td>
<td>Actual land holding with weightage of Irrigation facilities.</td>
</tr>
<tr>
<td>13</td>
<td>Father’s social Participation</td>
<td>Score assigned as per the S.E.S Scale (Trivedi 1963)</td>
</tr>
<tr>
<td>14</td>
<td>Class status.</td>
<td>Scoring procedure developed.</td>
</tr>
<tr>
<td></td>
<td><strong>Dependent Variables</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Attitude towards agriculture education</td>
<td>Scale developed</td>
</tr>
<tr>
<td>2</td>
<td>Level of occupational aspiration</td>
<td>Scale developed</td>
</tr>
<tr>
<td>3</td>
<td>Preference for placement</td>
<td>Structured schedule.</td>
</tr>
</tbody>
</table>

48
3.4.1. INDEPENDENT VARIABLES

3.4.1.1 Age:-

The number of years completed by the respondent at the time of enquiry was considered as his age for this study.

3.4.1.2 Birth Order:-

Birth order refers to the ordinal position of birth of the respondent in the family.

3.4.1.3 Caste :-

The operational measure of the caste was done on the basis of state government regulation. The scores allotted to different caste were as per the categories given below.

<table>
<thead>
<tr>
<th>Category of caste</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schedule caste</td>
<td>1</td>
</tr>
<tr>
<td>Schedule Tribe</td>
<td>2</td>
</tr>
<tr>
<td>Nomadic Tribe</td>
<td>3</td>
</tr>
<tr>
<td>Denotified nomadic Tribe</td>
<td>4</td>
</tr>
<tr>
<td>Other back ward</td>
<td>5</td>
</tr>
<tr>
<td>Non reserved</td>
<td>6</td>
</tr>
</tbody>
</table>

In scoring the schedule caste, schedule tribe and nomadic tribe a concept of prevailing position in society of Gujarat was considered. Likewise low score was given to schedule caste.

3.4.1.4 Academic Achievement:-

Academic Achievement of respondent in the study operationally defined as CGPA converted into percentage of marks obtained by the respondent in his last semester examination result.

3.4.1.5 Participation in extra curricular activities. :-
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It refers to participation of respondent in extra curricular activities like games, debate, N.C.C, drama, N.S.S and athletics. Quantitative measurement was done as follows:

One score was given for participation in one activity and three score was given to prizewinners in any activity. Total of these will be the participation score of extra curricular activities of the respondents.

3.4.1.6 **Number of real brothers and sisters:**

It refers to the total number if brothers and sisters of the respondent.

3.4.1.7 **Father’s Education:**

Education was operationalised on the number of years of formal education attended by the father of the respondent. The scoring system followed by Trivedi (1963) in his socio-economic status scale was used to quantify the educational status of respondents’ father. The scoring procedure was as follows.

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illiterate</td>
<td>0</td>
</tr>
<tr>
<td>Literate (Can read and write)</td>
<td>1</td>
</tr>
<tr>
<td>Primary school</td>
<td>2</td>
</tr>
<tr>
<td>High school level</td>
<td>3</td>
</tr>
<tr>
<td>Higher secondary School level</td>
<td>4</td>
</tr>
<tr>
<td>Graduate</td>
<td>5</td>
</tr>
<tr>
<td>Above graduate</td>
<td>6</td>
</tr>
</tbody>
</table>
3.4.1.8 **Family educational status**:—

It refers to formal education of members who were able to read and write. First, each member of family of the respondent was given educational score according to scoring system followed as discussed above and then the family educational status was calculated by using following formula.

\[
\text{Family educational status} = \frac{\text{Total educational score of the family}}{\text{Number of eligible members of the family}}
\]

3.4.1.9 **Father’s occupation**:—

The existing occupation of the respondents’ father was taken this consideration and the scoring was done on the basis of socio-economic status scale developed by Trivedi (1963). The score allotted to different occupation were as follows.

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labour</td>
<td>1</td>
</tr>
<tr>
<td>Caste Occupation</td>
<td>2</td>
</tr>
<tr>
<td>Business</td>
<td>3</td>
</tr>
<tr>
<td>Independent profession / Private sector</td>
<td>4</td>
</tr>
<tr>
<td>Agricultural farming</td>
<td>5</td>
</tr>
<tr>
<td>Service</td>
<td>6</td>
</tr>
</tbody>
</table>

3.4.1.10 **Occupational status of family**:—

It refers to the occupation proportion of members of respondents’ family who are engaged in it. First, each member of the family was given occupational scores according to scoring system followed as discussed above and then the family occupational status was calculated by using the following formula.

\[
\text{Family occupational status} = \frac{\text{Total occupation at score of the family}}{\text{Number of members engaged in occupation of the family}}
\]
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#### 3.4.1.11 Family income:

Family income referred to the total amount in rupees earned in a year from the farm and non-farm sources of all member of respondents' family.

#### 3.4.1.12 Family land holding:

The information regarding the number of hectares of land owned by family members of the respondent was obtained. On scrutiny of this information it was noted that there were variations in the type of land, (irrigated and un irrigated) owned by family members of the respondent. Taking these variations in the locale of research into consideration, the following weighted scoring was adopted to indicate the family land holding.

<table>
<thead>
<tr>
<th>Extent of land</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>One hectare of land</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nature of irrigation</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Un-irrigated</td>
<td>1</td>
</tr>
<tr>
<td>Irrigated</td>
<td>2</td>
</tr>
</tbody>
</table>

The score for the land was multiplied by the respective weightage for the nature of irrigation it had.

#### 3.4.1.13 Father’s social participation:

This refers to the participation of father of respondent in any social organization or institution as a member or office bearer. The social participation of respondent was qualified on the basis of scoring system followed by Trivedi (1963). The scoring was as follows.

<table>
<thead>
<tr>
<th>Participation in organization</th>
<th></th>
</tr>
</thead>
</table>
3.4.1.14 **Class status**:-

It refers to the respondents’ family education, occupation, land holding, income and social participation. The information regarding the respondents family occupational status, family land holding, family educational status, fathers social participation and family income were obtained and categorized into low, medium, and high status as follows.

<table>
<thead>
<tr>
<th>Family Occupational Status</th>
<th>low - up to 3 score</th>
<th>Medium - 3.1 to 5 score</th>
<th>High - above 5 score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family land holding status</td>
<td>Low - upto 5 score</td>
<td>Medium - 5.1 to 15 score</td>
<td>High - above 15 score</td>
</tr>
<tr>
<td>Family educational status</td>
<td>low - upto 1 score</td>
<td>Medium - 1.1 to 4 score</td>
<td>High - above 4 score</td>
</tr>
<tr>
<td>Fathers social participation</td>
<td>Low - 1 to 2 score</td>
<td>Medium - 2.1 to 4 score</td>
<td>High - above 4 score</td>
</tr>
<tr>
<td>Family income</td>
<td>Low - up to 35,000</td>
<td>Medium - 35,000, 80,000</td>
<td>High - above 80,000</td>
</tr>
</tbody>
</table>

Further, the category wise score assigned to family occupational status, family land holding status, family educational status, father’s social participation and family income were as follows. High status-3 score, medium status-2 score and low status-1 score. Each respondent’s score for family occupational status, family land holding status, family educational status,
father’s social participation and family income were added and percentiles were computed, which gave the family class status.

The scoring was done on the basis of class status by Uponkar (1985) with due modification. The reliability of scale was worked out by test retest method (r=.86).

3.4.2 Dependent variables

4.2.1.1 Attitude towards Agriculture Education

An attitude is often defined as tendency to react favorably or unfavorably towards a designated class of stimuli such as a national or social group, a customer or an institution.

For the purpose of this study the definition of attitude towards agriculture education was taken as an affect or feeling favorable or unfavorable towards the agriculture education which is imparted through the agriculture colleges.

The investigator has standardized an attitude scale to measure attitude of the respondents towards agriculture education, while constructing a scale the investigator has resorted the methodology suggested by Likert (1932). The method of summative rating was used in this study for scale construction.

Construction of attitude statements

The items of the attitude scale are called statements. It requires a large number of monotone items, that is, item having the characteristic that the more favorable individual's attitude towards the psychological objects, the higher expected score of the item.

Preliminary for preparing the attitude scale, the researchers reviewed books, periodicals and other descriptive material dealing with the formation of
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attitude towards agriculture education. These sources were useful in obtaining statements, which were representative of the areas being selected. Some of the statements were written by investigator through discussion with major advisor, agriculture college students, professors, scientists, field agricultural officers and colleagues. Thus, an internal pool of seventy statements was prepared. Out of seventy statements, collected initially, thirty statements were selected. The statements thus collected, reflected the opinion of the agriculture college students studying in agriculture college with respect to B.Sc. Agriculture degree.

Item analysis

Fifty students from the B.A college of Agriculture, Anand were randomly selected and interviewed for item analyses. Similarly eighty slips of these statements were handed over to assistant professors, associate professors, and head of departments of agricultural college, research scientist, associate research scientists, assistant research scientists and agricultural officers of Gujarat Agricultural University, State Agricultural Department and agricultural field officers of NGOs and other organizations. Out of these experts only 63 returned the statements after duly recording their judgments. Similarly forty four student respondents returned the statements. Thus, the responses of forty four students and sixty three professors, associate professors assistant professors, research scientists, associate research scientists, assistant research scientists and agricultural officers of Gujarat Agricultural University, Agricultural field officer of state Department of Agriculture and other organizations were considered for calculation of the scale value.
These judges were asked to respond to each statement in terms of their own agreement or disagreement on a five point rating method namely strongly agree, agree, undecided, disagree and strongly disagree. For favorable statement the strongly agree response was given weight of 4, the agree response a weight of 3, the undecided response a weight of 2, the disagree response a weight of 1 and strongly disagree a weight of 0. For unfavorable statements the scoring systems was reversed.

For each judges and students response, a total score was obtained by summing these score for the individual items. Frequency distribution of the score of respondents was then prepared for the purpose of item – analysis, 25 subjects with the highest total score and also 25 subjects with the lowest total score (i.e. Nearly 25 per cent of each) were selected. These two groups provided the criterion group in terms of which item analysis was conducted. The response of the high and low group to each statement was then analyzed by working out ‘t’ value. Twenty five favourable and unfavourable attitude statements with largest ‘t’ value were selected and given in appendix I.

Validity

While selecting attitude statement, due care was exercised in obtaining a fair degree of content validity. The calculated ‘t’ value being significant for all the 25 statements of the scale indicated that the attitude statements of the scale had discriminating values.

Reliability of the Scale

The reliability of the scale was worked out by using the test-retest method. The scale was administrated to 30 agricultural college students twice
with 15 day interval. Thus two sets of attitude scores were obtained. The correlation co-efficient was \( r=0.86 \) indicating that attitude scale was highly stable for measurement.

**Scoring technique (Attitude Scale)**

There were 25 statements in the final format, which were administered to the respondents. To measure the attitude of individual respondent towards agricultural education, five-point scale was used. The score assigned for the positive statement were, 4 for strongly agree, 3 for agree, 2 for undecided, 1 for disagree and zero for strongly disagree. The scoring for the negative statement was just reverse. The favorableness or un-favorableness, for the statements was judged at the time of interview with respondents by posing certain cross-question before arriving at the conclusion.

For ascertaining the nature of attitude the maximum and minimum score of respondents were taken into consideration, which were 100 and zero (0) respectively. The point between possible maximum and minimum score was 50. i.e. Neutral score. Hence the respondents obtaining score more than 50 score, were classified to be possessing favorable attitude and below 50 score, as unfavourable attitude attitude towards agriculture education.
3.4.2.2. **Level of Occupational Aspiration (LOA)**

A scale for measuring occupational aspiration level was developed on the basis of prestige rating of occupations. For this purpose Haller’s (1963) concept of level of occupational aspirations was used.

Level of aspiration is defined as orientation towards an occupational goal. Haller considered level of occupational aspiration as concept, which is logically a special instance of the concept of level of aspiration. Its special nature consists only in its continuum of difficulty. This continuum of difficulty is the occupational hierarchy. He used the National Opinion Research center (NORC) ranking for building his level of occupational – aspiration scale. But no such ranking was available to the investigator to measure occupational aspiration of agriculture college students. Vocational scale was used to measure vocational aspiration level of students. Prestige rating of occupation have been obtained under conditions, which are suitable to us appraising the level of occupational preferences. The occupational prestige rating scale establishes level of occupational prestige as viewed in India as well as determines the weighted score for each of the occupation numbering 24.

**Purpose**

For rating occupational prestige under the Indian situation adaptation of the National Opinion Research center (NORC). Study was made (1947 replicated by Hodge and Siegel 1966). The NORC study was done by means of quota controlled national sample of adults (age 14 and over), numbering 2920 persons. In this study, the respondents rated each of 90 occupations, representing all level from day labour to top business and professional,
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according to a five point scale of general standing. The respondent’s estimate of an occupation was, then averaged and the average scores were placed in rank order. The NORC rating (also called North – Halt scores) is the best available means for operationalising the continuum of difficulty of level of occupational aspiration.

The present item has three objectives

(1) To secure a rating of the relative prestige of a wide range of occupation.

(2) To determine a weightage for each occupation with a view to study the occupational aspiration level of agriculture college students.

(3) To compare occupations with respect to their prestige dimensions.

Procedure of item selection

Occupational preference inventory developed by the investigator measures the level of occupational aspiration of the students. For the purpose, prestige rating of different occupation was needed. Investigator asked the respondents of agriculture colleges to enlist as many as the occupations they know or have heard about them. A thorough discussion with the personnel from agriculture colleges of Gujarat agricultural university and state agricultural department helped to add few titles in the list. Originally 45 occupational titles were selected for which the students of agriculture colleges are eligible on their qualification of B.Sc. (Agriculture) degree in agriculture. This number was reduced to 24 by a panel of judges who were teachers and colleagues and the final list of 24 occupations was carefully reviewed.
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Item included in this list offer the potentialities for a useful research tool. The response category to the item of the scale was given as elaborated under.

- A Check mark 1. if the job has excellent standing.
- A Check mark 2. if the job has good standing.
- A Check mark 3. if the job has average standing.
- A Check mark 4. if the job has below average standing.
- A Check mark 5. if the job has poor standing

No residual category was provided and the respondents were urged to answer all items.

Subjects

The questionnaire was mailed to 200 subjects. Which included 70 agriculture college students, 50 members of teaching faculty of agriculture colleges and scientists of research stations of Gujarat Agricultural University and 50 Agriculture officers of state Agriculture Department and 30 Agriculturists of various private companies and NGOS. A total of 175 responses were received out of which 15 responses were invalidated due to inadequate information.

The subjects were requested to give the rating of occupations as available and viewed under the Indian conditions.

The following procedure was used to determine the rank of particular occupation among the One hundred and sixty response included in determining the final computation of ranks.
**Table: 4  Format of ranking of occupations.**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
<th>Below Average</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weightage</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Conversion</td>
<td>5/5</td>
<td>4/5</td>
<td>3/5</td>
<td>2/5</td>
<td>1/5</td>
</tr>
<tr>
<td>Grade</td>
<td>1.0</td>
<td>0.8</td>
<td>0.6</td>
<td>0.4</td>
<td>0.2</td>
</tr>
</tbody>
</table>

Each of these five fractions was multiplied separately by the percentage of respondent who placed a given occupation in these categories. The scores of these five categories when finally added were out of 100 or in other words the rating were converted into a single score by assigning a maximum 100 points to excellent rating and minimum of 20 to the job unanimously rated as poor.

**Use in the study**

Ranking of the 24 occupations are given in appendix II. The ranks were calculated up to decimal place, as some of the occupations have narrow margin from each other in respect of their differential prestige level.

**Reliability**

The reliability of rating scale in terms of internal consistency had been studied. The pair is government administrative service through GPSC (80.6) and service in state government service (80.2) The rank point difference is found to the extent of 0.4, was insignificant. This means that the scale had a fairly high internal consistency.
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Occupational preference inventory:

The occupational preference inventory (OPI) used in this study was developed on the basis of prestige rating of occupation (Appendix II), which is an adapted form of Haller's (1963) occupational Aspiration scale (OAS).

The occupational preference inventory is composed of only four items of multiple-choice category instead of the eight used in Haller's scale. This is because this dealt only with the realistic and idealistic expression and did not consider the concept of long and short range for goal period expression for level of occupational aspiration scale. Each of the two combinations was assessed twice. The occupational choice for each item have been used only once in the questionnaire which have been adapted of occupational prestige scale. The format of occupational preferences inventory giving expression level for each of the question working are given in Table.

Table 5: Format of occupational preference inventory of expression level of each of the two question working is.

<table>
<thead>
<tr>
<th>Expression level</th>
<th>Local period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Idealistic (I)</td>
<td>Of the jobs listed in this question, which one would you choose if you were free to choose any of item you wished, when your college education is over? (Question 2 &amp; 4)</td>
</tr>
<tr>
<td>Realistic (R)</td>
<td>Of the jobs listed in this question, which one is the best one you are really sure you can get, when your college education is over? (Question 1 &amp; 3)</td>
</tr>
</tbody>
</table>

Here with same modification for Haller (1963), prestige ranking have been divided into four section of jobs based upon ranks from high to low. One job from each of these dimensions was then used as an alternative response
Methodology

for each question. Responses were scored from 0 to 5 and the order of presentation of the occupational preference inventory was divided into six item viz. 1,2,3,4,5 and 6 and the scoring allotted to each category was 5,2,3,1,4,0 for the first question, 5,4,3,0,2,1 for the second question 0,3,5,1,4,2 for the third question and 5,4,3,2,1,0 for the fourth question respectively. A score of ‘5’ indicated that a job from among the highest prestige occupations was chosen a ‘zero’ score indicated that one of the lowest six occupations had been chosen. An individual’s score for the whole questionnaire ranged from 0 to 20. The rank scores obtained from the occupational preference inventory, were converted into percentage called occupational preference scores.

Three modifications have been made from the original scale of Haller (1963). The first is that the occupational titles used in this scale are according to Indian nomenclature and prestige value. Secondly this inventory has been used for measuring the level of occupational aspiration rather than assessing the level of aspiration. Third and last, in this scale the concept of short and long range for goal period was not considered and only one goal period (life time goal period) was taken into consideration.

3.4.2.2 Preference for Placement

The third dependent variable of the study was used to measure the preference of occupational placement. The question that ‘after your education is over the occupation you have thought about going into?’ was asked to the respondents to record their responses. According their responses were recorded in occupational titles.
3.4.3 Method of categorization

The method of categorization of following variables was based on mean, standard deviation standard error, assuming the normally of population.

1. Participation in extra curricular activities.
2. Family educational status.
3. Family occupational status.
4. Father’s social participation
5. Class status of the family
6. Attitude of respondent towards agriculture education.

3.5 PROCEDURE OF DATA COLLECTION

List of the name of the students of B.A. College of agriculture, Anand was prepared in the month of February 2003. Number of copies of the structured schedule was prepared in the same month for data collection. Collection of data was done during March and April – 2003. Schedules were administrated personally to all the students. Every student was allotted a serial number. Fixed number of schedules were administered separately for each batch based on the strength of the batch.

The information regarding the percentage of marks obtained by the students in the final examination of their concerned semester / year during the four year B. Sc. Agriculture degree course was obtained from the administrative branch of B. A. College of Agriculture for the purpose of the study.

3.6 STATISTICAL METHOD USED
Methodology

Keeping in view the objectives of the study, statistical task like frequency, percentage and correlation coefficient were used for analysis of data for its interpretation.

3.6.1 Mean

The arithmetic mean is the result of sum of the entire item in a series, divided by the number of items.

\[ \bar{X} = \frac{\Sigma X}{n} \]

\( \bar{X} \) = The arithmetic mean.

\( \Sigma X \) = The Summation of all the item in the seven

\( N \) = Total no of item in the series.

3.6.2 Standard Deviation

The standard deviation is found by taking the difference of each item in the series from the arithmetic mean (\( \bar{X} \)). Squaring the difference \((X-X)^2\). Summing all the squares difference \( \Sigma (X-X)^2 \) dividing by the number of item (N) and then extracting the square root.

\[ S.D = \sqrt{\frac{\Sigma (X-\bar{X})^2}{N}} \]

Where,

SD = The standard deviation

\( X \) = Individual item in the series

\( \bar{X} \) = Arithmetic mean

\( N \) = Total number of items in the series

3.6.3 Pearson's coefficient of correlation

This technique was used to find out the relationship between two variables and the following formula was used for computation of 'r' value.
Methodology

\[ r = \frac{N\sum X \sum Y - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}} \]

Where,

- \( r \) = Coefficient of correlation
- \( \Sigma \) = The summation
- \( X \) = Value of first variable
- \( Y \) = Value of second variable
- \( N \) = Total number of pairs
IV. FINDINGS AND DISCUSSION

The broad objectives of the study was to know the attitude, occupational aspiration and preference for placement of agricultural undergraduate students. The study also attempted to understand various factors responsible for influencing the attitude towards agricultural education and the level of occupational aspiration.

Substantive hypotheses were tested with the help of corresponding sub-hypotheses. The finding of the study are presented in this chapter along with its discussion in four sections. I) Characteristics of the respondents, II) Attitude of agricultural college students towards agriculture education and its relationship with other variables, III) The level of occupational aspiration and its relationship with various relational analysis traits, IV) The preference of the respondents about their placement.

SECTION – I

4.1 CHARACTERISTICS OF THE RESPONDENTS

On the basis of extensive review of literature and discussion with the experts, the personal and family background variables were selected. The data on these characteristics were analyzed and presented in Table 6 with an object to draw a general picture of the agricultural college students.
## Findings and Discussion

Table 6: Distribution of respondents according to their personal characteristics

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Characteristics</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>Age</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>17 to 19 years</td>
<td>55</td>
<td>39.01</td>
</tr>
<tr>
<td></td>
<td>20 to 22 years</td>
<td>79</td>
<td>56.03</td>
</tr>
<tr>
<td></td>
<td>23 to 25 years</td>
<td>07</td>
<td>4.96</td>
</tr>
<tr>
<td></td>
<td><strong>Mean score</strong></td>
<td>19.91 years</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td><strong>Birth order</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>39</td>
<td>27.66</td>
</tr>
<tr>
<td></td>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>53</td>
<td>37.59</td>
</tr>
<tr>
<td></td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>34</td>
<td>24.11</td>
</tr>
<tr>
<td></td>
<td>4&lt;sup&gt;th&lt;/sup&gt; and above</td>
<td>15</td>
<td>10.64</td>
</tr>
<tr>
<td></td>
<td><strong>Mean score</strong></td>
<td>2.25</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td><strong>Caste</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Non-reserved</td>
<td>103</td>
<td>73.05</td>
</tr>
<tr>
<td></td>
<td>Other backward</td>
<td>21</td>
<td>14.89</td>
</tr>
<tr>
<td></td>
<td>Scheduled tribe</td>
<td>03</td>
<td>2.13</td>
</tr>
<tr>
<td></td>
<td>Scheduled caste</td>
<td>14</td>
<td>9.93</td>
</tr>
<tr>
<td></td>
<td><strong>Mean score</strong></td>
<td>5.27</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td><strong>Marital status</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Married</td>
<td>15</td>
<td>10.64</td>
</tr>
<tr>
<td></td>
<td>Unmarried</td>
<td>126</td>
<td>89.36</td>
</tr>
<tr>
<td>5.</td>
<td><strong>Academic achievement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pass class (4.5 to 5.99)</td>
<td>44</td>
<td>31.20</td>
</tr>
<tr>
<td></td>
<td>Second class (6.0 to 6.89)</td>
<td>52</td>
<td>36.88</td>
</tr>
<tr>
<td></td>
<td>First class (6.9 to 7.39)</td>
<td>26</td>
<td>18.44</td>
</tr>
<tr>
<td></td>
<td>Distinction (7.4 and above)</td>
<td>19</td>
<td>13.48</td>
</tr>
<tr>
<td></td>
<td><strong>Average grade point</strong></td>
<td>64.42</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td><strong>Participation in extra curricular activities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Low participation (up to 3 score)</td>
<td>79</td>
<td>56.03</td>
</tr>
<tr>
<td></td>
<td>Medium participation (4 to 6 score)</td>
<td>25</td>
<td>17.73</td>
</tr>
<tr>
<td></td>
<td>High participation (7 and above score)</td>
<td>16</td>
<td>11.35</td>
</tr>
<tr>
<td></td>
<td>Non-participation</td>
<td>21</td>
<td>14.89</td>
</tr>
<tr>
<td></td>
<td><strong>Mean score</strong></td>
<td>2.90</td>
<td></td>
</tr>
</tbody>
</table>

N=141
**Findings and Discussion**

4.1.1 **Personal characteristics**

4.1.1.1 **Age:**

The information presented in Table 6 shows that more than half of the respondents (56.03 per cent) had age in the range of 20 to 22 years. While proportion of respondents in age group 17 to 19 years and 23 to 25 years were 39.01 per cent and 4.96 per cent, respectively. The average of the respondent was 19.91 years.

This indicate that the students enrolled in agriculture college were above 17 years and belonged to different age groups, which may be due to the fact that most of the students join the agriculture college just after passing the higher secondary school certificate (10 + 2) examination.

The above findings were supported by the findings of Ashwar (1993) and Ingle (1999).

4.1.1.2 **Birth order:**

It can be seen from the Table No. 6 that more than one third of the respondents (37.59 per cent) were second born children. Number of students born at first and third position were 27.66 per cent and 24.11 per cent, respectively. While number of students born at fourth and above position were 10.64 per cent. The average value of birth order is 2.25.

It can be inferred from the data that the first and second born children combinely form majority of the student population.

This finding is in line with the finding of Ashwar (1993).
4.1.1.3  Caste :

Considering the categories of reservation on the basis of caste as per the Government rules, it was observed from Table 6 that majority of the respondents (73.05 per cent) were from non-reserved caste categories, whereas number of students belonged to other backward caste, schedule caste and scheduled tribe were 14.89 per cent, 9.93 per cent and 2.13 per cent, respectively.

It can be concluded from the above results that majority of the students were belonged to non-reserved caste.

It is a well known fact that the literacy rate, social and economic condition of the non-reserved caste is higher than the reserved caste, thus they were getting more exposure to the higher education field and they can afford higher education to their children. This may be a probable reason that majority of the agricultural college students were belonged to higher caste.

This finding is in concurrence with Solanki (1975), Ashwar (1993), Kosambi (1997) and Ingle (1999).

4.1.1.4  Marital status :

It is evident from the Table 6 that only 10.64 per cent of the students were married and 89.36 per cent were unmarried.

This finding showed that most of the undergraduate students were unmarried.

On scrutinizing the questionnaire it was found that the students belonged to various communities. The varied customs and social obligation of individual community was definitely the reason for the above observation.
Findings and Discussion

This finding is in line with the findings of Ashwar (1993).

4.1.1.5 Academic achievement:

A look into Table 6 indicates that more than one third of the students (36.88 per cent) were in second class category, whereas proportion of the respondents in pass class and first class category was 31.21 per cent and 18.44 per cent, respectively. Only 13.48 per cent of the students were passed with distinction. The average O.G.P.A. of agricultural college student was 64.42.

On the basis of the results presented above, it was inferred that about 55.00 per cent students obtained second to first class.

It came to knowledge during the personal discussion with students that the tight schedule of classes and examinations and the heavy work load of undergraduate students might be the reason for the poor performance of majority of undergraduate students.

This finding is in concurrence with the findings of Kosambi (1999).

4.1.1.6 Participation in extra curricular activities:

Respondents in the agricultural colleges were provided with opportunities to participate in athletics and games like cricket, kabbadi, volley Ball, badminton, basket ball, table tennis, chess, cultural programmes, debates, National Service Scheme, National Cadet Corps and organizations like Nature club and Extension club.

It was observed from the Table 6 that participation in extra curricular activities of majority of the students (56.03 per cent) was low followed by 17.73 per cent of the students who were having medium participation and
11.35 per cent students had high participation, while 14.89 per cent students were not participated in any of the extra curricular activities.

It could be concluded from the above findings that majority of the students had low participation in extra curricular activities.

Pattern of semester system education in the agricultural faculty, leads to the students to be over loaded with study and examination work leaving them with very less leisure time to participate in other activities. Preparation for higher studies adds to this problem further, might be the reason for low participation in extra curricular activities.

Jand (1976), Sonogera (1975) and Ashwar (1993) also reported similar findings.

4.1.2 Family background characteristics

Family background characteristics of the respondents are presented in Table 7.

4.1.2.1 Family size:

The Table 7 revealed that majority of the respondents (59.58 per cent) were belonged to the families who had more than four members, while respondents coming from the families of up to four members were 40.42 per cent. Average size of family was 4.95.

From this findings it can be concluded that more than half of students were from larger families with more than four persons.

The average size of the family is less than five that means in most of the families number of children is three or less. It may be due to the successful implementation of family planning programme and increased
### Table 7: Distribution of respondents according to their family background characteristics

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Characteristics</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>Family size</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Up to 4 members</td>
<td>57</td>
<td>40.42</td>
</tr>
<tr>
<td></td>
<td>Above 4 members</td>
<td>84</td>
<td>59.58</td>
</tr>
<tr>
<td></td>
<td>Mean score</td>
<td>4.96</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td><strong>Number of real brothers and sisters</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Up to 2</td>
<td>105</td>
<td>74.47</td>
</tr>
<tr>
<td></td>
<td>3 to 4</td>
<td>25</td>
<td>19.86</td>
</tr>
<tr>
<td></td>
<td>5 and above</td>
<td>08</td>
<td>5.67</td>
</tr>
<tr>
<td></td>
<td>Mean score</td>
<td>1.95</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td><strong>Father's education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Illiterate</td>
<td>04</td>
<td>2.84</td>
</tr>
<tr>
<td></td>
<td>Literate (can read and write)</td>
<td>06</td>
<td>4.26</td>
</tr>
<tr>
<td></td>
<td>Primary school</td>
<td>09</td>
<td>6.38</td>
</tr>
<tr>
<td></td>
<td>High school</td>
<td>20</td>
<td>14.18</td>
</tr>
<tr>
<td></td>
<td>Higher secondary</td>
<td>30</td>
<td>21.28</td>
</tr>
<tr>
<td></td>
<td>Graduate</td>
<td>51</td>
<td>36.17</td>
</tr>
<tr>
<td></td>
<td>Above graduate</td>
<td>21</td>
<td>14.89</td>
</tr>
<tr>
<td></td>
<td>Mean score</td>
<td>4.16</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td><strong>Family educational status</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Low status (up to 1.99 score)</td>
<td>04</td>
<td>2.84</td>
</tr>
<tr>
<td></td>
<td>Medium status (2 to 4.99 score)</td>
<td>113</td>
<td>80.85</td>
</tr>
<tr>
<td></td>
<td>High status (5 and above score)</td>
<td>24</td>
<td>16.31</td>
</tr>
<tr>
<td></td>
<td>Mean score</td>
<td>4.12</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td><strong>Father's occupation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Agriculture farming</td>
<td>64</td>
<td>45.39</td>
</tr>
<tr>
<td></td>
<td>Independent profession/private sector</td>
<td>10</td>
<td>7.10</td>
</tr>
<tr>
<td></td>
<td>Business</td>
<td>10</td>
<td>7.10</td>
</tr>
<tr>
<td></td>
<td>Service</td>
<td>54</td>
<td>38.30</td>
</tr>
<tr>
<td></td>
<td>Labour</td>
<td>1</td>
<td>0.70</td>
</tr>
<tr>
<td></td>
<td>Persons with no job</td>
<td>2</td>
<td>1.41</td>
</tr>
<tr>
<td></td>
<td>Mean score</td>
<td>5.04</td>
<td></td>
</tr>
</tbody>
</table>

(Contd...)
### Findings and Discussion

(Contd…)

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Characteristics</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td><strong>Family occupational status</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Low status (up to 3 score)</td>
<td>05</td>
<td>3.54</td>
</tr>
<tr>
<td></td>
<td>Medium status (3.1 to 5 score)</td>
<td>97</td>
<td>68.80</td>
</tr>
<tr>
<td></td>
<td>High status (above 5 score)</td>
<td>39</td>
<td>27.66</td>
</tr>
<tr>
<td></td>
<td>Mean score</td>
<td>4.99</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td><strong>Family Annual income</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Low status (up to Rs. 35,000)</td>
<td>31</td>
<td>21.99</td>
</tr>
<tr>
<td></td>
<td>Medium status (Rs. 35,001 to 80,000)</td>
<td>37</td>
<td>26.24</td>
</tr>
<tr>
<td></td>
<td>High status (above Rs. 80,000)</td>
<td>73</td>
<td>51.77</td>
</tr>
<tr>
<td></td>
<td>Average income</td>
<td>Rs. 109335</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td><strong>Family land holding status</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Low status (up to 5 score)</td>
<td>48</td>
<td>34.04</td>
</tr>
<tr>
<td></td>
<td>Medium status (5.1 to 15 score)</td>
<td>34</td>
<td>24.11</td>
</tr>
<tr>
<td></td>
<td>High status (above 15 score)</td>
<td>22</td>
<td>15.60</td>
</tr>
<tr>
<td></td>
<td>Persons with no land</td>
<td>37</td>
<td>26.25</td>
</tr>
<tr>
<td></td>
<td>Average land holds</td>
<td>9.05</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td><strong>Father's social participation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Low participation (up to 1 score)</td>
<td>129</td>
<td>91.49</td>
</tr>
<tr>
<td></td>
<td>Medium participation (2 to 4 score)</td>
<td>09</td>
<td>6.38</td>
</tr>
<tr>
<td></td>
<td>High participation (above 4 score)</td>
<td>03</td>
<td>2.13</td>
</tr>
<tr>
<td></td>
<td>Mean score</td>
<td>0.67</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td><strong>Class status</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Low status (up to 33.33 scores)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Medium status (33.34 to 66.66 scores)</td>
<td>109</td>
<td>77.31</td>
</tr>
<tr>
<td></td>
<td>High status (above 66.66 scores)</td>
<td>32</td>
<td>22.69</td>
</tr>
<tr>
<td></td>
<td>Mean score</td>
<td>58.32</td>
<td></td>
</tr>
</tbody>
</table>

literacy, education and awareness among the people. The changed life style and living conditions also helped in the emergence of large number of smaller families or nuclear families.

This finding is in line with the findings of Ashwar (1993) and Kosambi (1997).
Findings and Discussion

4.1.2.2 Number of real brothers and sisters:

The average number of real brothers and sisters in the respondents' family was observed to be 1.96 from the data presented in Table No. 7. It was also observed that majority (74.47 per cent) of the respondents had up to two brothers and sisters, while 19.86 per cent of the students had three to four brothers and sisters and 5.67 per cent of the respondents were found to have five and above brothers and sisters.

The average number of family members were 4.95 which indicates that on an average there was less than three children in the family. This may be mainly due to the adoption of family welfare programmes like family planning and the increased level of literacy, education and changed life style of family members.

This finding is supported by the findings of Kosambi (1997).

4.1.2.3 Father's education:

It is appeared from the Table 7 that 36.17 per cent of the students' father were graduates followed by 14.89 per cent were post graduates. Respondents' father with the educational qualification of higher secondary level, high school level, primary school level and literate were 21.28 per cent, 14.18 per cent, 6.38 per cent and 4.26 per cent, respectively. Only few number of respondents' father were illiterate.

Above results clearly indicated that father of majority of the respondents' father were graduates and above and megre number of students' father were illiterate. At present educational facility for graduate and post-graduate was available at taluka/district level which motivated them for
Findings and Discussion

higher education might be the reason for higher education among majority of the students' father.

This finding is in agreement with the findings of Verma *et al.* (1968), Lad (1976), Ashwar (1993), Kosambi (1997) and Ingle (1999).

4.1.2.4 Family educational status :

The data presented in Table 7 portrays that majority of the respondents (80.85 per cent) were from the family of medium educational status followed by 16.31 per cent of the respondents were belonged to the families with high educational status and only 2.84 per cent of the respondents were from families of low educational status.

On the bases of foregoing discussion it can be concluded that all the respondents were from medium to high educational status family group. This might be due to the fact that majority of the students' father were graduate and post graduate.

This finding is in line with the findings of Lad (1976) and Ashwar (1993).

4.1.2.5 Father's occupation :

It can be seen from the Table 7 that the respondents' father engaged in farming was 45.39 per cent. Respondents' fathers engaged in service, private sector/independent profession, business and labour were 38.30 per cent, 7.10 per cent, 7.10 per cent and 0.7 per cent, respectively. Only 1.14 per cent of the respondents' father were not having any job.

It can be concluded from the discussion that majority of respondents' father were occupied in farming and service. High percentage of father in
Findings and Discussion

farming may be credited to their rural background and the service may be due to the good educational level.

Verma et al. (1968) and Lad (1976) also reported a similar finding.

4.1.2.6 Family occupational status:

It was noticed from Table 7 that more than two third of the respondents (68.80 per cent) were belonged to the family having medium occupational status. While the respondents having high and low family occupational status was 27.66 per cent and 3.54 per cent, respectively. The average family occupational status score was 4.99.

The above discussion leads to the inference that majority of the respondents family occupational status was medium to high. This can be attributed to the earlier findings that majority of the respondents' father were occupied in service and farming.

This finding is in line with the findings of Ashwar (1993).

4.1.2.7 Family annual income:

It was evident from Table 7 that more than half of the respondents (51.77 per cent) family had income above Rs. 80,000 per annum followed by 26.24 per cent of the respondents belonged to the families having an annual income ranging from Rs. 35,001 to Rs. 80,000 and 21.99 per cent of the respondents were from the families having income less than Rs. 35,000. The average family income was Rs. 1,09,335/- per annum.

Above discussion inferred that majority of the respondents were from the families having good economic status. Which may be due to the fact that a good number of respondents' father were engaged in service and were
medium to large farmers and they had medium educational as well as occupational status.

This finding is concurrence with the findings reported by Ashwar (1993).

4.1.2.8 Family land holding:

Table 7 shows that 73.75 per cent of the families of the respondents possessed land. Out of which majority of the respondents (34.04 per cent) were from the families of low land holding status, while proportion of the respondents having medium and high land holding status were 24.11 and 15.60 per cent, respectively.

On the basis of Indian family system parents used to give a part of their land to their children as share after their marriage. Due to this continuous process and the emergence of large number of nuclear families caused reduction in the land holding level of families. Industrialization and urbanization also played a main role for reducing the per capita availability of land.

Sonogera (1975) and Ashwar (1993) reported similar findings.

4.1.2.9 Father's social participation:

Social participation level of parents was considered important in this study and it was observed from Table 7 that a great majority of the respondents' father (91.49 per cent) had low level of social participation, followed by 6.38 per cent with medium level and only 2.13 per cent of them had high level of participation in social organizations. Mean score of the participation level of respondents' father was 0.67.
It is obvious from the above analysis that majority of the respondents' father had low level of participation in social organizations. On scrutinizing the questionnaire it was found that among those participating in social organizations majority of them participated in the village panchayat or co-operative societies.

The probable reason of the low level of participation may be because most of the parents were farmers and serviceman, who could spare very less time for other activities.

This finding is in concurrence with the findings of Ashwar (1993).

4.1.2.10  Class status:

It was observed from the Table No. 7 that more than three fourth of the respondents (77.31 per cent) belonged to medium class status families followed by 22.69 per cent from high class status families.

It was earlier reported that a good percentage of the respondents father were graduates and post graduates and were engaged in service or farming or working in private sector. The average income level of respondents' family was Rs. 1,08,980/- and the family members too having good occupation and educational background. All these cumulatively added to form the medium to high class status of the families for the majority of the respondents.

This finding is in line with the findings of Ashwar (1993).
4.1.3 Future plans of the respondents

Every student has a future plan as what he would like to do on completion of his study. Data from the Table 8 throws light on the future plan of the students under investigation.

Table 8: Future plan of the respondents

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Future plan</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Further study only if job is not available</td>
<td>28</td>
<td>19.86</td>
</tr>
<tr>
<td>2.</td>
<td>Wish to take up any job available</td>
<td>31</td>
<td>21.99</td>
</tr>
<tr>
<td>3.</td>
<td>Further study even if job is available</td>
<td>82</td>
<td>58.15</td>
</tr>
<tr>
<td>(B)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>If further study</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. Agricultural stream</td>
<td>37</td>
<td>31.91</td>
</tr>
<tr>
<td></td>
<td>B. Non-agricultural stream</td>
<td>45</td>
<td>26.24</td>
</tr>
</tbody>
</table>

It was observed from the above Table 8 that more than half of the respondents (58.15 per cent) had a plan to pursue further study on graduation, 21.99 per cent of the respondents were planned to take up any of the available job and 19.86 per cent of the respondents were planned for higher studies only if there was no job available to them.

Among the respondents, those who planned for higher studies 31.91 per cent of them opted for agriculture related subjects for higher studies and 26.24 per cent of them opted the courses not related to agriculture like MBA, Information Technology etc.

It could be concluded that majority of the students plan for future study even if job is available. These could be the high competition in the field of jobs. Acquiring more professional degrees helped the students to have an cutting edge over the other competents which might be the reason for higher
Findings and Discussion

Many students opted for the non-agriculture related jobs, which were having high market value like MBA and Information technology. Our country is on the way of Industrialization and privatization (Dis-investment of Government) and the modern technology proved its necessity in all the field of human life including agriculture. Which may be the probable reason behind that decision. However, more number of respondents were opted for the higher studies in Agricultural field. Availability of more job opportunities for post graduates than ordinary agricultural graduates, high level of competition among the agricultural graduates for getting into the service. Parents' motivation, the luck for getting better job and of course the affinity of the students towards higher studies might be the reason that the students opted for higher studies in agricultural field.

Less than half of the respondents gave first preference for job. Family responsibilities of the respondent, students' urge to make their future safe and steady, prestige attached to being in service, financial background of the respondents, their personal interest towards doing job may be the probable reasons which motivates the respondents to prefer job over higher studies.

These findings are in line with the findings of Sandhu and Sinha (1970), Bhatnagar and Gupta (1980).

SECTION – II

The findings and discussion of the students attitude towards agriculture and its relationship with characteristics of the respondents is presented in this section. The analysis result and discussion are presented herewith.
4.2 ATTITUDE TOWARDS AGRICULTURAL EDUCATION

Attitude of the students under investigation is given in Table 9.

Table 9: Attitude of respondents towards agricultural education

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Attitude</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Favourable (more than 50 score)</td>
<td>85</td>
<td>60.28</td>
</tr>
<tr>
<td>2.</td>
<td>Unfavourable (below 50 score)</td>
<td>42</td>
<td>29.79</td>
</tr>
<tr>
<td>3.</td>
<td>Neutral (50 score)</td>
<td>14</td>
<td>9.93</td>
</tr>
</tbody>
</table>

Mean score: 64.91

It was evident from the Table 9 that majority (60.28 per cent) of the respondents held favourable attitude towards agricultural education, 29.79 per cent had an unfavourable attitude and 9.93 per cent of the respondents did not express any clear-cut opinion about their attitude toward agricultural education. The mean attitude score of the respondents was 64.91.

It was inferred from the Table 9 that majority of the students had favourable attitude toward agricultural education. Most of the respondents were from the families having good literacy rate, good economic condition, good occupational status and class status. All these would have created a favourable condition for higher education. Their parents being educated persons would have inquire about the different courses being offered after higher secondary school certificate examination and reached to a conclusion about the high value of agricultural education. Students being residents of rural areas would have develop contact with local agricultural officers and get aware about the importance of agricultural education. After having been admitted to agricultural college they might came to know the importance of
agricultural graduates and their role in agricultural development of the country, leading to develop a favourable attitude towards agricultural education.

Similar finding has also been reported by Jackson (1975), Sood (1979), Vernal (1979), Shrivastava and Shrivastava (1983) and Ashwar (1993).

4.3 RELATIONSHIP BETWEEN CHARACTERISTICS OF THE RESPONDENTS AND THEIR ATTITUDE TOWARD AGRICULTURAL EDUCATION

In order to determine the relationship between the personal, social and economic characteristics of the agricultural undergraduate students with their attitude towards agricultural education a correlation coefficient was computed and presented in Table 10.

Table 10: Relationship between characteristics of the respondents and their attitude towards agricultural education

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Characteristics</th>
<th>Correlation coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Age</td>
<td>0.07196</td>
</tr>
<tr>
<td>2.</td>
<td>Birth order</td>
<td>0.02487</td>
</tr>
<tr>
<td>3.</td>
<td>Caste</td>
<td>-0.00107</td>
</tr>
<tr>
<td>4.</td>
<td>Academic achievement</td>
<td>0.16927*</td>
</tr>
<tr>
<td>5.</td>
<td>Participation in extra curricular activities</td>
<td>0.13074</td>
</tr>
<tr>
<td>6.</td>
<td>No. of family members</td>
<td>0.07647</td>
</tr>
<tr>
<td>7.</td>
<td>Father's education</td>
<td>0.22509*</td>
</tr>
<tr>
<td>8.</td>
<td>Family educational status</td>
<td>0.19350*</td>
</tr>
<tr>
<td>9.</td>
<td>Father's occupation</td>
<td>0.17153*</td>
</tr>
<tr>
<td>10.</td>
<td>Family occupational status</td>
<td>0.13203</td>
</tr>
<tr>
<td>11.</td>
<td>Family income</td>
<td>0.21336*</td>
</tr>
<tr>
<td>12.</td>
<td>Family land holding</td>
<td>0.22266*</td>
</tr>
<tr>
<td>13.</td>
<td>Father's social participation</td>
<td>0.20200*</td>
</tr>
<tr>
<td>14.</td>
<td>Class status</td>
<td>0.08411</td>
</tr>
</tbody>
</table>

* Significant at 5 per cent level of probability.
Findings and Discussion

It could be observed from the above Table that out of the 14 variables tried, academic achievement, father's education, family educational status, father's occupation, family income, size of land holding and father's social participation with their 'r' value 0.16927, 0.22509, 0.19350, 0.17153, 0.21336, 0.22266 and 0.20200, respectively had a positive and significant correlation with the attitude towards agricultural education.

The remaining variables did not show any significant relationship.

4.3.1 Academic achievement and attitude towards agricultural education

It was found that more than two third of the agricultural undergraduate students had obtained second class and above and the average O.G.P.A. obtained was 64.42 indicating a good academic achievement.

The academic achievement was found to have a positive and significant relation with the attitude toward agricultural education. The main reason behind that may be the fact that only those who are positively inclined towards agricultural education, could put in more efforts and take an interest in their course work, thus leading them to have a good academic performance as their efforts could bear fruit in the form of good results, their interest and attitude towards the course could also become more enthusiastic.

Similar findings have also been reported by Vernal (1979) and Ashwar (1993).

In the light of the above findings, the hypothesis that there is relationship between students' academic achievement and their attitude
towards agricultural education was accepted and null hypothesis was rejected.

4.3.2 Father's education and attitude

Father's education is one of the factors which have a good influence in the children's attitude and interest towards education.

It was evident from Table 10 that father's education had a positive and significant association with attitude of the students towards agricultural education.

From this present study it could be observed that majority of the father of undergraduate agricultural students were graduates or post graduates. Definitely father's good educational level could motivate the children to have a good interest and positive attitude towards higher studies. Most of the children wanted to acquire more educational qualification than their father due to the constant encouragement and guidance from their father. This may be the probable reason behind the positive relationship between father's education and students' attitude towards education.

This finding is in agreement with the findings of Hazari et al. (1971).

On the basis of the above finding the hypothesis that there is relationship between students' fathers education and family educational status was accepted and the null hypotheses was rejected.

4.3.3 Family educational status and attitude

The correlation coefficient value gives in the Table 10 indicated a significant and positive relationship between family educational status and attitude towards agricultural education.
Findings and Discussion

Agriculture is the occupation which provides employment and livelihood to 65.00 per cent of Indian population and it is the prime occupation mainly in the rural areas, but the urban people also well aware of the importance of agriculture. So an educated person recognizes the true value and importance of agriculture in our economy, the contribution of agriculture graduates towards the agricultural development of our country and thus fully understands the scope it would provide for the agricultural graduates. These awareness among the family members help the children to develop a positive attitude towards agricultural education.

Similar findings have also been reported by Hazari et al. (1971) and Ashwar (1993).

In the light of above findings the hypothesis that there is relationship between family educational status and attitude towards agricultural education was accepted and null hypotheses was rejected.

4.3.4 Father’s occupation and attitude

Occupation of father plays an important role in the attitude formation, career development, physical and social well being of a student. In this study, it was observed that majority of the father of the respondents’ were either in service or in farming.

The father's occupation was found to have a positive and significant relationship with the attitude of the students towards agricultural education. This may be probably due to the fact that professional or semi-professional father and father involved in clerical work, sales or similar occupation were emphasizing more on idealistic, thought provoking and ability developing type
Findings and Discussion

of education like professional education and higher education. But skilled and unskilled labourer father were not giving that much emphasis on professional or higher education. They were giving emphasis on vocational, skill oriented and job related education like technical education. Thus, the attitude of students toward education was considerably influenced by the father's occupation.

Similar findings have also been reported by Sewell et al. (1953).

On the basis of the above findings the hypotheses that there is relationship between father's occupation and attitude towards agricultural education was accepted and null hypotheses was rejected.

4.3.5 Family income and attitude

It is observed from the Table 10 that family income was positively and significantly related with the attitude of the students towards agricultural education.

The average family income was good (around Rs. 1,09,335/- per annum), it indicated that majority of the families belonged to well-to-do section of the society. Thus, the parents could provide complete facilities and could afford higher education for their children leading to aspire for their children to be well educated. These support and encouragement from the family help the children to develop a favourable attitude towards education. This could probably explain the reason for family income having a positive and significant relation on the attitude toward veterinary education.

Coster (1959), Hazari et al. (1971) and Ashwar (1993) also reported similar findings.
Findings and Discussion

On the basis of above findings the hypotheses that there is relationship between the family income and attitude towards agricultural education was accepted and null hypotheses was rejected.

4.3.6 Family land holding and attitude

Size of land holding of the family of the agricultural students' had an important role in the formation of attitude towards agricultural education.

It is apparent from the Table 10 that family land holding was significantly and positively related to the attitude of the respondents towards agricultural education.

When the land holding of the family is big, the family members would be more interested towards farming and farm related aspects and some of them must be involved fully in farming. Thus, the children also would develop a favourable attitude towards farming and agricultural education, because through practical experience they must be knowing the importance of agricultural education in farming and many of them would opt it for higher studies for the better management of their farm. If the farm holding is very less naturally the children would have very less contact with farming and their affinity towards farming, farm related aspects and agricultural education would be low. This might be the probable reason behind the positive significant relationship between size of land holding and attitude towards agriculture education.

This finding is in line with the finding of Sewell et al. (1953).
Findings and Discussion

In the light of the above findings the hypotheses that there is relationship between students family land holding and their attitude towards agriculture education was accepted and null hypothesis was rejected.

4.3.7 Father’s social participation and attitude

It is observed from the Table 10 that the father’s social participation had positive and significant relationship with the attitude towards agricultural education.

As the father’s participation in social organizations increased they would have come into more contact with extension personnels, experts in various fields and would have been exposed to mass media like film shows, television, magazines, news papers etc. Scrutiny of the questionnaire revealed that the social participation of the respondent's father was mainly in gram panchayat and co-operative societies. This increased their contacts with agricultural officers and extension personnels and helping them to receive correct information about agricultural education. Thus, armed with knowledge they would have influenced their children to follow into agricultural education, with favourable attitude.

These findings are supported by the findings of Ashwar (1993).

On the basis of the above findings, the hypotheses that there is relationship between the student father's social participation and their attitude towards agricultural education was accepted and the null hypothesis was rejected.

The relationship between the student's attitude towards agricultural education and their age, birth order, caste, participation in extra curricular
activities, number of family members, family occupational status and class status of the family was found to be non-significant. Therefore, the null hypotheses were accepted and their alternative hypotheses were rejected.

SECTION – III

This section presents the analysis, result and the discussion regarding the level of occupational aspiration of the respondents and taken into account the relative importance of the independent variables to explaining the dependent variable, namely level of occupational aspiration of agricultural college students and factors associated with it. The study also answers the question as to whether the same factors were related to the level of occupational aspiration of agriculture college students.

4.4 LEVEL OF OCCUPATIONAL ASPIRATION

The aspirations is a strong desire for excellence, it also the ardent desire to accomplish what one sets out to do. In a given culture, the individual while attaining his adulthood identified himself with various individuals or group, which help in developing high level occupation. The scale of occupational aspiration takes into account the higher profession at upper level and the lower at the bottom of prestige ranking.

The data for the occupational aspiration level of the respondents is presented in Table 11.

The data given in Table 11 revealed that majority of the respondents (39.72 per cent) had medium level of occupational aspiration followed by 31.91 per cent of the respondents, who were having high level of occupational
aspiration and a 28.37 per cent of respondents were having low level of occupational aspiration.

It could be concluded that majority of the students had medium to high level of occupational aspiration.

Most of the respondents were belonged to the families having good literacy rate, good economic condition, good occupational status and class status. Because of all these they may have been exposed to the knowledge of the various occupations available to them. Their parents were well educated and well of so they aspired for good job for their children which might have reflected in the students aspiration for high occupation. This may be the probable reason for the fact that majority of the respondents were medium to high aspirants for their occupation.

### 4.5 RELATIONSHIP BETWEEN CHARACTERISTICS OF THE RESPONDENTS AND LEVEL OF OCCUPATIONAL ASPIRATION

In order to know the relationship between independent and dependent variables, the data were subjected to coefficient of correlation (r) analysis. The results are furnished in Table 12.
Findings and Discussion

Table 12: Relationship between characteristics of the respondents and their level of occupational aspiration

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Characteristics</th>
<th>Correlation coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Age</td>
<td>0.04137</td>
</tr>
<tr>
<td>2</td>
<td>Birth order</td>
<td>-0.15267</td>
</tr>
<tr>
<td>3</td>
<td>Caste</td>
<td>-0.21383*</td>
</tr>
<tr>
<td>4</td>
<td>Academic achievement</td>
<td>0.21968*</td>
</tr>
<tr>
<td>5</td>
<td>Participation in extra curricular activities</td>
<td>-0.03525</td>
</tr>
<tr>
<td>6</td>
<td>No. of family members</td>
<td>-0.08765</td>
</tr>
<tr>
<td>7</td>
<td>Father's education</td>
<td>0.09083</td>
</tr>
<tr>
<td>8</td>
<td>Family educational status</td>
<td>0.03377</td>
</tr>
<tr>
<td>9</td>
<td>Father's occupation</td>
<td>0.17153*</td>
</tr>
<tr>
<td>10</td>
<td>Family occupational status</td>
<td>0.21026*</td>
</tr>
<tr>
<td>11</td>
<td>Family income</td>
<td>0.11485</td>
</tr>
<tr>
<td>12</td>
<td>Family land holding</td>
<td>0.03696</td>
</tr>
<tr>
<td>13</td>
<td>Father's social participation</td>
<td>0.19450*</td>
</tr>
<tr>
<td>14</td>
<td>Class status</td>
<td>0.26264*</td>
</tr>
<tr>
<td>15</td>
<td>Attitude towards agricultural education</td>
<td>0.21064*</td>
</tr>
</tbody>
</table>

* Significant at 5 per cent level of probability.
Critical value = +/- 0.16535

It was clear from the data given in the Table 12 that out of 15 variables tried, academic achievement \((r = 0.21968)\), father's occupation \((r = 0.17153)\), family occupational status \((r = 0.21026)\), father's social participation \((r = 0.19450)\), class status \((r = 0.26264)\), attitude towards agricultural education \((r = 0.21064)\) had positive and significant relationship with occupational aspiration and caste \((r = -0.21383)\) showed negative and significant relationship with the occupational aspiration of undergraduate agricultural student.
4.5.1 Caste and occupational aspiration

The correlation coefficient value between caste and occupational aspiration was found significant but negative, as indicated. In Table 12 indicating that as the score of this variable increases the level of occupational aspiration score decreases. Hence, caste had negative influence on the expression of occupational aspiration. The analysis data showed that lower caste students except higher job aspiration, which was quite interesting. Usually the higher caste students, due to their good occupational, social and economic background aspire for higher jobs as compared to their lower counter parts. However, the lower caste students enrolled in agriculture college during the period of present study had a good occupational, economic and educational family background. Hence, they were well aware of their job prospects and could also afford higher education.

At present due to the reservation system lower caste students are having good chances to join any higher studies or they can join any high profile jobs like civil service. Normally many of the reserved category seats remain vacant in various central and state Government service. But the condition improved a lot, at present and many of the reserved category students are capable to compete with general category students in various competition examinations.

This finding is in agreement with the findings of Dube (1967), Paranjape (1972) and Ashwar (1993).
Findings and Discussion

On the basis of the above findings the hypothesis that there is relationship between students' caste and their occupational aspiration was accepted and null hypotheses was rejected.

4.5.2 Academic achievement and occupational aspiration

From the data presented in Table 12, it can be seen that academic achievement of the students was positively and significantly related with the level of occupational aspiration of agriculture college students.

High academic achievement aimed for better jobs. Most of the prestigious jobs were open to high ranking students. Jobs in the agricultural universities, state agricultural department and state administrative services requires good academic records. For the selection of various central services also giving proper weightage to excellent academic background. Good academic achievements add advantage to the students in all the interviews, which he is being attended. Considering the above facts the high academic achievements may have developed high level of occupational aspiration.

The above findings of the present study are in conformity with the findings of Joshi (1963), Sharma (1970), Roy (1981) and Ashwar (1993).

In the light of the above findings the hypothesis that there is relationship between students' academic achievement and occupational aspiration was accepted and the null hypotheses was rejected.
4.5.3 Father's occupation and occupational aspiration

It is observed from Table 12 that father's occupation indicated a positive and significant relationship with the level of occupational aspiration of the respondents.

It is a general tendency of parents to wish higher prestigious occupation for their children than what they are engaged in may be the probable cause for the higher level of occupational aspiration for their children.

Similar findings have also been reported by Deb and Agarwal (1974),Uponkar (1976) and Ashwar (1993).

On the basis of the above findings the hypothesis that there is relationship between students' father's occupation and occupational aspiration was accepted and the null hypothesis was rejected.

4.5.4 Family occupational status and occupational aspiration

Family occupational status indicates the level of occupation of all the members of the family. It is one of the factors which contributed largely for the higher level of occupational aspiration of the student.

The correlation coefficient value given in the Table 12 indicated a significant and positive relationship between family occupational status and the student's occupational aspiration.

Higher level of occupation of the family members affect the occupational choice of the student in such a way that the students would prefer an occupation, which is more prestigious than that of the other family
Findings and Discussion

members. It is a general tendency that the students prefer an occupation, which is higher level than their parents, brothers and sisters.

The above findings of the present study are supported by the findings of Reisman (1959), Krippner (1963), Lee and King (1964) and Chopra (1994).

In the light of the above findings the hypothesis that there is association between students' family occupational status and their occupational aspiration was accepted and null hypotheses was rejected.

4.5.5 Father's social participation and occupational aspiration

The father's social participation had also contributed largely for higher level of occupational aspiration.

It is evident from Table 12 that students father's social participation had a significant and positive relationship with their occupational aspiration.

Social participation is one of the measure of social class status. Those having higher participation in social organization are more valued in society as compared to persons with no participation in any social organization. With increase participation in social organization there would be increase in contact with different kind of persons with powerful positions and respectable occupations and would acquire knowledge of various occupations available for agricultural graduates. All these informations help them to encourage and to guide their children and build higher level of occupational aspiration among them.

This finding is in line with the findings of Ashwar (1993) and Kosambi (1997).
Findings and Discussion

In the light of the above findings, the hypothesis that there is association between students' father's social participation and their occupational aspiration was accepted and the null hypothesis was rejected.

4.5.6 Class status and occupational aspiration

Class status implies social and economic status of family in the society. It is also contributed largely for higher level of occupational aspiration.

From the data presented in Table 12 it can be seen that class status of respondent's family was significantly and positively related to their occupational aspiration.

It is a common view that class status determines the resources in the society conducive to fulfill the aspirations. The financial aspect is invariably involved in getting the proper education, which is a pivotal factor in job placement. Naturally, the students coming from these families develop higher occupational aspiration. Due to education and media exposure, the individual is expected to reach and achieve different standards of different excellent goals which he strives to attain. It may be the probable reason behind the relationship between class status and occupational aspiration of the student.

Miller and Haller (1964), Roy (1981), Chada (1982), Uponkar (1985) and Ashwar (1993) also reported similar findings from their studies.

On the basis of the above findings the hypothesis that there is relationship between students' class status and their occupational aspiration was accepted and the null hypothesis was rejected.
4.5.7 Attitude towards agricultural education and occupational aspiration

As regards to the attitude towards agricultural education, it was found from the data presented in Table 12 that there was a positive and significant relationship between the attitude towards agricultural education and the level of occupational aspiration of the agricultural undergraduate students, indicating that attitude also contributed to higher level of occupational aspiration of the respondents.

This may be due to the fact that students having favourable attitude are having better knowledge and understanding of the subjects and they are more aware of the prestigious occupations available to them, tending to develop a high level of occupational aspiration.

This finding is in conformity with the findings reported by Vernal (1979), Ashwar (1993) and Kosambi (1997).

In the light of the above findings the hypothesis that there is relationship between students' attitude towards agricultural education and their level of occupational aspiration was accepted and null hypothesis was rejected.

The relationship between the students' level of occupational aspiration and students' age, birth order, participation in extra curricular activities, number of family members, father's education, family educational status, family income and family land holding were found to be non-significant. Therefore, the null hypothesis were accepted and alternative hypothesis were rejected.
4.6 PREFERENCE FOR PLACEMENT

Occupational preference for placement was recorded in response to the question that “When your education in the agriculture college is over, the occupation, you have thought about going into is? The response in terms of occupational placement are presented in Table 13.

**Table 13 : Job preference of the respondents N=141**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Occupation</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Departmental service-State Agricultural department</td>
<td>10</td>
<td>7.08</td>
</tr>
<tr>
<td>2.</td>
<td>Departmental service-Central Government</td>
<td>6</td>
<td>4.26</td>
</tr>
<tr>
<td>3.</td>
<td>Service in Agricultural University</td>
<td>23</td>
<td>16.31</td>
</tr>
<tr>
<td>4.</td>
<td>Civil service</td>
<td>20</td>
<td>14.18</td>
</tr>
<tr>
<td>5.</td>
<td>Agricultural Research Service</td>
<td>13</td>
<td>9.22</td>
</tr>
<tr>
<td>6.</td>
<td>Service in Banks</td>
<td>17</td>
<td>12.06</td>
</tr>
<tr>
<td>7.</td>
<td>Management professional/Executive</td>
<td>22</td>
<td>15.60</td>
</tr>
<tr>
<td>8.</td>
<td>Scientist in International Agricultural Research Institute</td>
<td>1</td>
<td>0.71</td>
</tr>
<tr>
<td>9.</td>
<td>Service in Private Agricultural or Horticultural farm</td>
<td>1</td>
<td>0.71</td>
</tr>
<tr>
<td>10.</td>
<td>Landscaping specialist in India or Abroad</td>
<td>1</td>
<td>0.71</td>
</tr>
<tr>
<td>11.</td>
<td>Service in Fertilizer/ Pesticide/ Seed production company</td>
<td>1</td>
<td>0.71</td>
</tr>
<tr>
<td>12.</td>
<td>Service as Agriculturist Abroad</td>
<td>9</td>
<td>6.38</td>
</tr>
<tr>
<td>13.</td>
<td>Service in Non-governmental Organizations</td>
<td>4</td>
<td>2.84</td>
</tr>
<tr>
<td>14.</td>
<td>Government Administrative Service through Public Service Commission</td>
<td>5</td>
<td>3.55</td>
</tr>
<tr>
<td>15.</td>
<td>Information technology expert in Agricultural sector</td>
<td>1</td>
<td>0.71</td>
</tr>
<tr>
<td>16.</td>
<td>Establishment of own Agricultural farm</td>
<td>1</td>
<td>0.71</td>
</tr>
<tr>
<td>17.</td>
<td>Establishment of own Agro-service or Agri-business center</td>
<td>2</td>
<td>1.42</td>
</tr>
<tr>
<td>18.</td>
<td>Establishment of Agri. based industry</td>
<td>4</td>
<td>2.84</td>
</tr>
</tbody>
</table>

It is clear from the Table 13 that majority (87.94 per cent) of the respondents preferred to be placed in service, either in Government, semi-Government, Private or Co-operative sectors. While, 6.38 per cent of the respondents preferred to work as agriculturist abroad, 4.97 per cent
Findings and Discussion

respondents preferred to start their own business or Agri. based industry and a megre0.71 per cent preferred to start an independent profession as landscaping specialist.

It could be concluded from the result that the preference to service given by the majority of the students in comparison to business, may be due to the feeling of safety and steadiness and since there is no need of investment in it.

Sandhu and Sohal (1973), Oliver (1975), Sonogera (1975), Ashwar (1993) and Ingle et al. (1993) also reported similar findings.

Among the students who preferred service, the maximum number of respondents (67.37 per cent) preferred Government services, 17.73 per cent preferred private sector and 2.84 per cent opted for the semi-Government sector like NGO. Out of those students who preferred Government sector, 16.31 per cent students opted the service in State Agricultural University, 14.18 per cent student opted for Civil Services and 12.06 per cent students preferred service in Banks. Service in Agricultural Research Service (ARS), State Agricultural Department, Central Government Services, State Government Administrative Service (though P.S.C.) and as Scientist in International Research Institute were the choice of 9.22 per cent, 7.08 per cent, 4.26 per cent, 3.55 per cent and 0.71 per cent, respectively. Out of the 17.73 per cent students, who preferred service in Private Organization a great majority of the respondents (15.60 per cent) preferred the job as Management Professional or Executives in various private sector companies, 0.71 per cent opted for the service in Fertilizer/Pesticide/Seed production companies and
Findings and Discussion

0.71 per cent of respondents preferred the job of Information Technology Expert in Agriculture.

The Agriculture College students, who preferred for their own business was 4.97 per cent only. Among them 2.00 per cent of respondents were preferred to establish their own agribusiness industry, 0.71 per cent were preferred to start own Agricultural farm and 0.71 per cent of the respondents were preferred to start Agroclinic or Agribusiness center. A meager 0.71 per cent of the respondents only preferred to lead an independent profession as a land scaping specialist.

These findings thrown light on the fact that most of the students studying B.Sc. Agriculture course preferred to join any of the service either in Government or Private sector and again showed that majority of the students wanted to have a Government job either in Central Government or in State Government. The findings also revealed the fact that the number of students preferred to start a business or independent career was quite low.

Most of the students studying B.Sc. Agriculture course wanted to settle their life with a job, after completion of the graduation. Availability of constant income and the high status in the society might be the probable reason behind that.

Job security, attractive salary, power, attached better promotional chances, lack of risk and good status among the society were the factors, which was responsible to attract maximum number of the respondents towards Government job, but in the present context getting into a Government job is a difficult task due to the high competition. Even though a tough nut to
Findings and Discussion

crack, the charisma of the Civil Service attracted many of the respondents. Among the white collar jobs, mentioned above, majority of the students preferred service in State Agricultural University. Those who might be the persons, who were probably interested in steady, white collared job, better promotion chances, higher studies with the scope of exploring deeper into the choice subject, less transferable and a peaceful job.

Among the students, who opted for a private job, majority of them preferred to have the position of management professional or executive. High salary, other benefits and colourful high society life might be the probable reasons behind that. Any how, factors like uncertainty, risk and unattainable targets hinder the students to join private enterprises.

Need of huge investment, erratic income and a great amount of uncertainty and risk might be the probable reason for very poor turn out of students, preferred to start their own business.

4.6.1 Preference for specific occupation in relation to the level of aspiration

The data regarding the two way analysis about preference for placement and occupational aspiration is presented in Table 14.

Table 14 : Preference for specific occupation in relation to the level of occupational aspiration

<table>
<thead>
<tr>
<th>Rank</th>
<th>Occupation</th>
<th>Number</th>
<th>Per cent</th>
<th>Mean of LOA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Service in Government, Semi-Government, Co-operative and Private sectors</td>
<td>124</td>
<td>87.94</td>
<td>63.45</td>
</tr>
</tbody>
</table>

N = 141
It is obvious from the Table 14 that the majority (87.94 per cent) of the students preferred to be placed in a job after completion of agricultural education and they assigned higher rank for service (63.45) followed by Agriculturist in Abroad (58.82) under the level of aspirations. This indicated that service is the proper placement after completion of the education.

4.7 EMPIRICAL MODEL

On the basis of theoretical background a conceptual model based on the assumption that Attitude towards Agricultural education and Occupational aspiration of Agricultural undergraduate students were influenced by various characteristics of the students.

These models were empirically tested (Fig. 5 and 6). In the case of attitude towards agricultural education, out of 14 variables selected, 7 independent variables were significantly related with attitude of the respondents. The significant dependent variables namely, academic achievement, father's education, family educational status, father's
Findings and Discussion

FIG. 4: THE EMPIRICAL MODEL OF ATTITUDE TOWARDS AGRICULTURAL EDUCATION

LEGEND
Cause → Effect (Significant relationship)
Cause → Effect (Non-significant relationship)

ATTITUDE TOWARDS AGRICULTURAL EDUCATION

INDEPENDENT VARIABLES
- Academic achievement
- Father's education
- Family educational status
- Family occupation
- Age
- Birth order
- Caste
- Participation in extra curricular activities
- Number of family members
- Family occupational status

DEPENDENT VARIABLES
- Occupation
- Father's occupational status

OCCUPATIONAL ASPIRATION
Findings and Discussion

FIG. 5: THE EMPIRICAL MODEL OF OCCUPATIONAL ASPIRATION OF UNDERGRADUATE AGRICULTURAL STUDENTS

- Age
- Birth order
- Participation in extra curricular activities
- Number of family members
- Father’s education
- Father’s
Findings and Discussion

occupation, family income, size of land holding and father's social participation. The rest could not show any significant relationship with attitude of Agricultural undergraduate students.

Likewise out of 15 variables of respondents, the seven variables such as caste, academic achievement, father's occupation, family occupational status, father's social participation, class status and attitude towards agricultural education were significantly related with level of occupational aspiration of agricultural undergraduate students.

From all these results, it can be concluded that the attitude towards agricultural education and occupational aspiration were significantly influenced by these crucial variables.
Agriculture is the lifeline of Indian economy. As the largest private enterprise in India, agriculture contributes nearly one fourth of the national GDP, sustain livelihood of about two third of the population. Our country is living in rural areas, agriculture is not a profession, but a way of life there.

Agricultural graduate has an important position in the agricultural development of India. They played a major role in bringing our country from an era of chronic food shortages and 'begging bowl' status up to 1960s to food self sufficiency and even food exports.

Dawn of new technology in agriculture and agricultural education changed the scientific knowledge, technical expertise, skill and job profile of agricultural graduates. Induction of quality education keeps the agricultural student constantly informed of new progress in the field of agriculture and technological education and can bring about a change in the attitude and occupational aspiration of him. Hence, effective educational planning and administration with the primary aim of providing the opportunities to every agricultural student and for better placement and utilization of available man power, has been visualized as the need for a deeper understanding of relationship between personal, family background and socio-psychological variables of individuals and their attitude towards agricultural education and occupational aspiration. Attitude and occupational aspiration development involves an interaction among individual and environmental factors and often it is only late in the process that the individual realizes what kind of person he is shaping out to be and what kind of occupation he wants to enter.
Summary and Conclusion

On several occasions the students’ ability and personality was found to be inconsistent/inappropriate to the requirements of the vocation they aspired for. Occupational aspirations and occupational preferences are intimately linked up with the lives of our agricultural graduates. At one time or another, all of us have to take this very important decision in our lives as to which profession or vocation we are to adopt. Therefore, it was considered necessary to find out whether there is any relationship between students’ personal, family background and socio-psychological factors with their attitude towards agricultural education and level of occupational aspiration.

The specific objectives of the study were

1. To study the characteristics of agricultural college students.
2. To study the attitude of agricultural college students towards agricultural education.
3. To study the relationship of attitude of agricultural college students toward agricultural education and their characteristics.
4. To study the level of occupational aspiration of agricultural college students.
5. To study the relationship of occupational aspiration of agricultural college students and their characteristics.
6. To study the preference for occupational placement of agricultural college students.
7. To study the preference for placement in terms of occupational aspiration.
REVIEW OF LITERATURE

Keeping in view, the objectives of the study, a brief account of related literature was reviewed, which has been classified under the following heads.

1. Characteristics of the students.
2. Attitude of the students towards agricultural education.
3. Attitude and the relation with characteristics of the students.
4. Occupational aspiration of the students.
5. Occupational aspiration and in relationship with characteristics of the students.
6. Preference for placement expressed by the students.

METHODOLOGY

The study which was conducted at B. A. College of Agriculture, Anand under the jurisdiction of Gujarat Agricultural University. A total of 141 students were randomly selected from the four batches B.Sc. (Agriculture) students of this college were interviewed with a structured schedule with the aim to study the socio-personal and other characteristics of Agricultural Under graduate students, its relationship with attitude of students towards agricultural education and their level of occupational aspiration, preference for placement of the students and the preference for occupational placement in terms of occupational aspirations.

Dependent variables selected for the study were 'Attitude of the students towards agricultural education', “occupational aspiration of the agricultural college students” and “preference for placement”.

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Independent variables, selected for the study were age, birth order, caste, academic achievement, participation in extra curricular activities, number of family members, father's education, family educational status, father's occupation, family occupational status, family income, size of land holding, father's social participation and class status.

Attitude towards agricultural education was measured by an attitude scale, which was standardized by the researcher with the help of methodology suggested by Likart (1932).

Occupational aspiration of agricultural under graduate students was measured by a scale developed by the researcher with the help of Haller's (1963) concept of level of occupational aspiration was used.

In the case of independent variables, researcher himself developed scoring procedure for the variables like caste, participation in extra curricular activities and class status. For all the other variables scales and indices developed by past researchers were used as well as schedule was developed to appropriate questions. The data were collected with the help of structural interview schedule. The collected data were coded, classified, tabulated and analyzed in order to make the findings meaningful. The findings emerged from the study are summarized as below.

MAJOR FINDINGS

5.1 CHARACTERISTICS OF THE RESPONDENTS

5.1.1 Personal characteristics

5.1.1.1 Age :

More than half of the respondents (56.03 per cent) were belonged to the age group of 20 to 22 years.
5.1.1.2 **Birth order:**

More than one third of the respondents (37.59 per cent) were second born children.

5.1.1.3 **Caste:**

Less than three fourth (73.05 per cent) of the respondents were from non-reserved categories.

5.1.1.4 **Marital status:**

A great majority of the respondents (89.36 per cent) were unmarried.

5.1.1.5 **Academic achievement:**

More than two third of the respondents (68.80 per cent) were passed the exam with second class and above.

5.1.1.6 **Participation in extra curricular activities:**

More than half of the respondents (56.03 per cent) had low participation in extra curricular activities.

5.1.2 **Family background characteristics**

5.1.2.1 **Number of family members:**

Majority of the respondents (59.58 per cent) were from the families with more than 4 members.

5.1.2.2 **Number of real brothers and sisters:**

Slightly less than three fourth of the respondents (74.47 per cent) were having up to 2 brothers and sisters.
5.1.2.3 Father's education:

More than half of the students' (51.06 per cent) father were having educational qualification of graduation and above. Out of them 36.17 per cent were graduate and 14.89 per cent were post graduate.

5.1.2.4 Family educational status:

Slightly greater than four fifth of the respondents (80.85 per cent) were from the families of medium level of educational status.

5.1.2.5 Father's occupation:

Majority of the students' (45.39 per cent) fathers were engaged in farming followed by service (38.30 per cent).

5.1.2.6 Family occupational status:

More than two third of students (68.80 per cent) were from families of medium occupational status.

5.1.2.7 Family annual income:

More than half of the respondents (51.77 per cent) were from families of high income category. The average family income of the respondent was Rs. 1,09,335 per annum.

5.1.2.8 Family land holding:

Majority of the respondents (73.75 per cent) possessed land. Out of which 34.04 per cent were from families of low land holding status followed by 24.11 per cent and 15.60 per cent were having medium and high land holding status, respectively.

5.1.2.9 Father's social participation:

A great majority of the students' (91.49 per cent) father having low social participation.
5.1.2.10 Class status:

More than three fourth of the respondents (77.31 per cent) were from the families of medium class status and 22.69 per cent of respondents were from the families of high class status.

5.1.3 Future plan of the respondent

It was confessed by more than half (58.15 per cent) of the respondent that they would like to continue their higher studies and 41.85 per cent of students opted for job.

5.2 ATTITUDE TOWARDS AGRICULTURAL EDUCATION

Majority of the respondents (60.28 per cent) were having favourable attitude towards agricultural education.

5.2.1 Relationship between independent variables and attitude towards agricultural education

Relationship between socio-personal and other characteristics of the respondents and their attitude towards agricultural education indicated that out of 14 variables tried, seven variables namely academic achievement \((r = 0.16927^*)\), father's education \((r = 0.22509^*)\), family educational status \((r = 0.19350^*)\), father's occupation \((r = 0.17153^*)\), family income \((r = 0.21336^*)\), size of land holding \((r = 0.22266^*)\) and father's social participation \((r = 0.20200)\) were positively and significantly related.

Remaining variables like age, birth order, caste, participation in extra curricular activities, number of family members, family occupational status and class status were not showing any significant relationship with the attitude of the agricultural college students towards agricultural education.
Summary and Conclusion

5.3 LEVEL OF OCCUPATIONAL ASPIRATION

More than two third of the respondents (71.63 per cent) had medium to high level of occupational aspiration.

5.3.1 Relationship between independent variables and level of occupational aspiration

The study revealed that out of the 15 variables studied, seven variables viz., academic achievement ($r = 0.21968^*$), father’s occupation ($r = 0.17153^*$), family occupational status ($r = 0.21026^*$), father’s social participation ($r = 0.19450^*$), class status ($r = 0.26264^*$) and attitude towards agricultural education ($r = 0.21064^*$) indicated a positive and significant relationship with occupational aspiration. Caste was negatively and significantly ($r = -0.21383^*$) related to the level of occupational aspiration.

Remaining variables like age, birth order, participation in extra curricular activities, number of family members, father’s education, family educational status, family income and family land holding did not show any significant relationship with the level of occupational aspiration.

5.4 PREFERENCE FOR PLACEMENT

It was observed that majority (87.94 per cent) of the respondents preferred to be placed in service. While 6.38 per cent desired to have a become an agriculturist abroad, 4.97 per cent wanted to start their own agri-business industry or agro-service center and a meager 0.71 per cent want preferred to lead an independent profession.
CONCLUSION

It can be concluded from the present study that majority of the respondents were unmarried, aged between 20-22 years, occupied second ordinal position, belonged to non-reserved caste categories and were medium to high academic achievers and low participants in extra curricular activities. More than half of the respondents were belonged to the families with more than 4 members, having an average family size of 4.96 members, a great majority of the respondents were from the families having medium educational status and medium occupational status. Majority of respondents' fathers were having high educational qualification, placed them in agriculture and service were having low social participation. Majority of the respondents were having families with low size of land holding, medium class status and having good family income with an average family income of Rs. 1,09,335 per annum.

Majority of the respondents held favourable attitude towards agricultural education and its relationship with various socio-personal and other characteristics indicated that academic achievement, father's education, family educational status, father's occupation, family income, size of land holding and father's social participation had a significant and positive influence on the attitude of respondents towards agricultural education. An improvement of these variables would help to develop a favourable attitude.

As far as their level of occupational aspiration was concerned, majority of the respondents had medium to high level of occupational aspiration. Relationship of occupational aspiration with other independent variables revealed that academic achievement, father's occupation, family occupational
Summary and Conclusion

status, father's social participation, class status and attitude towards agricultural education had a positive and significant influence over it leading us to conclude that the presence of these variables would have a significant contribution in development of high level of occupational aspiration, while caste was found negatively and significantly related with the level of occupational aspiration, which indicated that the presence of this variable could not help in development of high level of occupational aspiration.

As far as the future plan of the respondents was concerned majority of the respondent planned to continue for their higher education.

The study also revealed that majority of the respondents preferred to be placed in service and among them most of the students opted for Government service, leading us to conclude that most of the respondents were much worried about their placement and settlement and they wanted to have a job with job security and good remuneration. Service in Gujarat Agricultural University, civil services and service as Management Professionals or Executives were among the most preferred occupations by the respondents. Two way analysis between preference for placement and level of occupational aspirations indicated that service was assigned the highest rank under the level of aspiration indicating that the service is the proper placement for the respondents.
SUGGESTIONS

During the course of this study the researcher have come across various problems faced by U.G. students of B. A. College of Agriculture, Anand. As a result of this study the researcher had put forward some observations and suggestions.

1. It was observed from the study that the participation of students in the extra curricular activities were very low. Students' participation in extra curricular activities is an important way of personality and career development. So the students should find more time to engage themselves in extra curricular activities.

2. Tight schedule of course work and practical work gave the U.G. students heavy workload, that hinders them from involving in extra curricular and co-curricular activities. If authorities taken some care to alter the timing of classes, the students would get more effective time to participate in other extra curricular activities.

3. From the survey conducted, on the students it was understood that majority of the students seeks a government job to settle their life. But in the present scenario number of government job available is on the decline or remains constant. So it is high time for the agriculture students to aim other better profession that they could reach.

Globalization and the entry of two great technologies like Information technology and bio-technology in agriculture widen the scope for agricultural students. These technologies cause the entry
of large numbers of corporate sector companies and thus the increase in job opportunities of agricultural students. So, the students should choose their career with seriousness care and clear future vision.

IMPLICATION OF THE STUDY

Some important implications emerging from this study are presented below:

1. Above 39.72 per cent of the students had unfavourable attitude towards agricultural education.

2. It was observed from the study that participation of students in extra curricular activities were very low. Hence principal of the college should provide some relaxation in the tight schedule, so as to enable the students to participate in more extra curricular activities.

3. It was observed that, majority of the students prefers Government jobs, but the availability of job is on the decline. Therefore more emphasis should be given to the courses like Biotechnology and Information Technology in agriculture, which increases the job opportunities.
REFERENCES


References


References


References


References


*Nam, C.D. and James, D.C. (1959). Educational status and school plans of farm and non-farm youth. Farm Population Service Census, AMS.


References


References


* Original not seen.
APPENDIX - I
SCHEDULE PART – A

PLEASE FURNISH THE FOLLOWING PARTICULARS

Name : ______________________________________
Age : ______________________________________
Residential Place : Village: _____________________
Taluka: _____________________
District : _____________________
Marital status : Married / Unmarried
Family type : Nuclear / Joint

Information about number of brothers and sisters in your family :

1) The number of elder brother you have is
2) The number of elder sister you have is
3) The number of younger brother you have is
4) The number of younger sister you have is

Caste :

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Caste</th>
<th>Please tick (√) mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Schedule caste</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Schedule tribe</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Nomadic tribe</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Denotified nomadic tribe</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Other backward</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Non-reserved</td>
<td></td>
</tr>
</tbody>
</table>

Please give your birth order in your family (Please tick (√) mark) :


1st  2nd  3rd  4th  5th  6th  7th

Educational and extra curricular activities achievement :

A) Details of percentage of marks obtained by you in H.S.C. and examination

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Year of exam</th>
<th>Percentage / O.G.P.A. obtained</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>H.S.C. Exam/1st semester (Freshly joined student)</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Completion of 1 year</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Completion of 2 year</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Completion of 3 year</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Completion of 4 year</td>
<td></td>
</tr>
</tbody>
</table>
Appendix

B) Do you participate in any extra curricular activities during your educational career. YES/NO, please tick (✓) mark the appropriate column for participation and distinction or prize (if any) you have obtained.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Item</th>
<th>Participation</th>
<th>Prize of Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Participated</td>
<td>Non-participated</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>1.</td>
<td>NCC</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>NSS</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Drama</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Music</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Debates</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Sports</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Athletics</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Any other (Please mention)</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

Please mention the main occupation of your father, mother, brother and sister (Please tick (✓) mark):

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Occupation</th>
<th>Father</th>
<th>Mother</th>
<th>Brother</th>
<th>Sister</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Agriculture farming</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Independent profession</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Business</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Govt. service</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Private sector</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Caste occupation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Labour</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Information about total land of your family:

1) Total land ___________ hectares
2) Cultivable land ___________ hectares
3) Dry land ___________ hectares
4) Irrigated land ___________ hectares
### Total income of your family per annum in Rs. :

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Earning member</th>
<th>Earning occupation</th>
<th>Income per annum</th>
<th>Age of earning member</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Father</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Mother</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Brother-1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Brother-2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Brother-3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Sister-1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Sister-2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Sister-3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Social participation of your father :

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Institution</th>
<th>Member</th>
<th>Office holder</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Village Panchayat</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Taluka Panchayat</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>District Panchayat</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Farmer's Union</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Rural Co-operative society</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Milk Co-operative society</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>International organizations like Lions club/rotary club</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Any other (MLA / MP…)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Please furnish the following particulars of your family (Please tick (✓) mark) :

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Family member</th>
<th>Present educational status of the family member</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Illiterate</td>
</tr>
<tr>
<td>1.</td>
<td>Father</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Mother</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Wife</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Brother-1</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Brother-2</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Sister-1</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Sister-2</td>
<td></td>
</tr>
</tbody>
</table>
### Appendix

#### SCHEDULE PART – B

1. **Attitude towards Agriculture Education:**
   (Please tick (✓) mark in the column against the statement to which you agree)

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Agricultural education prepares the individual for solving the field problems of farmers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Agricultural education provided through Agril. College gives only theoretical knowledge.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Agricultural education does not develop confidence in students to accept agriculture as a profession.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Agricultural education provides enough practical experience to students to face real field situation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Agricultural education develops skill for the diagnosis and to prescribe appropriate control measures for any kind of pest of disease problem in the farmers' field.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Agricultural education also provides the graduate with a positive attitude towards the adoption of modern technology in farming.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Agricultural education has alienated the degree holders from his society.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Agricultural education does not provide good employment opportunity.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Agricultural education does not help in development confidence among the youth.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Agricultural education creates a positive attitude towards starting an agri-clinic or agribusiness center at village level.</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

(Contd…)
<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.</td>
<td>Agricultural education motivates the graduates towards farming even from non-farming family.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Agricultural education encourages graduates to improve traditional methods of crop cultivation and management practices.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Agricultural education alone does not help in promoting co-operative efforts.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Agricultural education does not provide the graduates with the required management skill for profitable and better management of agricultural / horticultural farm.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>Agricultural education develops favourable attitude towards rural livings.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>Agricultural education does not prepare either for employment in Private companies or other farm business.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>Agricultural education is not at all necessary in India where Agriculture is the prime business and the source of livelihood of millions for last hundreds of years.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>Agricultural education in India today is not related to actual field condition.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>Agricultural education is wastage of time, money and labour.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix

(Contd…)

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>23.</td>
<td>Agricultural education enables the graduates to think of establishing a seed production unit or Hi-tech floriculture unit or to start an agri-service center.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td>Agricultural education provide knowledge to help to improve the farmers' economy.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. **Level of occupational aspiration**:

Read each question carefully. They are all different. Answer each one the best you can by placing a tick mark against the occupation of your preference. Please do not omit any item.

**Q.1** Of the jobs listed in this question, which one is the BEST ONE YOU CAN REALLY SURE, YOU CAN GET when your EDUCATION IS OVER? (Please tick (✓) mark)

- (i) Service in State Government service.
- (ii) Private fertilizer/pesticide/seed production companies.
- (iii) Banks.
- (iv) Service in Non-governmental organizations.
- (v) Service in Gujarat Agricultural University.
- (vi) Services in any Agricultural/Horticultural farms.

**Q.2** Of the jobs listed in this question, which one would you choose if you were FREE TO CHOOSE ANY OF THEM you whished when your EDUCATION IS OVER? (Please tick (✓) mark)

- (i) Agricultural Scientist in State or Central Government.
- (ii) Agriculturist in abroad.
- (iii) Agricultural Officer in Banks.
- (iv) Teaching agriculture in higher secondary or diploma school.
- (v) Entrepreneur in Agri-based industries.
- (vi) Service in Multi-National companies.

**Q.3** Of the jobs listed in this question, which one is the BEST ONE YOU CAN REALLY SURE, YOU CAN GET when your EDUCATION IS OVER? (Please tick (✓) mark)
| (i) | Private Agricultural consultants. |
| (ii) | Establishment of own Agricultural/Horticultural farm. |
| (iii) | Govt. administrative service through PSCs. |
| (iv) | Service in Co-operative organization/banks. |
| (v) | Service State Soil Conservation Department. |
| (vi) | Establishment of Agro-service or Agribusiness center. |

Q.4 Of the jobs listed in this question, which one would you choose if you were FREE TO CHOOSE ANY OF THEM you wished when your EDUCATION IS OVER? (Please tick (✓) mark)

(i) Civil services.
(ii) Scientist in Central Govt. (After higher service/ICAR (After higher studies).)
(iii) Professor/Scientist in Gujarat Agril. University.
(iv) Management professional in Agribusiness Companies.
(v) Information Technology Expert in Agriculture.
(vi) Researcher in private organizations.
3. **Preference for placement (job preferences):**

   After having B.Sc. Agriculture degree, the occupation you have thought about going into (Please tick (✓) mark)

1. Departmental service – State Agricultural department.
2. Department service Central govt.
3. Service in Agricultural University.
4. Civil services.
5. Agricultural Research Service.
7. Management professional/Executive (After MBA or ABM).
8. Scientist in International Agricultural Research Institute.
10. Landscaping specialist in India or Abroad.
12. Service in Fertilizer/Pesticide/Seed production company.
13. Service as Agriculturist in abroad.
15. Service in Co-operative Banks or Organizations.

17. Information Technology expert in Agricultural sector.
18. Establishment of own Agricultural Farm.
19. Establishment of Hi-tech Commercial Floriculture unit.
20. Establishment of own Agro-service or Agribusiness Centre.

21. Establishment of Agri-based industry.
22. Starting Non-governmental organization for Agricultural/Rural development.

4. **Please indicate your future plan after passing B.Sc. Agri. Exam. By placing tick mark against one of the following statement:**

1. Further study only if job is not available.
2. Wish to take up any job available.
3. Further study even if job is available.
4. If further study
   A) Agricultural stream.
   B) Non-agricultural stream (MBA, IT etc.).
## APPENDIX – II

### Rank order of 24 occupations

<table>
<thead>
<tr>
<th>Rank</th>
<th>Occupation</th>
<th>Score out of 100</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Civil services</td>
<td>96.2</td>
</tr>
<tr>
<td>2.</td>
<td>Scientist in Central Govt./ICAR</td>
<td>92.3</td>
</tr>
<tr>
<td>3.</td>
<td>Professor/Scientist in GAU</td>
<td>88.8</td>
</tr>
<tr>
<td>4.</td>
<td>Agricultural Scientist in State or Central Government</td>
<td>86.3</td>
</tr>
<tr>
<td>5.</td>
<td>Government Administrative Service through PSCs</td>
<td>80.6</td>
</tr>
<tr>
<td>6.</td>
<td>Service in State Government Service</td>
<td>80.2</td>
</tr>
<tr>
<td>7.</td>
<td>Service in Gujarat Agricultural University</td>
<td>78.4</td>
</tr>
<tr>
<td>8.</td>
<td>Service in Banks</td>
<td>76.1</td>
</tr>
<tr>
<td>9.</td>
<td>Agriculturist Abroad</td>
<td>74.9</td>
</tr>
<tr>
<td>10.</td>
<td>Agricultural Officers in Banks</td>
<td>73.5</td>
</tr>
<tr>
<td>11.</td>
<td>Entrepreneur in Agribusiness industry</td>
<td>72.3</td>
</tr>
<tr>
<td>12.</td>
<td>Management professional in agribusiness companies</td>
<td>71.1</td>
</tr>
<tr>
<td>13.</td>
<td>Service in State Soil Conservation department</td>
<td>69.7</td>
</tr>
<tr>
<td>14.</td>
<td>Information Technology expert in Agriculture</td>
<td>68.3</td>
</tr>
<tr>
<td>15.</td>
<td>Establishment of own Agricultural/Horticultural farm</td>
<td>66.8</td>
</tr>
<tr>
<td>16.</td>
<td>Researcher in private organizations</td>
<td>65.5</td>
</tr>
<tr>
<td>17.</td>
<td>Service is in Multi-national companies</td>
<td>64.3</td>
</tr>
<tr>
<td>18.</td>
<td>Teaching agriculture in Higher secondary or Diploma schools</td>
<td>63.2</td>
</tr>
<tr>
<td>19.</td>
<td>Establishment of Agroservice / Agri business center</td>
<td>62.0</td>
</tr>
<tr>
<td>20.</td>
<td>Service in co-operative organization/Banks</td>
<td>59.4</td>
</tr>
<tr>
<td>21.</td>
<td>Private Agricultural consultant</td>
<td>58.0</td>
</tr>
<tr>
<td>22.</td>
<td>Private fertilizer/seed production companies</td>
<td>56.7</td>
</tr>
<tr>
<td>23.</td>
<td>Service in NGOs.</td>
<td>55.2</td>
</tr>
<tr>
<td>24.</td>
<td>Service in any Agriculture/Horticulture farms</td>
<td>53.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>51.3</td>
</tr>
</tbody>
</table>
### Statements for attitude of agricultural college students towards agricultural education

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Statement</th>
<th>Favourable (F) or unfavourable (UN)</th>
<th>'t' value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Agricultural education prepares the individual for solving the field problems of farmers.</td>
<td>F</td>
<td>3.78</td>
</tr>
<tr>
<td>2.</td>
<td>Agricultural education provided through agril. College gives only theoretical knowledge</td>
<td>UN</td>
<td>4.85</td>
</tr>
<tr>
<td>3.</td>
<td>Agricultural education does not develop confidence in students to accept agriculture as a profession</td>
<td>UN</td>
<td>3.92</td>
</tr>
<tr>
<td>4.</td>
<td>Agricultural education provides enough practical experience to students to face real field situation</td>
<td>F</td>
<td>4.27</td>
</tr>
<tr>
<td>5.</td>
<td>Agricultural education develops skill for the diagnosis and to prescribe – appropriate control measures for any kind of pest or disease problem in the farmers’ field</td>
<td>F</td>
<td>4.83</td>
</tr>
<tr>
<td>6.</td>
<td>Agricultural education also provides the graduate with a positive attitude towards agricultural education</td>
<td>F</td>
<td>3.71</td>
</tr>
<tr>
<td>7.</td>
<td>Agricultural education has alienated the degree holders from his society</td>
<td>UN</td>
<td>2.88</td>
</tr>
<tr>
<td>8.</td>
<td>Agricultural education does not provide good employment opportunity</td>
<td>UN</td>
<td>3.94</td>
</tr>
<tr>
<td>9.</td>
<td>Agricultural education develops affection about community life</td>
<td>F</td>
<td>2.79</td>
</tr>
<tr>
<td>10.</td>
<td>Agricultural education does not help in development confidence among the youth.</td>
<td>UN</td>
<td>2.91</td>
</tr>
<tr>
<td>11.</td>
<td>Agricultural education creates a positive attitude towards starting an agribusiness center at village level.</td>
<td>F</td>
<td>3.27</td>
</tr>
<tr>
<td>12.</td>
<td>Agricultural education motivates the graduates towards farming even from non-farming family.</td>
<td>F</td>
<td>3.68</td>
</tr>
</tbody>
</table>

(Contd…)

X
<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Statement</th>
<th>Favourable (F) or unfavourable (UN)</th>
<th>'t' value</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.</td>
<td>Agricultural education encourages graduates to improve traditional methods of crop cultivation and management practices.</td>
<td>F</td>
<td>4.33</td>
</tr>
<tr>
<td>14.</td>
<td>Agricultural education does not help in developing good personality</td>
<td>UN</td>
<td>2.81</td>
</tr>
<tr>
<td>15.</td>
<td>Agricultural education alone does not help in promoting co-operative efforts.</td>
<td>UN</td>
<td>2.94</td>
</tr>
<tr>
<td>16.</td>
<td>Agricultural education promotes malpractices in agricultural enterprises.</td>
<td>UN</td>
<td>3.50</td>
</tr>
<tr>
<td>17.</td>
<td>Agricultural education does not provide the graduates with the required managerial skill for profitable and better management of agricultural/horticultural farm.</td>
<td>UN</td>
<td>4.30</td>
</tr>
<tr>
<td>18.</td>
<td>Agricultural education develops favourable attitude towards rural living.</td>
<td>F</td>
<td>2.50</td>
</tr>
<tr>
<td>19.</td>
<td>Agricultural education does not prepare either for employment in Private companies or other farm business.</td>
<td>UN</td>
<td>4.21</td>
</tr>
<tr>
<td>20.</td>
<td>Agricultural education is not at all necessary in India where Agriculture is the prime business and the source of livelihood.</td>
<td>UN</td>
<td>3.56</td>
</tr>
<tr>
<td>21.</td>
<td>Agricultural education in India today is not related to actual field condition.</td>
<td>UN</td>
<td>3.02</td>
</tr>
<tr>
<td>22.</td>
<td>Agricultural education is a wastage of time, money and labour.</td>
<td>UN</td>
<td>3.71</td>
</tr>
<tr>
<td>23.</td>
<td>Agricultural education enables the graduates to think of establishing a seed production unit or Hi-tech floriculture unit or to start an Agriservice center.</td>
<td>F</td>
<td>2.87</td>
</tr>
<tr>
<td>24.</td>
<td>Agricultural education kindles love towards nature.</td>
<td>F</td>
<td>3.46</td>
</tr>
<tr>
<td>25.</td>
<td>Agricultural education provide knowledge to help to improve the farmers' economy.</td>
<td>F</td>
<td>2.79</td>
</tr>
</tbody>
</table>