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WILLINGNESS TO ADOPT FARMING AMONG AGRICULTURE DIPLOMA STUDENTS

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ABSTRACT

The study was carried out in all four State Agricultural Universities of Gujarat, all eleven agriculture diploma colleges were selected from all SAUs and 20 final year students were selected from each agriculture diploma college on the basis of random sampling. Total sample was comprised 220 respondents for the study. Ex-post facto research design was used for the study. The result indicated that a slightly more than half (54.10 per cent) of the agriculture diploma students had high level of farming adopting willingness, followed by 33.63 per cent of them were with medium level of overall farming adopting willingness and 11.37 per cent of them were with very high level of farming adopting willingness. The result indicates that only 0.90 per cent of the respondents were with low level of farming adopting willingness. The farming adopting willingness of the agriculture diploma students was observed positively correlated with their academic performance, native, family size, landholding, occupation of parents and self-confidence. Whereas, it was seen negatively significant with their mother's education.

Keywords: *farming, willingness, diploma students, adoption, agriculture*

INTRODUCTION

The agricultural system needs further improvement in efficiency and equity to allow the adequate implementation of farming interventions, including improved availability of trained agricultural human resource that is ready to bring service in rural areas. The diploma agriculture students should be ready to adopt farming as business, to inspire a higher level of readiness and prepare them to work in rural areas for more than a few years to effectively contribute to measurable agricultural impact. Studying farming adopting willingness of the diploma agriculture students can enlighten about future expectations, motivations and preferences. Agriculture diploma students also reveal how established they are at this stage as additional factors that may nurture them for a future job preference. It is being experienced that the diploma agriculture students avoid the farming. A diploma agriculture student wants to get attractive jobs instead of farming. This has affected the accessibility of jobs in the public sector. As the result of government jobs has declined. Entrepreneurship development among agriculture diploma students is an important way of achieving sustainable employment that helps to bring gain to the nation. Therefore, there is need to study the willingness of diploma students towards adopt farming with the following objective.

OBJECTIVE

To understand willingness to adopt farming among diploma agriculture students

METHODOLOGY

The study was carried out at all four state agricultural universities of Gujarat State. The study was undertaken on the agriculture diploma students pursuing final year in all SAUs of Gujarat State. In all four SAUs of Gujarat, all eleven agriculture diploma colleges were selected, 20 final year students were selected from each agriculture diploma college on the basis of random sampling. A Total of 220 respondents were comprised for the study. Ex-post facto research design was used for the study. To know the overall farming adopting willingness of the agriculture diploma students was examined, studying, considering and combining six indicators viz. attitude towards farming as rural occupation, attitude towards permanently working as a farmer, readiness to accept farming as an occupation, readiness to work in rural location during the total career span, perceived skill to handle agricultural operations and machineries, and willingness to encourage family members to stay in a rural area. For this, 30 experts were requested to give their opinion to assign weightage in a way that, the total score for above six indicators becomes 100. Thereafter, mean scores were worked out. The data collected through interview

schedule after that were coded, tabulated and analyzed using SPSS.

RESULTS AND DISCUSSION

Personal profile of agriculture diploma students

It is evident from Table 1 that slightly more than half (51.37 per cent) of the agriculture diploma students were with first class with distinction category of academic performance, followed by 32.27 per cent, 10.00 per cent and 6.36 per cent of them were with first class, second class and pass class category of academic performance, respectively. The result in Table 1 shows that majority (77.28 per cent) of the respondents were male and the remaining 22.72 per cent were female and more than half (54.10 per cent) of the respondent's had rural background, followed by 31.36 per cent of them were with semi-urban and 14.54 per cent with urban background. The Table 12 also indicated that majority (84.10 per cent) of agriculture diploma students had Gujarati as medium of school education and rest 15.90 per cent of respondents had English. One-third (31.37 per cent) of the respondents were with a secondary level of their fathers' formal education, followed by 30.90, 25.45 and 4.10 per cent of them were with primary, higher secondary and graduation and above that level of their fathers' formal education, respectively. Whereas, 8.18 per cent of them had illiterate fathers.

Table 1: Personal profile of agriculture diploma students (n=220)

Sr. No.	Characters	Category	Frequency	Per cent
1	**Academic performance**	Pass class (4.50 to 5.99 OGPA)	14	06.36
		Second Class (6.00 to 6.49 OGPA)	22	10.00
		First Class (6.50 to 7.49 OGPA)	71	32.27
		First Class with Distinction (above 7.50 OGPA)	113	51.37
2	**Gender**	Male	170	77.28
		Female	50	22.72
3	**Native**	Urban	32	14.54
		Semi Urban	69	31.36
		Rural	119	54.10
4	**Medium of Education (School)**	Gujarati	185	84.10
		English	35	15.90
5	**Father's Education**	Illiterate	18	08.18
		Primary	68	30.90
		Secondary	69	31.37
		Higher Secondary	56	25.45
		Graduate and above	09	04.10
6	**Mother's Education**	Illiterate	40	18.18
		Primary	80	36.37
		Secondary	54	24.55
		Higher Secondary	42	19.10
		Graduate and above	04	01.80
7	**Type of Family**	Nuclear	103	46.81
		Joint	117	53.19
8	**Size of Family**	Small (up to 4 members)	73	33.18
		Medium (5 to 6 members)	80	36.37
		Large (7 and above)	67	30.45
9	**Internet Exposure**	Poor	79	35.90
		Below average	111	50.46
		Average	13	05.90
		Above average	09	04.10
		High	08	03.64

Sr. No.	Characters	Category	Frequency	Per cent
10	**Annual Family Income**	Up to ₹ 1,00,000	167	75.90
		₹ 1,00,001 to ₹ 2,00,000	25	11.37
		₹ 2,00,001 to ₹ 3,00,000	09	04.10
		₹ 3,00,001 to ₹ 4,00,000	02	00.90
		Above ₹ 4,00,000	17	07.73
11	**Family Landholding**	Marginal landholding (below 1.0 ha)	50	22.73
		Small landholding (1.0 to 2.0 ha)	87	39.54
		Medium landholding (2.01 to 4.0 ha)	64	29.09
		large landholding (> 4.0)	19	08.64
12	**Family Occupation**	Agriculture	82	37.27
		Agriculture + Laborers	73	33.18
		Agriculture + Animal Husbandry	26	11.82
		Agriculture + Animal Husbandry + Business	07	03.18
		Agriculture + Animal Husbandry + Service	07	03.18
		Only Business	15	06.82
		Only Service	10	04.55
13	**Achievement Motivation**	Very low (6 to 10 score)	02	00.90
		Low (11 to 15 score)	19	08.64
		Medium (16 to 20 score)	94	42.73
		High (21 to 25 score)	89	40.45
		Very high (26 to 30 score)	16	07.28
14	**Self Confidence**	Very low (11 to 19 score)	00	00.00
		Low (20 to 28 score)	29	13.19
		Medium (29 to 37 score)	149	67.71
		High (38 to 46 score)	42	19.10
		Very high (47 to 55 score)	00	00.00
15	**Competition Orientation**	Very low (6 to 10 score)	00	00.00
		Low (11 to 15 score)	12	05.45
		Medium (16 to 20 score)	132	60.00
		High (21 to 25 score)	74	33.64
		Very high (26 to 30 score)	02	00.91

The results also indicated that slightly more than one-third (36.37 per cent) of the respondents were with a primary level of their mothers' formal education, followed by 24.55, 19.10 and 1.80 per cent of them were with secondary, higher secondary and graduation and above level of their mothers' formal education, respectively. Whereas, only 18.18 per cent of them had illiterate mothers. Slightly more than half (53.19 per cent) of the polytechnic students were from joint family, followed by 46.81 per cent of them were from nuclear family. It can be concluded from Table 12 that more than one-third (36.37 per cent) of the respondents belonged to the medium family, followed by 33.18 and 30.45 per cent with large and small size of family, respectively. It is also indicated that half (50.46 per cent) of the respondent had below average in internet exposure followed by 35.90, 5.90, 4.10, 3.64 per cent had poor, average, above average and high internet exposure, respectively. The three-fourth (75.90 per cent) of the respondents were annual family income was up to ₹ 1,00,000, followed by 11.37, 4.10, 0.90 and 7.73 per cent of them were with ₹ 1,00,001 to ₹ 2,00,000, ₹2,00,001 to ₹ 3,00,000, ₹ 3,000,001 to ₹ 4,00,000 and above ₹ 5,00,000 levels of annual family income, respectively. The slightly less than two-fifth (39.54 per cent) of the respondent's family had small size land holding, followed by 22.73 per cent of them were with marginal size land holding and 29.09 per cent of them were with medium size of land holdings whereas, only 8.64 per cent had large size land holdings. Slightly more than one-third (37.27 per cent) of the students family had only agriculture occupation, followed by 33.18 per cent of their families had agriculture with labour, 11.82 per cent were dependent on agriculture and animal husbandry, 3.18 per cent were dependent on combination of agriculture, animal husbandry, business and 2.50 per cent of them agriculture, animal husbandry, service, whereas 6.82 and 4.55 per cent had only business and service, respectively. The similar findings have been reported by Elvis and Chauhan (2020).

Table 1 also indicated that slightly more than two-fifth (42.73 per cent) of the respondents had medium level of achievement motivation, followed by 40.45 and 7.28 per cent of them were with high and very high level of achievement motivation, respectively. However, only 0.90 per cent was with very low level of achievement motivation. More than two-third (67.71 per cent) of the students had medium level of the self- confidence, followed by, 19.10 and 13.19 per cent of them were with high and low level of self-confidence. It can also be observed that none of the student was with very low levels of self-confidence. The slightly less than two-third (60.00 per cent) of the students had medium level scientific orientation, followed by 33.64 and 0.91 per cent of them were with high and very high level of scientific orientation respectively, whereas 5.45 per cent were with low level of scientific orientation and none of them found in very low and very high level of scientific orientation.

Overall farming adopting willingness

Table 2: Distribution of agriculture diploma students according to their overall farming adopting willingness (n=220)

Sr. No.	Categories	Frequency	Per cent
1	Very Low (Up to 20 per cent)	00	00.00
2	Low (21 to 40 per cent)	02	0.90
3	Medium (41 to 60 per cent)	74	33.63
4	High (61 to 80 per cent)	119	54.10
5	Very High (Above 80 per cent)	25	11.37

It is observed from Table 2 that a slightly more than half (54.10 per cent) of the agriculture diploma students had high level of farming adopting willingness, followed by 33.63 per cent of them were with medium level of overall farming adopting willingness and 11.37 per cent of them were with very high level of farming adopting willingness. The result indicates that only 0.90 per cent of the respondents were with low level of farming adopting willingness. Thus, it can be concluded that a nearly two-third (65.47 per cent) of the agriculture diploma students had high to very high level of farming adopting willingness. However, the result also indicates that yet 34.53 per cent of the diploma students were with low to medium level of farming adopting willingness. The similar findings have been reported by Khatri et.al. (2020).

Relationship between profile of the agriculture diploma students and their overall farming adopting willingness

With a view to studying the role of independent variables on the level of overall farming adopting willingness studying in final year agriculture diploma students, coefficient of correlation was worked out and results are presented in Table 3.

Table 3: Relationship between profile of the agriculture diploma students and their farming adopting willingness (n=220)

Sr. No.	Independent Variables	Correlation Coefficient (r)
X_1	**Academic performance**	0.193 *
X_2	**Gender**	0.041
X_3	**Native**	0.136*
X_4	**Medium of education**	-0.010
X_5	**Father's education**	-0.120
X_6	**Mother's education**	-0.141*
X_7	**Family type**	-0.053
X_8	**Family size**	0.169*
X_9	**Internet exposure**	-0.076
X_{10}	**Annual family income**	-0.117
X_{11}	**Landholding**	0.149*
X_{12}	**Occupation of parents**	0.143*
X_{13}	**Achievement motivation**	0.011
X_{14}	**Self confidence**	0.138*
X_{15}	**Competition Orientation**	0.015

* *Significant at 0.05 level of probability*

The overall farming adopting willingness of the agriculture diploma students was observed positively correlated with their academic performance, native, family size, landholding, occupation of parents and self-confidence. Whereas, it was seen negatively significant with their mother's education.

The overall farming adopting willingness of the agriculture polytechnic students was observed non-significantly correlated with their gender, medium of education, father's education, family type, internet exposure, family annual income, achievement motivation and competition orientation. The similar findings have been reported by Jagadeeswari *et.al*.(2019), Shafi *et.al.* (2021), Khatri and Chauhan (2020).

CONCLUSION

The Research study explore the personal factors (Academic performance and self-confidence) that have positive association with the farming adopting willingness of agriculture diploma students. As a result, need to be more focus on skill-oriented practical exposure or training of farm practices at least one semester, involvement of students in project work related to farming practices and also provide the exposure of post-harvest value addition techniques, which gives impact on students that farming is profitable business.

The study facilitates in understanding personal, socio-communicational and psychological characteristics of the agriculture diploma students and it would act as a guideline to the policy makers and agricultural academicians to plan, implement and evaluate various programmes of practical exposure to make necessary reforms in academics. These days, even though there are tremendous opportunities of employment students are attracting towards white collar jobs. Hence, students after earning scientific knowledge to handle farming and allied fields should be motivated and attracted towards farming through certain systematic programmes.

CONFLICT OF INTEREST

No conflict of interest among researchers.

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