



Descriptive Analysis of Attitude Towards Students READY Programme

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ABSTRACT

The 5th deans committee of ICAR has framed a comprehensive student READY programme syllabus for all of the agricultural and allied disciplines. It is a crucial component of the four-year bachelor's degree programme in agriculture offered by all colleges. It shows a lot of promise for producing better agricultural technocrats with a high degree of expertise combined with a contemporary approach and improved managerial abilities. This study was done to find out how students felt about the Student READY programme and how it related to the student's character attributes. The three collage of agriculture university Jodhpur i.e. Jodhpur, Nagaur, and Sumerpur were purposively selected and data were collected from 140 undergraduate students. The results indicated that most students have a positive opinion of the Student READY programme and that there is a strong correlation between the programme and personal characteristics. The study's findings indicate that this program improved people's capacity for interpersonal and professional problem-solving as well as their communication and personality development.

INTRODUCTION

Personality development is a path of self-awareness that involves focusing on areas where you believe you can do better. Some courses can aid in improving personality development and soft skills like attitude, problem-solving, public speaking, teamwork, work ethic, career management, communication skill, flexibility, and adaptability. Kobba et al., (2020) & Singh et al., (2019) also suggested that entrepreneurs can be developed and nurtured through suitable interventions in the form of entrepreneurship development programmes and strategies rather than being born. The Student READY programme is one of the most recent endeavour of the Indian Council of Agricultural Research. Its goal is to reorient graduates of agriculture and related fields to ensure their employability and foster the growth of entrepreneurs for new knowledge in intensive agriculture. As per the Randhawa Committee's (1992) proposal, the efforts are done through the

Rural Agriculture Work Experience (RAWEX), afterward known as the Students READY program. Undergraduate students interested in practical agriculture and related sciences can participate in the READY programme to gain real-world experience. The curriculum aids in boosting self-assurance, enhancing abilities, and acquiring Indigenous Technical Knowledge (ITK) of the area, thereby preparing graduates for self-employment. It also intends to offer chances for people to develop practical experience and entrepreneurial abilities. All of the fields in agriculture and related sciences have a specific curriculum for the student READY programme, according to the Fifth Deans' Committee. The course curriculum has been changed to help graduates acquire the necessary skills and entrepreneurial mindset to start their businesses, enhancing food security and rural livelihoods, sustain agriculture, and serve as catalysts for agricultural transformation. The program was introduced by the honorable prime minister on July 25, 2015, to assist students in starting their businesses and changing from

being job seekers to job creators. Students READY to offer B.Sc. (Hons.) Agriculture final year students in all of its constituent colleges, including the College of Agriculture, Jodhpur, Sumerpur-Pali, and Nagaur, have been adopted by the Agriculture University, Jodhpur. While on the village visit they gain an understanding of rural life, become familiar with farmers' socioeconomic circumstances and problems, receive diagnostic and remedial information that is pertinent to actual field situations, develop effective communication skills with farmers using the most recent extension methodologies for technology transfer, gain confidence and competence in their ability to solve complex agricultural problems and become acquainted with ongoing extension and research projects. It was believed that the following questions should be researched to understand the role of Students READY. How does this scheme help in changing the attitude of the students, what is the relationship between attitude and socio-personal, socio-economic, and communication characteristics of students, and what is its effect on the student's attributes. Considering the above queries in mind the present study entitled "Attitude and Association with personal traits of undergraduates towards Student READY at Agriculture University, Jodhpur" was undertaken at the Agriculture University, Jodhpur, Rajasthan.

METHODOLOGY

The present investigation was undertaken in three constituent colleges of agricultural university, Jodhpur, Rajasthan i.e. college of agriculture, Jodhpur, Sumerpur-Pali, and Nagaur. The students of B.Sc. agricultural fourth year academic year 2021-2022 and registered in the Students' READY programme were selected purposively for the study. The total students enrolled in B.Sc. agricultural fourth year academic year 2021-2022 at agricultural university Jodhpur was sixty, and Sumerpur-Pali was forty, and Nagaur was also forty. Thus the total sample size of respondents for present study was 140. A structured interview schedule was developed for collection of information from respondents. The relevant information were collected through personal interview method with the help of RAWE coordinators of respective colleges through the modified scale of Jakhar et al., (2017). The data were analyzed by using the mean score, standard deviation, MPS, rank, and correlation coefficient using SPSS V.18.

RESULTS AND DISCUSSION

The attitude of students toward the student READY program

Attitude is an important factor and is responsible for the adoption or rejection of any Innovation. It has to do with how much a psychological object has a favourable or negative effect. The attitude of the students has a critical role in the implementation of any innovation or new technology. This section of the study aims to know the level of attitude towards the Student READY programme. Based on the mean and standard deviation of the responses, the respondents were divided into three categories: most favourable, favourable, and unfavourable. The Table 1 revealed that the 60.72 percent of the students had a favorable attitude towards the student READY program followed by the most favorable (20.57%) and unfavorable attitude (10.71%) respectively. These results were supported by Lal et al., (2021); Jakhar et al., (2017) & Sharma (2018).

Table 1. Attitude of students toward the student READY program

Categories	Frequency	Percentage
Most favorable attitude (>65.61 score)	40	20.57
Favorable attitude (53.08 to 65.61 score)	85	60.72
Unfavorable attitude (< 53.08 scores)	15	10.71

Mean: 59.36, S.D.: 6.25

Further, based on the Mean Percent Score (MPS) of all 28 attitudinal statements, 15 statements were positive and 13 were negative. Each statement was assigned a rank based on calculated MPS. Those statements secured more than 50 per cent MPS counted as positive and the statement which has less than 50% score was named negative attitude.

Table 2 indicates that the statement "Students READY has helped me to learn about rural life" had ranked first by the respondents as it obtained the highest MPS (96.00), the statement "It has helped me to increase in knowledge about agriculture" assigned second rank with MPS (90.00), apart from this the statement "READY programme help student to develop favorable attitude towards farming enterprise and the farmers" had ranked third with 85.33 MPS. The findings can align with the major objective of the student-ready program that allows agriculture graduates to transform themselves into job providers rather than job seekers and the same trends were reported by the Jakhar et al., (2017); Sharma (2018) & Kumar et al., (2013). Low mean percent scores i.e. 42.33, 41.33 and 40.33 were obtained for the statements i.e. "READY has not helped me to reduce cost of cultivation", "READY has not helped me to know about the socio-economic condition of farmers" and "READY has not helped me to develop the ability of cooperation and teamwork skill". Singh et al., (2018) also reported the lack of teamwork and poor coordination among the constraints in RAWE and experiential learning programs. As is evident from the results above, students' readiness to acquire confidence and professional ability to solve field problems was evaluated as the most achieved aim, followed by improvement in communication skills. The major reason for the improvement of the confidence level of the students can be attributed to extensive extension activities that were part of the program. This allowed the students to develop a set of skills that allow expressing themselves in a better manner. Similar kind of findings reported by the Jakhar et al., (2017); Mahadik et al., (2011) & Kumar et al., (2013). They found that READY has helped students to familiar with rural life followed by READY has helped me to increase in knowledge of crops/ enterprises were the major statement attitude of students towards village attachment program. Lal et al., (2021) also observed similar findings where the student READY program helped in improving the confidence level as well as diagnostic skills of the students and made them competent to troubleshoot farm-based problems. Furthermore, it helped them formulate the farm plans for their household farms.

Relationship between attitude and Socio-personal, Socio-economic and Communication Characteristics of students towards Student READY Programme

Table 3 indicates that the education (R-value: 0.674), media exposure (R-value: 0.584), and extension agency contact (R-value:

Table 2. Attitude of students towards READY Programme

S.No.	Attitudinal statements	MPS	Rank
1.	READY has helped me to learn about rural life.	96.00	I
2.	It has helped me to increase in knowledge about agriculture.	90.00	II
3.	READY programme help student to develop favorable attitude towards farming enterprise and the farmers.	85.33	III
4.	READY improved my skills in the agricultural and allied area.	74.66	IV
5.	READY programme provide opportunity to student to meet with progressive farmers.	73.00	V
6.	It has helped me to improve my communication skills.	72.33	VI
7.	READY has helped me to learn real life experiences of rural condition.	71.00	VII
8.	READY has developed positive attitude toward self-employment among myself	70.33	VIII
9.	READY has helped me to gain practical experiences about agriculture.	69.66	IX
10.	READY has helped me to understand existing farming system prevailing in the village.	69.33	X
11.	READY has helped me to enhance technical proficient in performing variety of agricultural operations.	69.00	XI
12.	READY has helped me to know better about farmer's real life problems.	68.33	XII
13.	READY has helped me to gaining knowledge about rural population pattern of time utilization.	68.00	XIII
14.	READY has helped me to develop and improve managerial skills.	67.66	XIV
15.	READY is not useful for gaining experience of social system and rural institutions.	66.66	XV
16.	I haven't learned anything from READY about need analysis and programme planning.	53.33	XVI
17.	READY has not helped me to understand the sentiments of farmers.	50.33	XVII
18.	READY programme has not helped me to improve the marketing skill.	49.66	XVIII
19.	READY has not helped me to developing right attitude towards farming community.	48.00	XIX
20.	READY has not helped me to develop professional competence and confidence.	47.66	XX
21.	READY has not helped me to develop favorable attitude about the agricultural enterprise.	46.33	XXI
22.	READY has not helped me to enhance the yield of crops/ agricultural enterprises.	46.00	XXII
23.	READY has not helped me to gain exposure of rural livelihood security and survivivity.	45.00	XXIII
24.	READY has not helped me to develop and improve leadership skill.	44.00	XXIV
25.	READY has not helped me to getting knowledge of rural culture background.	43.33	XXV
26.	READY has not helped me to reduce cost of cultivation.	42.33	XXVI
27.	READY has not helped me to know about the socio-economic condition of farmers.	41.33	XXVII
28.	READY has not helped me to develop ability of cooperate and teamwork skill.	40.00	XXVIII

0.525) factors were positively connected with students' attitudes regarding the student READY program, and the association was found to be significant at the 1% level of significance. This relationship met expectations, as it is believed that systematic learners will responsibly complete their work in a real-world setting to enhance their performance. Therefore, the alternative hypothesis was accepted and the null hypothesis was rejected. A similar kind of finding was reported by Lal et al., (2021). Background, occupation, annual income, and information-seeking activity all had non-significant correlations with students' attitudes regarding the Student READY program, according to the R-values. Therefore, the alternative hypothesis was disproved and the null hypothesis was accepted. Table 3 shows a positive link between education and attitude, which can be explained by the fact that people with greater education have wider horizons and are therefore exposed to more information, leading to a better grasp of the various concepts. The background of the students showed a negative correlation with the study READY program owing to the less exposure to the concepts of development by the virtue of the study READY program. Parental occupation demonstrated a negative association and can be seen in an individual's awareness that results from having a higher social position. Additionally, there was a bad association between the students' attitudes and their annual income. The clear impact of media exposure was seen as a very positive association between attitude and it. This outcome may be due to extensive information consumption and improved assimilation of emerging ideas that shaped attitudes. Due to the

Table 3. Correlation analysis between different variables with the attitude of students about student READY program

Variables	Correlation coefficient (r)
Socio-personal	
Education	0.674**
Background	-0.197
Socio-economic	
Occupation	-0.001
Annual income	-0.060
Communication Pattern	
Massmedia exposure	0.584**
Information seeking behavior	0.216
Extension agency contact	0.525**

student's strong commitment to studying, information-seeking behavior also shows a favorable link. Due to the methodical distribution of the material to the students, high extension agency contact showed a strong positive association. This connection demonstrates that registering for Kids READY is primarily done to help students get ready for the real world. Much of what college students learn influences how they will behave while placed in the villages through KVK. Students' ability to have a healthy relationship with farmers will serve them well throughout their careers and adult lives. This study will provide crucial proof that a person's personality, including academic drive and career desire, affects the kind of employee they become.

CONCLUSION

The program was established by the guiding ideas of “learning by doing” and “seeing believes,” which encourage independent thought and behavior. The majority of pupils come from rural backgrounds with parents who work in agriculture, have low levels of education, and have an annual income of fewer than two lacks per year. Positive attitudes toward students who develop personalities, communication skills, and the confidence to tackle practical obstacles were expressed by the students. Parental education, media exposure, and contact with extension organizations all had a good correlation with students’ attitudes. Instead of a single semester, a full crop season should be included in the program’s duration. Students profited from exposure to real-world field situations. They developed abilities in local problem identification and problem solutions in conjunction with scientists and professionals from KVKs and colleges due to their social ties to the farming community.

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