International Journal For Advanced Research In Science & Technology
A peer reviewed international journal
www.ijarst.in
ISSN: 2457-0362

Effects of Agriculture Base Educational Intervention on Rural School Students' Awareness and Attitudes Toward Agriculture

Neeta Babruwahan Gaikwad,
Senior Scientist HDFS, AICRP-on Home Science & Associate Professor, Dept of HDFS, College of Community Science VNMKV Parbhani, Maharashtra, India.

Shaikh R. M.
Senior Research Fellow - HDFS, AICRP -Home Science VNMKV Parbhani Maharashtra, India.
Shinde P. P.
Senior Research Fellow _HDFS, AICRP -Home Science VNMKV Parbhani Maharashtra, India.

ABSTRACT

A sample of randomly selected 300 rural school students from Std 7th, Std 8th and Std 9th were included in this study. Out of 300 rural school students 150 (75-girls and 75-boys) from Narsinha Vidyalaya Pokharni belonged to experimental group and the remaining 150 students from Narsinha Vidyalaya Lohgaon of Parbhani district of same standard were selected and it was considered as control group. The experimental groups' students were educated in the village for 3-4 hrs in a day, weekly twice by investigators regularly and by experts 3-4 times during the programme by organizing series of lectures, quiz competition, exhibition and providing literature related to agriculture free of cost developed by MKV Parbhani. After implementing the intervention of awareness about agriculture and attitudes toward agriculture for a period of 3 months, all the sample rural school students in the experimental and control groups were reassessed for studying the effects of implemented intervention.

Agriculture base educational intervention on selected aspects of agriculture to rural school students' about awareness and attitudes toward agriculture found to be significantly useful in enhancing the awareness and attitudes of rural school students toward selected aspects of agriculture.

(*Key Words*: *experimental group, control group, intervention, agriculture, Attitudes*)

International Journal For Advanced Research In Science & Technology
A peer reviewed international journal
www.ijarst.in
ISSN: 2457-0362

Introduction

There are over one billion youth (aged 15 – 24) in the world today. Eighty five (85) per cent of these youth live in the developing world, where 99 per cent of population growth is occurring. Around 50 per cent of the population in developing countries live in rural areas. Many youth are unable to reach their potential because of poverty and associated hunger and poor health. Rural youth will often look to urban areas for employment and move to cities. But without training in skills suited to the urban labour market, these youth have few opportunities in urban areas (Deshmukh et al., 2008 and 2009). Often, poverty and alienation may lead youth to drugs, crime and make them subject to exploitation. The agriculture sector in India occupies the centre stage to promote inclusive growth, enhance rural income and sustain food and nutritional security. Agriculture continues to be a way of life in our country; it provides employment to around 60 per cent of the work force and contributes almost 18 per cent to our gross domestic products (GDP). With more than 6 lakh villages, home to million of farmers and farm workers, it is very difficult to visualize a prosperous India without agriculture and rural development. In this context, we need to look at agricultural strategies that maximize productivity and generate income and employment for the rural population. This task can be accomplished by strengthening the capacity building of rural youth by providing agriculture base educational intervention. In light of the above facts and scenario, the project on capacity building of agrarian families is taken up to improve their status by enhancing the rural youth's awareness about agriculture by adopting positive attitude towards agriculture.

Methodology

For contribution of youth in agriculture through agriculture base educational intervention, 300 rural school girls and boys students were purposely selected. Out of 300 students 150 (75- girls & 75-boys) belonged to experimental group (Gr I) of Std 7^{th} , Std 8^{th} and Std 9^{th} of Narsinha Vidyalaya Pokharni and the remaining 150 students of same standard from the Narsinha Vidylaya Lohgaon from Parbhani district were selected randomly and it was considered as control group (Gr II). Prior to the initiation of the experiment, SES scale,

awareness checklist on agriculture and attitude scale on agriculture developed by AICRP-HD unit were administered on both groups' students. The rural school students of experimental group were educated by organizing series of lectures, quiz competition, exhibition and giving literature on agriculture free of cost developed by MKV Parbhani. After doing the assessment the agriculture base educational intervention programme was planned for the experimental group (Gr I) students. The agriculture base educational intervention was executed in the village for 3-4 hrs in a day, weekly twice by the investigators regularly and by experts 3-4 times during the intervention. After implementing the intervention on awareness about agriculture and attitudes toward agriculture of experimental group's students for a period of 3 months both the groups were reassessed for studying the effects of implemented intervention. The collected data was pooled, analyzed and discussed.

Tools used for the research

Socio-Economic Status Scale: The Socio-economic status scale consists of parameters such as caste, religion, family type and size, parents education and occupation, type of house and size, type of agricultural land (irrigated/ rainfed), milch animals, material possession, water facility, electricity and drainage. The summated score is categorized as low, medium and high.

Awareness checklist on agriculture: Checklist comprises of total 32 items scored 1 for yes and zero for no response respectively. It includes awareness on soil & water conservation, organic farming development, use of chemical fertilizer & pesticide, cropping system and food processing & livelihood security related questions.

Score	Category
Below 10	Poor
10-21	Average
Above 21	Good

International Journal For Advanced Research In Science & Technology
A peer reviewed international journal
www.ijarst.in
ISSN: 2457-0362

Attitude scale on agriculture: The scale consists of total 25 items scored for positive statements as 3, 2, 1 and vice- versa for negative statements. The statements include importance of agriculture, education in agriculture and career opportunities in agriculture.

Score	Category
25-42	Unfavorable
43-59	Neutral
60-75	Favorable

Findings

Table 1 indicates that significantly a higher percentage of the control group (Gr II) mothers were non literate as compare to experimental group rural school students' mothers. There were no significant differences found in the SES of rural school students in both the groups. No significant differences were recorded in the remaining parameters of students of experimental & control groups.

Table 2 depicts the awareness mean scores of the sample rural school students in both the experimental groups (Gr I & Gr II). The experimental group and control groups' awareness mean scores ranged between 2.89 $\pm$ 1.67 & 2.84 $\pm$ 1.64 prior to the initiation of intervention. After implementing the intervention of soil & water conservation for the experimental groups (Gr I) awareness about it raised to 4.60 $\pm$ 1.36, while it was almost the same (2.90 $\pm$ 1.64) in the control group (Gr II). There was significant increase in rural school students' awareness about soil & water conservation. The awareness mean scores of rural school students of both the experimental group and control group ranged between 2.37 $\pm$ 1.39 & 2.30 $\pm$ 1.36 prior to the initiation of intervention. After implementing the intervention of organic farming development to the experimental group rural school students it raised to 3.72 $\pm$ 1.23 while it was same (2.30 $\pm$ 1.36) in the control group. There was significant increase in rural school students' awareness about organic farming development after receiving the intervention.

The awareness mean scores about use of chemical fertilizers & pesticides of the rural school students of both the experimental groups (Gr I & Gr II) ranged between 2.79 ± 1.60 & 2.74 ± 1.54 prior to initiation of the intervention. The awareness mean scores of use of chemical fertilizers & pesticides of experimental group (Gr I) students increased to 4.40 ± 1.37 while it was almost same in the control group. There was significant increase in the awareness of use of chemical fertilizers & pesticides of experimental groups' (Gr I) students.

The mean scores of awareness about food processing & livelihood security in both the experimental groups ranged between 3.52 ± 1.91 & 3.43 ± 1.85 prior to the initiation of intervention. After receiving intervention the awareness of rural school students about food processing & livelihood security raised to 5.49 ± 1.59. There was significant increase in the awareness of food processing & livelihood security of experimental groups' students (Gr I).

General awareness toward mean scores of rural school students ranged between 15.68 ± 6.89 & 15.36 ± 6.63 prior to the implementation of intervention. After completion of 3 months duration agriculture base educational intervention towards agriculture awareness mean scores of the experimental group (Gr I) raised to 24.36 ± 5.49, while it was almost the same (15.57 ± 6.58) in the control group.

The result clearly indicate from table 3 that the attitudes mean scores of rural school students' toward importance of agriculture in both the experimental and control group (Gr I & Gr II) ranged between 19.73 ± 4.13 & 19.69 ± 4.09 prior to initiation of intervention. After receiving intervention the rural school students' attitudes toward importance of agriculture in the experimental group (Gr I) was raised to 26.31 ± 4.22 while in the control group (Gr II) it was almost same (19.88 ± 4.08). There was significant increase in the school students' attitudes toward importance of agriculture. After receiving intervention package with regard to education in agriculture the rural school students' mean scores prior to the initiation of intervention ranged between 12.55

± 2.79 & 12.54 ± 2.68 in both the experimental and control group (Gr I & Gr II). However after the completion of the intervention the attitudes mean scores of experimental group (Gr I) rural school students' toward education in agriculture increased to 16.97 ± 2.95, while it was

only 12.7 ± 2.59 in the control group. There was significant positive change in the attitudes of rural school students toward education in agriculture. After giving intervention with regard to career opportunities, the sample rural school students' attitudes score ranged between 8.74 ± 2.21 & 8.71 ± 2.13 prior to the initiation of intervention. After completion of the intervention, it increased to 17.09 ± 2.90 in the experimental group (Gr I) & there was almost no increase in the attitudes of rural school students of the control group about career opportunity.

The mean scores of general attitudes toward agriculture of rural school students of both the experimental groups was ranged between 44.66 ± 8.42 and 44.69 ± 8.26 prior to the implementation of agriculture base educational intervention. After completion of intervention for a period of 3 months on attitudes toward agriculture, their mean scores of attitude in the experimental group (Gr I) raised to 60.63 ± 9.03 while it was almost same (45.05 ± 8.07) in the control group. The findings indicate that the intervention on attitudes toward agriculture helps in significantly enhancing the attitudes of the rural school students about it.

Conclusion

Agriculture base educational intervention on selected aspects of agriculture to rural school students' about awareness and attitudes toward agriculture found to be significantly useful in enhancing the awareness and attitudes of rural school students toward selected aspects of agriculture.

References

Angaitkar, A.G., Janjal, V.B., Barse, K.N. and Shedge, V.R. (2013). Problems faced by rural youths while choosing agriculture as their profession. Agric. Update, 8(4): 685-686.

Bhore, K.S., Ekale, J.V. and Sidam, V.N. (2014). Constraint faced by rural youth in participating activities of Adarsh Gaon Yojana. Agric. Update, 9(3): 396-398.

Deshmukh, P.R., Kadam, R.P. and Bhosale, P.B. (2008). Socioeconomic impact of integrated rural development programme on rural development. Agric. Update, 3(3&4) : 386-388.