

Occupational aspiration of agricultural graduates

Ganesh Das¹ and Sarthak Chowdhury²

¹*Bidhan Chandra Krishi Viswavidyalaya, Mohanpur, India.*

²*Department of EES, Palli Siksha Bhavana, Visva-Bharati, India.*

Corresponding author : sarthakpsb@gmail.com

ABSTRACT

Aspiration is considered as one of the important traits of personality of an individual. The present study has to be conceived as a contribution towards understanding of the nature and extent of aspiration of the students. It is essential to understand the various occupational aspirations of the Agricultural Graduates and the sources of information utilised by the Agricultural Graduates for occupation and job opportunities. The study was conducted during September-December 2011 at the faculty of Agriculture, Bidhan Chandra Krishi Viswa Vidyalaya (BCKV). The sample consists of all the 1st semester and 3rd semester students of M.Sc (Agriculture). The analysis of occupational aspirations suggested that while students aspired to a particular type of job, they were not necessarily expecting to get the job to which they aspired. In the context of this study, a higher percentage of students (30%) aspired to be A.R.S performers exclusively, however many were not really expecting to go as a researcher. Among the mass media sources, all the respondents used news papers as sources for job placement followed by websites (88.36%). Among the least used mass media sources was radio (only 1.72%). Among the informal sources it is noted that students received maximum information regarding job from their friends (88%) followed by their parents (50.43%).least used sources for information was neighbours (6.46%).

Keywords: Occupational aspiration, career development, job opportunities

Introduction

The education system acts as a mechanism for training youth and to perform well in a complex, interdependent and highly organized occupational system. The primary objective of establishing agricultural universities and college is to train and educated the students, so that they could engage in farm sector, carry out various activities in scientific manner and there by boost the production and productivity. The term aspiration refers to a person's orientation towards a goal. Occupational aspiration is a person's desire for an ultimate occupational status

attainment. Further, knowledge of aspiration of the people is important, as a man has notions of desirability regarding his future status and does believe that by his own selection and decision he can materially affect the role he will acquire and discharge (Kuvlesky and Bealer, 1967). The occupational decisions and choices made early in one's life have a direct bearing on subsequent success and satisfaction (Farmer, 1985). In fact, Mote (1982) suggests that the importance of making occupational choices when the individual is fully aware of the consequences of his or her choices is as important as the decisions themselves. Similarly, decisions that are made when the individual is not aware of the consequences of his or her actions could result in expectations that are beyond or below the capabilities of the individual (Mote, 1982). Unrealized expectations, however, often lead to frustration, insecurity and lost talent (Hanson, 1994; Mote, 1982). Over the past fifty years, few studies have addressed the occupational decisions of agriculture students. As a result, the process by which agriculture students make occupational decisions and at the point in their lives when these decisions are made remains unexplained. Additionally, it is unclear what bearing social and psychological variables have on the occupational decisions of agriculture students. Keeping these in view the present study was undertaken with the following set of objectives :

Objectives

- (1) To identify the occupational aspirations of agricultural graduates.
- (2) The sources of information utilised by the respondents for occupation and job opportunities.
- (3) To examine the association between socio personal traits of the respondents with occupational aspiration.

Methodology

The study was conducted on the students of Bidhan Chandra Krishi Viswavidyalaya (Faculty of Agriculture), Post office: Mohanpur, District: Nadia, West Bengal. The study was conducted during September-November, 2011. The respondents for this study included the 1st and 3rd semester of M.Sc (Ag) students. All the M.Sc (Ag) students of 1st and 3rd semester who were available at time of investigation were considered as respondents. The sample size for the study was 232.

Variables and their measurement

Variable	Measurement
Dependent variable	
Occupational aspiration	Procedure followed by Sagone(1979)
Independent variable	
Age	Chronological age of the respondents in completed years
Gender	Structured schedule used for the study
Birth and native place	Procedure suggested by Hosur(1977)
Place of education	Procedure suggested by Hosur(1977)
Education level of father	Procedure used by Sivamurthy (1994)
Education level of mother	Procedure used by Sivamurthy (1994)
father's occupation	Procedure of Pareek and Trivedi(1964)
Mother's occupation	Procedure of Pareek and Trivedi(1964)
Parent's income	Structured schedule used for the study
Family type	Procedure of Pareek and Trivedi(1964)
Sibling status	Procedure followed by Ashok Kumar(1987)
Academic performance	Procedure followed by Ashok Kumar(1987)
Sources of information utilized for job placement	Structured schedule used for the study

Results and Discussion

The purpose of this study was to identify the occupational aspiration of Agricultural students. The distribution of respondents according to their occupational aspiration is depicted in the Table 1. The result of the Table 1 revealed that majority of the student's preferred Agriculture Research Service (ARS) job in ICAR organisation followed by securing an administrative job in government departments. The third and fourth rank went in favour of securing a job in multinational bank and securing a job an academic position in university/college. The least preferred occupation was to enter politics.

Table 1. Occupational aspiration of students of B.C.K.V

n = 232

SL . No.	Job Aspiration	Score	Rank
1.	To secure an academic position in university/college	1624	iv
2.	To secure an executive job in govt. department	1392	ii
3.	To secure an executive job in private company	2041	vii
4.	To start one's own business/to be self employed	3990	xx
5.	To secure a job in a nationalized bank	1670	v
6.	To secure a job in a multi nationalized bank	1438	iii

7.	To secure a job in ARS	928	i
8.	To enter politics	4640	xxi
9.	To secure sales and business occupation	3202	xvii
10.	To start one’s own consultancy in agriculture	2645	xiv
11.	To secure a job in voluntary organisation	3016	xvi
12.	To secure a job in central govt.	1949	vi
13.	To secure a job in cooperative sector	2274	x
14.	To become a business analysis	3712	xix

In general the results revealed that a majority of students preferred an A.R.S job, an administrative job in government departments, securing a job in multinational bank followed by securing academic position in university/college. This might be because of the security of job in government organisations, high status, pay and risks, and other facilities. Naturally starting one’s own business require a lot of investment in terms of resources like money, labour, time, materials and also it require risk bearing ability. This might be the reasons for the above trend of results. The findings are in line with the results reported by Pandey (1974) and Waman *et al.* (2000).

A cursory look at the Table-2 provides the information on the occupational aspiration preference at P.G students of B.C.K.V. The results revealed that a majority of students preferred to secure Agricultural scientist job (30.17%) followed to secure a job in multinational bank (12.93%) followed by secure an executive job in government department and job in nationalised bank (10.77%) as their third preferred occupation. The second order occupational preferred were to secure a job in ARS (23.70%) followed by secure an academic job in university (21.55%) and secure an executive job in government department (14.39%).

Sources of information utilized for job placement

The data on sources of information consulted by students of B.C.K.V for job placement is provided in Table 3. It is observed from these tables that all the respondents used mass media sources to maximum extent. It is also interesting to note that 100% students used university placement cell for obtaining information regarding job placement. Among the mass media sources all the respondents used news papers as a source for job placement followed by websites (88.36%). Among the least used mass media sources was radio (only 1.72%). Among the informal sources it is noted that students received maximum information regarding job from their friends (88%) followed by their parents (50.43%).least used sources for information was neighbours only 6.46%

Table 2. Occupational aspiration preference of students of B.C.K.V

n = 232

Sl. No.	Job Aspiration	1 st Preference		2 nd Preference		3 rd Preference		4 th Preference	
		No.	%	No.	%	No.	%	No.	%
1.	To secure an academic position in university/college	23	9.91	50	21.55	30	12.93	20	8.62
2.	To secure an executive job in govt. department	25	10.77	45	19.39	15	6.46	40	17.24
3.	To secure an executive job in private company	10	4.31	8	3.44	9	3.88	15	6.46
4.	To start one's own business/to be self employed	0	0	0	0	0	0	0	0
5.	To secure a job in a nationalized bank	25	10.77	28	12.06	22	9.48	23	9.91
6.	To secure a job in a multi nationalized bank	30	12.93	27	11.63	26	11.20	45	19.39
7.	To secure a job in ARS	70	30.17	55	23.70	30	12.93	15	6.46
8.	To enter politics	0	0	0	0	0	0	0	0
9.	To secure sales and business occupation	0	0	0	0	0	0	0	0
10.	To start one's own consultancy in agriculture	0	0	0	0	14	6.03	0	0
11.	To secure a job in voluntary organisation	0	0	0	0	0	0	0	0
12.	To secure a job in central govt.	18	7.75	15	6.46	15	6.46	31	13.36
13.	To secure a job in cooperative sector	4	1.72	0	0	15	6.46	15	6.46
14.	To become a business analysis	0	0	0	0	0	0	0	0
15.	To become a farm journalist	0	0	0	0	0	0	0	0
16.	To become a farm manager	0	0	0	0	0	0	8	3.45
17.	To secure a job in panchayat raj institution	0	0	0	0	8	3.45	2	0.86
18.	To become an university scientist	12	5.17	4	1.72	20	8.62	11	4.74
19.	To understanding farming operation	0	0	0	0	0	0	0	0
20.	To secure a job in corporate sector	4	1.72	0	0	6	2.58	2	0.86
21.	To secure technical job in ICAR	11	4.74	0	0	22	9.48	5	2.15

Table 3. Distribution of respondents according to sources of information utilized for job placement

n=232

Informal Sources	1 st semester	3 rd semester	Grand total	Percentage
Informal sources				
Friends	118	80	198	85
Neighbours	10	5	15	6.46
Relative	25	10	35	15
Parents	65	52	117	50.43
Formal sources				
Formal sources	1st semester	3rd semester	Grand total	Percentage
University/college placement cell	136	96	232	100
Agriculture officers	-	-	-	-
Consultants	-	-	-	-
Bank officers	-	-	-	-
Mass media sources				
Mass media sources	1st semester	3rd semester	Grand total	Percentage
Websites	125	80	205	88.36
News paper	136	96	232	100
T.V	58	36	94	40.51
Journal	15	40	55	23.70
Radio	0	4	4	1.72

Table 4. Association between personal and socio-economic traits with occupational aspiration of respondents

Sl. No.	Variable	'r' value	Remarks
1.	Age	0.027	NS
2.	Gender	0.026	NS
3.	Place of education	0.51	Significant at 5% level
4.	Education level of father	0.86	Significant at 1% level
5.	Education level of mother	0.029	NS
6.	Birth place and native place	0.11	NS
7.	Father's occupation	0.87	Significant at 1% level
8.	Mother's occupation	0.07	NS
9.	Family type	0.14	NS
10.	Annual income	0.47	Significant at 5% level
11.	Sibling status	0.07	NS
12.	Academic performance	0.57	Significant at 5 % level

Table 4 reveals that there exist a positive and significant association between the place of education, education level of the father, father's occupation, annual income and academic performance and their occupational aspiration level. The other variables i.e., age, gender, education level of mother, birth place and native place, mother's occupation, family type and sibling status had no significant association with the occupational aspiration level of students.

Conclusion

In this modern age, agricultural education offers many job opportunities for students to plan and choice their career. Hence it is assumed that the findings of this study will be able to provide an important guideline for educationists, teachers, policy makers and other concerned with curriculum development in the field of agricultural education.

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