

Constraints in Achieving Aspirations of Agricultural Undergraduate Girl Students

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ABSTRACT: *The issue of student aspirations is of national and international importance. Interest has been growing in understanding how organizations' aspiration levels affect their planning for future organizational change. The purpose of this study was to determine the constraints perceived by female students in achieving their goals. The study included 120 respondent size from College of Agriculture, Pune, College of Agriculture, Baramati and College of Agriculture, Akhuj. Medium level of aspiration was observed from the students. Inadequate guidance, information and financial barrier were the major constraints perceived by them to reach their aspiration goals.*

Key words: *Constraints, Female, Agriculture*

INTRODUCTION

The denial of equal educational opportunities to girls and women has recognized internationally as a fundamental challenge to human dignity and a limitation to the scope of human rights. From a development perspective, investing in the education of females has the right of return of any possible investment in developing countries. Education helps to become more knowledgeable about the world, more sensitive and understanding of their relationship to it, and more eager to contribute to the civilizing process. It helps people to develop the ability to discern opportunities and options that they may confront in their day to day activities. The formation of educational and occupational aspirations is integral to education enabling students who they are and how they can function effectively for their own well being and the betterment of society. Educated women play a very significant role in overall development and progress of not only the society but also the country. Women education in India is the consequence of progress and this has led to the tremendous improvement of women's condition throughout the world. It not only helps in the development of half of the human resources, but in improving quality of life at home and outside. Educated women not only promote education of to their children but also provide better guidance to all

the family. Agriculture education to women has become the priority of the policy makers based on their indispensable role in enhancing agriculture production and could solve the problems of unemployment and disparity and thus turning this traditional venture into a commercial enterprise. Aspirations influence learning and guide students on the path of life. The study addressed towards ascertaining their constraints to achieve aspirations will help in formulating some programmes for improving their living standards. Female students are a heterogeneous group and opportunities to continue in further levels of education are only available for a few due to various constraints. Relative success may result if constraints of students are overlooked by both policy and research. The gap between their future aspirations and actual available opportunities portray the female students as vulnerable in the face of constraints. Girls' students form a sizeable folk in different agricultural universities in the state. The present investigation is mainly aimed at determining the constraints faced by female students of agricultural colleges in achieving their aspirations.

METHODOLOGY

The present study was conducted at the College of Agriculture, Pune a constituent college and two affiliated colleges namely College of Agriculture,

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Baramati and Ratnai College of Agriculture, Akluj of Mahatma Phule Krishi Vidyapeeth, Rahuri during 2012. The total sample size of the respondents was 120, where the 60 girl students were selected from College of Agriculture, Pune and the rest each 30 girl students were selected from College of Agriculture, Baramati and College of Agriculture, Akluj representing proportionately according to the intake of girl students in colleges. The structured interview schedule served as a tool for collecting the data. Keeping in view the objectives of the study an interview schedule was prepared. The collected data was tabulated, analysed using relevant statistical tools like frequency and percentage accordingly the results were interpreted.

RESULTS AND DISCUSSION

Table 1
Distribution of the respondents according to the major occupation of their parents

SI	Occupation of Parents	Respondents (n=120)	
		Number	Percentage
1.	Labour	01	0.84
2.	Farming	66	55.00
3.	Business	04	3.33
4.	Service	49	40.83
	Total	120	100.00

It is revealed from the above Table 1, that more than half (55.00 per cent) of the respondents' parents had farming as their occupation, followed by 40.83 per cent of the girl respondents' parents were doing service. Nearly 3.33 per cent of the parents were doing business and only one (0.84 per cent) of the respondent's parents was labour. The findings reflected that still the number of respondents is from agrarian families where major occupation is agriculture. The findings of the present study are similar with Jadhav (2008).

Table 2
Distribution of the respondents according to the family annual income

SI	Family Annual Income	Respondents (n=120)	
		Number	Percentage
1.	Upto Rs. 2.0 lakh	94	78.33
2.	Rs. 2.01 lakh to Rs. 4.0 lakh	13	10.46
3.	Rs. 4.01 lakh to Rs. 6.0 lakh	08	6.66
4.	Rs. 6.01 lakh to Rs.8.0 lakh	02	1.86
5.	Rs. 8.01 lakh to Rs. 10.0 lakh	01	0.83
6.	Rs. 10.01 lakh to Rs.12.0 lakh	02	1.86
	Total	120	100.00

It would be clear from the Table 2, more than three-fourth (78.33 per cent) of the parents of the girl

students had total annual income upto Rs. 2.0 lakh followed by 10.46 per cent of respondents' families had income between Rs. 2.01 to 4.0 lakh while 6.66 per cent of the respondents' parents had annual income between Rs. 4.01 lakh to Rs. 6.0 lakh. However equal number (1.86 per cent) of respondents' parents had annual income between Rs. 6.01 lakh to Rs. 8.0 lakh and Rs. 10.01 lakh to Rs. 12.0 lakh and only one (0.86 per cent) respondent's family had annual income between Rs. 8.01 lakh to Rs. 10.0 lakh. These findings are expected as most of the parents' occupation is farming. The findings of the present study are similar with Sarita (2000) and Iswalkar (2001).

Table 3
Distribution of the girl students according to their level of overall aspirations

SI	Level of Overall Aspirations	Respondents (n=120)	
		Number	Percentage
1.	Low (Upto 10)	24	20.00
2.	Medium (11 to 16)	94	78.36
3.	High (17 and above)	02	1.64
	Total	120	100.00
	Mean =	14.01	SD = 3.37

From the above Table 3, it can be revealed that more than three-fourth (78.36 per cent) of the agricultural girl students had medium level of aspirations but 20.00 per cent of the girl students had low aspirations while only two (1.64 per cent) of the girl students were having high aspirations. The findings occurred might be due to the girls or women as a whole doesn't have high aspirations as majority were from rural background with farming as main occupation as well as due to low income of family per annum. In this male dominating world, in these social conditions and in prioritizing the family situations it gives a setback for keeping the high aspirations to women. The findings of the present study are similar with Iswalkar (2001).

It can be inferred from the Table 4, that more than half of the respondents from Ratnai College of Agriculture, Akluj (86.66 per cent), College of Agriculture, Baramati (66.66 per cent) and College of Agriculture, Pune (50.00 per cent) had faced the constraint of inadequate guidance. In case of inadequate information constraint 63.33 per cent of the respondents from Ratnai College of Agriculture, Akluj followed by half of the respondents (50.00 per cent) from College of Agriculture, Pune and 30.00 per cent of the respondents from College of Agriculture, Baramati faced this. Financial inadequacies was the constraint faced by more than half (60.00 per cent) of

Table 4
College wise distribution of the respondents according to the constraints in achieving aspirations

Sl	Constraints	Respondents (n=120)					
		AC, Pune(n=60)		AC, Baramati(n=30)		AC, Akluj(n=30)	
		Number (Percentage)	Rank	Number (Percentage)	Rank	Number (Percentage)	Rank
1.	Financial inadequacies	20 (33.33)	III	05 (16.66)	III	18 (60.00)	III
2.	Inadequate guidance	31 (51.66)	I	15 (30.00)	II	19 (63.33)	II
3.	Inadequate information	30 (50.00)	II	20 (66.66)	I	26 (86.66)	I
4.	Remoteness of residence	01 (1.66)	VI	02 (6.66)	IV	05 (16.66)	V
5.	Traditional background	06 (10.00)	IV	01 (3.33)	V	06 (20.00)	IV
6.	Orthodox family	04 (6.66)	V	0 (0.00)	VI	06 (20.00)	IV

(Figures in parentheses indicate percentages)

the respondents of the College of Agriculture, Akluj secondly by College of Agriculture, Pune (33.33 per cent) whereas least (16.66 per cent) members of the College of Agriculture, Baramati. However maximum and equal number (20.00 per cent) of the respondents of the Ratnai College of Agriculture, Akluj faced the constraint of traditional background and orthodox family background constraints. While only 10.00 per cent and 6.66 per cent of the respondents from College of Agriculture, Pune mentioned that traditional background and orthodox families are their major constraints whereas mere 3.33 per cent of the respondents from College of Agriculture, Baramati mentioned traditional background is their constraints and none of them reported about the orthodox family constraint. It is again observed that 16.66 per cent of

the respondents of the Ratnai College of Agriculture, Akluj complained that remoteness of residence is one of the major constraints to achieve their aspiration while very few respondents (6.66 per cent) of College of Agriculture, Baramati and College of Agriculture, Pune (1.66) faced this constraint. The findings indicated that maximum constraints were faced by Ratnai College of Agriculture, Akluj followed by College of Agriculture, Pune and least constraints were observed by the respondents from College of Agriculture, Baramati.

It can be revealed from the above Table 5, that more than three-fourth (76.66 per cent) of the respondents from affiliated colleges faced the constraint of inadequate information followed by half (50.00 per cent) of the respondents from constituent

Table 5
Distribution of the respondents according to the constraints faced by constituent and affiliated professional aspiration

Sl	Constraints	Respondents (n=120)			
		Constituent college (n=60)		Affiliated college (n=60)	
		Number (Percentage)	Rank	Number (Percentage)	Rank
1.	Financial inadequacies	20 (33.33)	III	23 (38.33)	III
2.	Inadequate guidance	31 (51.66)	I	34 (56.66)	II
3.	Inadequate information	30 (50.00)	II	46 (76.66)	I
4.	Remoteness of residence	01 (1.66)	VI	07 (11.66)	IV
5.	Traditional background	6 (10.00)	IV	07 (11.66)	IV
6.	Orthodox family	04 (6.66)	V	06 (10.00)	V

(Figures in parentheses indicate percentages)

college while 56.66 per cent of the respondents from affiliated colleges faced the constraint of inadequate guidance followed by slightly more than half (51.66 per cent) of the respondents from constituent college. Almost equal of the respondents from affiliated colleges (38.33 per cent) and respondents from constituent college (33.33 per cent) faced the constraint of financial inadequacies. Whereas equal number (11.66 per cent) of the respondents from affiliated colleges had mentioned the constraints of both traditional background and remoteness of residence while only 10.00 per cent of the respondents from constituent college felt traditional background as a constraint and only one (1.66 per cent) of the respondents said remoteness of residence was one of the constraints. Only 10.00 per cent and 6.66 per cent of the respondents from affiliated college and from constituent college respectively felt that their orthodox family was a constraint to achieve their aspirations.

Table 6
Distribution of the respondents according to their constraints in achieving aspiration

Sl. No.	Perceived Constraints	Respondents (n=120)		Rank
		Number	Percentage	
1.	Financial inadequacies	43	35.83	III
2.	Inadequate guidance	65	54.16	II
3.	Inadequate information	76	63.33	I
4.	Remoteness of residence	08	6.66	VI
5.	Traditional background	13	10.83	IV
6.	Orthodox family	10	8.33	V

It becomes evident from Table 6, that majority (63.33 per cent) of the respondents faced the constraints or problems of inadequate information followed by inadequate guidance (54.16 per cent) where as the financial inadequacies (35.83 per cent) was the most important reason that compelled the most girl students while 10.66 per cent of the respondents felt the constraint of traditional background and 8.33 per cent of them felt it was their orthodox family which hindered their aspirations where as 6.66 per cent of the girl students felt the remoteness of residence was a constraint.

CONCLUSION

The results reflect that majority of the female students are from agrarian background with the annual

income less than two lakh. For future orientation of education or career aspiration, the major constraint the students felt was about inadequate information and guidance followed by financial inadequacies. Proper arrangements and facilities should be made to make aware about the further opportunities. Seminars, personality development, awareness programmes should be conducted for the students. The girl students should organize themselves by forming girl student association etc., and come together to discuss various social problems and find concrete solutions to their problems regarding all personal, educational, social and professional or career problems. Discussions with expert counseling should be held during such get-togethers to discuss the social solutions. Financial constraints block the students' aspirations, especially female students to aim higher. High aspirations can be vital to students' success which becomes essential to elevated achievements. Prepare students to meet the societal challenges of today, the educational system must allow students to take command of their own lives, encouraging them to make full and ready use of all their potential and capacities. As educators, researchers, and policy makers, it is our responsibility to provide environments in universities which will encourage students to do more and be more than they presently are. Apart from finances, students need support and encouragement in their environment, in the colleges, from their teachers, parents and all those around them. In universities, teachers and all educators need to help maintain motivation and interest of students. Sufficient guidance and counselling centres should be made where female students may be advised on the basis of their interest in the area of education.

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