A Study on Interest in Agriculture among the Higher Secondary Students

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***Abstract*: The main aim of the present study is to find out the Interest in Agriculture among the Higher Secondary Students. In order to assess Interest in Agriculture of Higher Secondary Students, Interest in Agriculture Inventory constructed by Rengasamy. T (2003) has been used by the researcher the for the data collection. Random sampling technique was used in the selection of the sample of 200 Higher Secondary Students from Nagappattinam District. From the analysis of data it is that the Higher Secondary Students have high level of Interest in Agriculture.**

Key points: Interest, Agriculture, Higher Secondary Students

Introduction

Agriculture has historically been the lifeblood and means of subsistence for the majority of Indians, it is the foundation of the country's economy. More over half of the population of the nation is still reliant on agriculture, both directly and indirectly.

Agriculture has long been connected to the production of vital food crops. Currently, agriculture comprises forestry, dairy, fruit production, poultry, beekeeping, mushroom, arbitrary, etc. in addition to farming. Today, agriculture is recognized to include all aspects of agricultural and livestock processing, marketing, and distribution. So, the production, processing, promotion, and distribution of agricultural products could be referred to as agriculture.

A particular economy's entire existence depends on agriculture. The foundation of any nation's economic structure is its agriculture. A fairly big percentage of the population has access to employment opportunities in agriculture in addition to providing food and raw materials.

Integration Agriculture with Education

Learning comes to life with the inclusion of agriculture in the elementary and junior high curricula. The argument that experiential learning and authentic or practical learning in real-life circumstances would benefit students from the inclusion of agriculture in the general curriculum has been put forth by educators. Teachers at elementary and middle schools thought that instruction in agriculture, food, fiber, and natural resources was crucial. Elementary school teachers have also identified connections between pupils' knowledge of food and food production and the growth of respect for dietary practices, agriculture's place in society, and the environment.

The secret to getting people to think critically about agriculture and its place in society is interdisciplinary education. Because integrating agriculture would probably improve learning experiences, the principle of integration guides the teaching of agricultural concepts across the general curriculum. Students' grasp of a different content area can be improved by exposing them to a variety of concepts and epistemologies from one content area.

Students learn patterns, gain an understanding of the "big picture" and various viewpoints on a subject, and have a deeper understanding of other core areas as a result of their experiences in an integrated curriculum. Therefore, incorporating agriculture within the curriculum as a whole could improve students' comprehension of agricultural ideas and paradigms.

Need and importance of the Present Study

Young people who are interested in agriculture are more likely to participate in it. Agriculture, natural resources, and land management are taught through practical application and guidance in agricultural

education, which prepares students for entry-level agricultural occupations or for higher education to prepare them for advanced agricultural jobs. Horticulture, land management, turf grass management, agricultural science, small animal care, machine and shop classes, health and nutrition, livestock management, biology courses, etc. are all possible subjects taught in an agricultural education curriculum. Education in agriculture can be offered at the elementary, middle, high school, college, and adult levels. Both public and private schools teach elementary agriculture, which covers topics like how plants and animals grow as well as how soil is farmed and protected. Vocational agriculture educates people for careers in production, marketing, and conservation, among other fields. In order to improve the fields of agriculture and food science in various ways, college agriculture involves training individuals to teach, conduct research, or offer information. Agriculture general education educates the public on food and farming.
The essential idea behind bringing man back to the farm is known as Practical Agriculture. It is beneficial to reframe the pre-formed basic mindset that early learners must have had. Hence the investigator decided to take up this study on Interest in Agriculture among higher secondary students.

Statement of the Problem

The importance of agriculture to humankind's ability to feed the world, end hunger, advance the economy, and create jobs As a result, agriculture can be seen as a pillar of human survival, which highlights the significance of teaching agriculture at all levels of school. Traditional agriculture's system needs to be restructured to satisfy the demands of the market economy, but this is a difficult task. A market-driven economic system is replacing the nation's centrally planned one. Particularly in training individuals for a new stage of rural development, agriculture education is crucial. The syllabus for teaching agriculture as a subject in secondary school outlines the following educational goals: foster interest in agriculture as an industry and raise awareness of opportunities in agriculture and related sectors, improve skills required for carrying out agricultural practices, provide background for further studies in agriculture, foster students' independence, resourcefulness, and problem-solving skills in agriculture, and enable schools to teach agriculture. Since most of us who live in rural regions rely primarily on agriculture for our livelihood, it is crucial that secondary schools teach and understand the topic efficiently. At this point, the researcher made the decision to start this investigation of the Higher Secondary students' interest in agriculture. The above discussion has made the present investigator to choose the problem at hand and it is stated as follows: **"A Study on Interest in Agriculture among the Higher Secondary Students".**

Objectives of the Study

The present study has the following objectives:-

1. To find out the level of Interest in Agriculture of Higher Secondary Students
2. To find out the significance of the difference between Male and Female students with respect to their Interest in Agriculture
3. To find out the significance of the difference between Arts and Science students with respect to their Interest in Agriculture
4. To find out the significance of the difference between rural and urban School students with respect to their Interest in Agriculture

Hypotheses of the Study

Suitable null hypotheses were framed.

Method of Study

The present investigation is an attempt to study the Interest in Agriculture Inventory Higher Secondary Students in Nagappattinam District. In the present study the researcher has employed normative research method.

Tool used for the Study

In order to assess Interest in Agriculture of Higher Secondary Students, Interest in Agriculture Inventory constructed by Rengasamy. T (2003) has been used by the researcher the for the data collection.

Sampling `

Random sampling technique was used in the selection of the sample of 200 Higher Secondary Students from Nagappattinam District.

In order to find out the Interest in Agriculture of Higher Secondary Students, the mean and S.D have been calculated.

Table No.1

The Mean and Standard Deviation of Interest in Agriculture scores of Higher Secondary Students

N	Mean	Std. Deviation
200	34.22	3.45

Entire Sample

It is evident from the above Table the calculated mean score of entire sample indicates that the Higher Secondary Students have high level of Interest in Agriculture.

Null hypothesis

There is no significant difference between Male and Female students in their Interest in Agriculture.

In order to test the above Null hypothesis 't' value is calculated.

Table No.2

Significance of difference between male and female students with respect to their Interest in Agriculture

Gender	N	Mean	SD	t-value	Significance at 0.05 level
Male	106	34.02	2.28	8.04	Significant
Female	94	31.32	3.68		

From the above table, since the 't' value is significant at 0.05 level, the above Null hypothesis is rejected and it is concluded that there is significant difference between Male and Female students with respect to their Interest in Agriculture.

Null hypothesis

There is no significant difference between Arts and Science students in their Interest in Agriculture.

In order to test the above Null hypothesis 't' value is calculated.

Table No.3

Significance of difference between Arts and Science medium students with respect to their Interest in Agriculture

Group	N	Mean	SD	t-value	Significance at 0.05 level
Arts	116	33.83	2.51	5.81	Significant
Science	84	31.43	3.85		

From the above table, since the 't' value is significant at 0.05 level, the above Null hypothesis is rejected and it is concluded that there is significant difference between Arts and Science students with respect to their Interest in Agriculture.

Null hypothesis

There is no significant difference between rural and urban located students in their Interest in Agriculture.

In order to test the above Null hypothesis 't' value is calculated.

Table No.4

Significance of difference between rural and urban students with respect to their Interest in Agriculture

Locality	N	Mean	SD	t-value	Significance at 0.05 level
Rural	119	38.92	3.44	2.54	Significant
Urban	81	33.50	3.45		

From the above table, since the 't' value is significant at 0.05 level, the above Null hypothesis is rejected and it is concluded that there is significant difference between rural and urban students with respect to their Interest in Agriculture.

Important Findings

Following are the important findings arrived by the investigator based on the data collected and analyzed.

1. Higher Secondary Students are having high level of Interest in Agriculture.
2. There is significant difference between Male and Female students with respect to their Interest in Agriculture.
3. There is no significant difference between Arts and Science students with respect to their Interest in Agriculture.
4. There is significant difference between rural and urban students with respect to their Interest in Agriculture.

The present study gives a view about the present position of Higher Secondary Students' Interest in Agriculture. Based on the findings stated earlier the following recommendations are suggested:

1. The finding of the present study reveals that the students have high level of Interest in Agriculture. Efforts are to be taken to sustain this high level.
2. Agriculture should be a compulsory component for the Higher Secondary Students, and proper recognition should be given for those who involve in agriculture and do good service for the mankind.
3. Human beings can't survive without agriculture, hence a positive attitude should be inculcated from the school itself through various programmes.
4. Government has to consider their educational system a proper value – orientation to motivate Agriculture.
5. Rural farmers' Agriculture should be recognised through Agricultural educational institutions.

Conclusion

The present study made on Higher Secondary Students' Interest in Agriculture reveals the present position of Higher Secondary Students. To create India as a safer country among the world, youngsters' have interest in agriculture should be developed. Hence, setting positive attitude towards Agriculture should be one of the aims of Education. In recruitment and in reservation for the higher educational courses Candidate's interest in Agriculture should be given a prominent ranking to motivate all to involve in Agricultures.

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