



A Study on Profile Characteristics of Polytechnic Students of ANGRAU

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Authors' contributions

This work was carried out in collaboration among all authors. All authors read and approved the final manuscript.

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ABSTRACT

The present study was conducted on polytechnics of ANGRAU. The purpose of the study was to find out profile characteristics of the polytechnic students. The sample consisted of 240 selected polytechnic students by using simple random sampling procedure. Personal interview technique was used for collecting the data. The detailed analysis of profile characteristics of polytechnic students indicated that male and female were in equal proportion (50.00%), with 9-10 OGPA (40.00%), English medium of instruction in Xth class (57.08%), father's education upto graduation (26.66%) level, mother's education upto secondary school (29.16%), having small land holdings (35.83%), medium annual income (56.25%), belonging to nuclear families (60.84%), backward caste (36.66%), engaged in Agriculture + Animal husbandry occupation (34.16%), with rural background

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(57.92%), medium level of participation in extracurricular & co-curricular activities(45.41%), medium level of library exposure (51.66%), medium level of mass media exposure (55.41%),(52.91%) not satisfied with infrastructure facilities, medium level of achievement motivation (51.66%), medium level of self-confidence (49.58%).

Keywords: Polytechnic students; profile; achievement motivation.

1. INTRODUCTION

Agriculture polytechnic means studying in the field of agriculture, it is also called as Agricultural science. Diploma in agriculture is a 2 years full-time diploma course. The Acharya N. G. Ranga Agricultural University has established the first ever agricultural polytechnic in the state at Regional Agricultural Research Station, Anakapalle, during the year 1999 offering a post matriculate diploma in agriculture with an objective to train the rural youth as grass root level workers catering to the needs of the agriculture and allied sectors. Grass root workers like Diploma students are required for dissemination of innovative technologies in Agriculture. Polytechnic education provides career based education. Recently A.P state government had taken nearly 6400 jobs for diploma students as Village Agriculture Assistants.

1.1 Objective

- To study the profile characteristics of polytechnic students.

2. MATERIALS AND METHODS

An Ex-post facto research design was followed for the study. The Andhra Pradesh state was selected purposively for the study as the researcher belonged to this state and well acquainted with regional language i.e.,Telugu which would help in building up good rapport with the respondents and also facilitates in depth study through personal observation.24 polytechnics were selected for the study by purposive sampling. Ten students were selected from each polytechnic by using simple random sampling procedure thus making a total of 240 students.

3. RESULTS AND DISCUSSION

3.1 Gender

50.00 per cent of students were male and 50.00 per cent female and are in equal proportion. The

present finding of the study was in agreement with the studies of Mattoo [1] and Krishna et al. [2].

3.2 Academic Achievement

More than one-third (40.00%) of students belonged to category of 9-10 OGPA followed by 10 OGPA (29.59%), 8-9 OGPA (20.00%), 7-8 OGPA (9.16%) and 1.25 per cent of students found to be in 6-7 OGPA. The probable reason for this might be due to good educational environment; moreover they may have considered that education as the only tool to survive in the present competitive situations. High quality of education imparted and self-motivation among students to excel might have resulted in better academic performances. The present finding of the study was in conformity of Vihariya et al. [3], Akhila and Mankar [4].

3.3 Medium of Instruction in Xth class

Majority (57.08%) of students belonged to English medium, whereas 42.92 per cent belonged to Telugu medium of instruction. The probable reason for this might be parents might have understood the importance of English language and joined their children in English medium schools. The present finding of the study was in consonance with Imam Hussain [5] and Ankitha [6].

3.4 Education Status of Father

Less than one-third (26.66%) of fathers had their education up to Graduation level followed by intermediate (20.42%), secondary school (19.18%), post-Graduation (14.16%), primary school (12.50%) and 7.08 per cent of fathers found to be illiterate. Education plays a key role in moulding and bringing desirable changes. The probable reason for this might be that importance of education might have been understood by majority of fathers and higher education may be due to availability of education facilities in their local areas. The present finding of the study was

in agreement with Meenu et al. [7] and Reddy et al. [8].

3.5 Education Status of Mother

Majority (29.16%) per cent of mothers had their education up to Secondary school followed by primary school (20.43%), intermediate (16.66%), graduation (14.16%), illiterates (10.41%) and 9.16 per cent of mothers found to be post-graduated. The probable reason might be that majority of the students had rural background and in rural area generally gender discrimination and child marriage in the past so they did not have education. The present finding of the study was in coherence with and Akhila and Mankar [4].

3.6 Size of Land Holding

Majority (35.83%) of the student families were having small land holdings followed by marginal (26.25%), semi-medium (14.16%), medium (9.58%), landless (7.93%). Only 6.25 per cent of student families were having large land holdings. Majority of the respondents had small land holdings due to fragmentation of their land to their children as share after their marriage. Due to this continuous process and the emergence of large number of nuclear families caused reduction in the land holding level of families. The present finding of the study was in accordance with Uddin et al. [9], Aher [10].

3.7 Annual Income of Parents

Majority (56.25%) of students' family had medium annual income followed by high (24.59%) and low (19.16%) levels of annual income. This might be due to their land holding size with additional sources of income from their job. Variation in annual income is to be attributed to the size of land holding and subsidiary occupation of the respondent parents. The present finding of the study was in conformity with Bhati and Ram [11], Deena et al. [12].

3.8 Type of Family

Majority (60.84%) of students belonged to nuclear families and 39.16 per cent of the students belonged to joint families. Nuclear family give scope to children to utilize the facilities to a maximum extent, as the number of members will be less when compared to joint family. The parents can concentrate more on

their children's future and could provide them what they need in nuclear families. The present finding of the study was in coherence with Kavitha [13].

3.9 Caste

Majority (36.66%) of student's belonged to backward caste followed by general (25.84%), SC (21.25%) and ST (16.25%) categories. It shows that majority of students were from backward and general castes. The data shows that there is distribution of reservation percentage among different caste categories as per government rules. This is because the admission process in educational institutes is done as per the reservation policy of government. The present finding of the study was in accordance with Renu and Kameswari [14].

3.10 Family Occupation

Majority (34.16%) student's family engaged in agriculture + animal husbandry followed by agriculture (24.16%), service (15.00%), agriculture + animal husbandry+ horticulture (12.50%), agriculture + animal husbandry+ horticulture + business (7.91%) and business (6.27%) occupation. It means, agriculture along with animal husbandry was the major occupation in case of majority of student parents in the study area. This indicates that students from families with different occupations have been involved in livelihood activities. The present finding of the study was in coherence with Patel & Patel [15].

3.11 Rural Urban Background

Majority of students 57.92 per cent had belonged to rural area and 42.08 per cent of the students were belonged to urban area. The probable reason behind this might be students belonging to rural areas prefer agriculture education to students residing in urban area as they usually come from farming community and the seats are reserved to the extent of 40.00 per cent to the children of farmers. The present finding of the study was in agreement with Ahire et al. [16].

3.12 Participation in Extracurricular & Co-curricular Activities

Majority (45.41%) of students had medium participation in curricular activities followed by low (37.09%) and high (17.50%) levels of participation in curricular activities. It could be

concluded from the above findings that majority of the students had medium to low participation in extracurricular activities due to heavy workload, more number of courses, and lot of practical record might be the reason where they get little time to spend on extracurricular activities. Preparation for higher studies, lack of interest in sports, games and also due to inadequate facilities adds to this problem further, might be the reason for low participation in extracurricular activities. The present finding of the study was in accordance with Urhe [17].

3.13 Library Exposure

Majority (51.66%) of students had medium level of library exposure followed by low (28.34%) and high (20.00%) levels of library exposure. The probable reason for this might be tendency of the teachers to provide the students all the required study materials and other inputs.

3.14 Mass Media Exposure

Majority (55.41%) of students had medium level of mass media exposure followed by high (27.09%) and low (17.50%) levels of mass media exposure. As stated earlier this may be due to the reason that the students get little time to spend because of their busy schedule of works, assignments to be completed in a stipulated time. This trend may be either due to more academic workload or due to lack of accessibility. In this modern era, the exposure of students to social and digital media will significantly influence their career selection and achievement in life. The present finding of the study was in coherence with Deena et al. [12] and Ankitha [6].

3.15 Infrastructure Facilities

Majority (52.91%) of students are not satisfied followed by moderately satisfied (27.50%) and highly satisfied (19.59%) with infrastructure facilities. This may be due to creation of infrastructure will take more time and it requires budget sanctions etc.

3.16 Achievement Motivation

Majority 51.66 per cent of students belonged to medium achievement motivation category followed by 31.68 per cent and 16.66 per cent had high and low levels of achievement motivation, respectively. Majority of the students had medium to high level of achievement

motivation due to traits like good education and their young age might have influenced them and motivated towards higher goals and aspirations. The present finding of the study was in agreement with Renu and Kameswari [14], Deena et al. [12], and Akhila and Mankar [4].

3.17 Self Confidence

Majority (49.58%) students had medium level of self-confidence followed by those had high (30.42%) and low (20.00%) levels of self-confidence. Learning of the various technical subjects practically might have made them more confident in their own abilities up to a considerable level. The present finding of the study was in coherence with Deena et al. [12], Patel & Patel [15].

4. CONCLUSION

Profile characteristics of polytechnic students indicated that male and female were in equal proportion (50.00%), with 9-10 OGPA (40.00%), English medium of instruction in Xth class (57.08%), father's education upto graduation (26.66%) level, mother's education upto secondary school (29.16%), having small land holdings (35.83%), medium annual income (56.25%), belonging to nuclear families (60.84%), backward caste (36.66%), engaged in Agriculture + Animal husbandry occupation (34.16%), with rural background (57.92%), medium level of participation in extracurricular & co-curricular activities (45.41%), medium level of library exposure (51.66%), medium level of mass media exposure (55.41%), (52.91%) not satisfied with infrastructure facilities, medium level of achievement motivation (51.66%), medium level of self-confidence (49.58%).

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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