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To Study the Learning Styles of Agricultural Students of Dr.B.S.K.K.V, Dapoli

Urhe D. A., Y.J. Waghmode And Radha Jadhav
Department of Extension Education, College of Agriculture, Dr. B. S. Konkan Krishi Vidyapeeth, Dapoli, RATNAGIRI (M.S.) INDIA
EMAIL: devendraurhe@gmail.com

ABSTRACT
The present study was conducted in Dr. Balasaheb Sawant Konkan Krishi Vidyapeeth, Dapoli (M.S). The sample was constituted of 150 under graduate (UG) Students from College of Agriculture, Dapoli and S.P College of Agriculture, Kharawate. The respondents were interviewed with the help of specially designed Schedule. An interview schedule was specially designed, in line with the objectives set forth, to collect the needed information. Available scale was specially modified to measure the learning styles of agricultural students. It is seen that maximum number (46.00 per cent) of the respondents comes under 'semi-urban' family background, maximum number (36.67 per cent) of the respondents parental occupation was 'agriculture', (74.00 per cent) of students had secured 07.50-08.49 CGPA, (42.00 per cent) of students had aspiration 'to complete post graduate studies', maximum number (44.00 per cent) of students had job aspiration 'to secure administrative position in government department', (23.33 per cent) of respondents aspired for establish a fruit processing unit, professional aspiration maximum number (23.33 per cent) of the students aspired 'to become a well-known administrator', economic aspiration, majority (50.00 per cent) of student respondents 'aspired to earn income more than Rs.30, 001/-per month', majority (68.00 per cent) of students had 'medium' participation in co-curricular and extra-curricular activities followed by 16.67 percent of the students who had 'high' participation in co-curricular activities. Majority (52.00 per cent) of the respondents fall under 'low' independent style of learning followed by 42.00 per cent in 'moderate' independent style of learning and 06.00 per cent of the respondents had 'high' independent style of learning.
Key Words: Learning Styles, Agricultural Students and Profile of students

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INTRODUCTION

The idea that people learn differently is probably had its origin with the ancient Greeks. Learning has several objectives. At the highest and most idealistic plane learning entails becoming a whole and complete man, physically, mentally and spiritually. Learning has created a pathway to knowledge which continues to evolve throughout the course of once life is another grand objective.There are probably as many ways to 'teach' as there are to learn perhaps the most important thing is to be aware that people do not all see the world in the same way. They may have very different preferences that you for how, when, where and how often to learn. Learning is the process by which an individual through one's own efforts and abilities changes the behaviour.

Educators have for many years noticed that some student's prefer certain methods of learning more than others. These traits, referred as learning styles. A learning style is a student's consistent way of responding to and using stimuli in the context of learning and forms a student unique learning preference and aid teachers in the planning of small-group and individualized instruction.

Learning in a structured educational setting may be thought of as two-step process involving the reception and processing of information. In the reception step, external information (observable through the sense internal information arising introspectively) becomes available to students who select the material they will process and ignore the rest. The processing step may involve simple memorization or inductive or deductive reasoning reflection or action introspection or interaction with others. The outcome is that the material is either learned in one sense or another or not learned.

Agriculture education in India

Agriculture education today had become highly complex and specialized discipline. The major function of agricultural universities to impart diploma, undergraduate and postgraduate's education in agriculture and allied fields. Thus producing about ten thousand graduates and many postgraduate every year. These graduates are expected to be well equipped with knowledge and skill required for employment in agriculture, public and private sector.

India has built in a strong base of agriculture education. At the time of independence, India had only 17 Agricultural colleges, three Veterinary colleges and one Agricultural Engineering college. Several commissions and committees were constituted by Government of India as a measure to make it suitable for fulfilment of immediate as well as future requirements of agriculture in this country.

There was a realization on the part of policy makers that agricultural education ought to be recognized as national issue. Through the recommendations of joint Indo-American Teams (1955) and (1958), the major leaps towards establishment of institutions of higher education were initiated. Landmark decisions taken during that phase was establishment of school for post-graduate education in 1958 at IARI and first State Agricultural University at Pantnagar in 1960. Unique features of land grant systems of education envisaged were,

- Autonomous status to the institutions offering agricultural education.
- Location of agriculture, veterinary, animal husbandry, home science and technological colleges at the same campus.
- Integration of teaching by offering courses in any of the institutions to provide holistic teaching on semester based internal evaluation.
- Integration of education, research and extension education.

The study in learning styles of students in agricultural university in India is very rare. Therefore an attempt was made to identify the learning styles of students, with the present study entitled 'Learning Styles of Agricultural Students of Dr.B.S.K.K.V. Dapoli.' It was undertaken with the following specific objectives.

- To study the profile of students in one constituent Government College and one private college affiliated to Dr. B.S.K.K.V, Dapoli.
- To find out the learning styles of Agricultural students of Dr. B.S.K.K.V, Dapoli.

MATERIALS AND METHODS:

The present study was undertaken at the College of Agriculture, Dapoli**.** College of Agriculture, Dapoli was purposively selected for this study because it is established long back (1965) and have all infrastructural facilities. Since establishment it offers B.Sc. (Agri.) degree programme and PG education leading to M.Sc. (Agri.) in thirteen disciplines and Ph.D. in nine disciplines. The strength of the students is more as compared to other recently established colleges in Dr B.S.K.K.V., Dapoli. The information in the university is well established with local area network, agricultural research information system, e-mail and internet facilities with well-equipped library facilities. One private college was selected randomly based on year of establishment, admission capacity and closeness to Dapoli campus. Name of the college selected was S.P College of Agriculture, Kharawate. For the purpose of investigation 150 students is operationalized as sample of the College. The student who has completed two years of study in undergraduate programme been selected randomly from above selected one government college and one private college affiliated to Dr.B.S.K.K.V. Dapoli. The present investigation aimed at knowing the Learning styles of agricultural students of Dr. B.S.K.K.V, Dapoli in Ratnagiri district of the Konkan region. So, the 'ex-post facto research design' was used for this study.

Data was collected by distributing questionnaire to students. The respondents were contacted college during their leisure time. The researcher was introduced him and explained the purpose of his study, so as to remove all doubts about the questionnaire and to get good response from the respondents. Then the information was filled by the respondents individually, whenever a necessary, question was explained to the respondents for proper understanding.

After collecting the data from 150 under graduate students they were transferred to the work tables and tally sheets were prepared. They were processed, classified, analyzed and subjected to statistical analysis.

RESULT AND DATA ANALYSIS

Profile of the students

The results pertaining to the profile characteristics of respondents from College of Agriculture, Dapoli and S.P. College of Agriculture, Kharawate are presented under the following sub heads.

Sl. No	Profile of the students	Boys		Girls		Respondents (N=150)	
		Number	Percentage	Number	Percentage	Number	Percentage
Gender							
1.	Male/ Female	75	50.00	75	50.00	150	100.00
Family Background							
1.	Rural	21	28.00	20	26.67	41	27.33
2.	Semi-Urban	34	45.33	35	46.66	69	46.00
3.	Urban	20	26.67	20	26.67	40	26.67
Parental Occupation							
1.	Agriculture	29	38.67	26	34.67	55	36.67
2.	Business	16	21.33	25	33.33	41	27.33
3.	Service	21	28.00	17	22.67	38	25.33
4.	Other	09	12.00	07	09.33	16	10.67
Academic Performance							
1.	Low (5.50 - 7.49)	17	22.66	13	17.33	30	20.00
2.	Medium (7.50 -08.49)	57	76.00	54	72.00	111	74.00
3.	High (8.50 & above)	01	01.34	08	10.67	09	06.00
Aspiration							
1. Educational Aspiration							
1.	To complete post-doctoral studies.	11	14.67	10	13.34	21	14.00
2.	To complete doctoral studies.	18	24.00	16	21.33	34	22.67
3.	To complete post graduate studies.	30	40.00	33	44.00	63	42.00
4.	To complete under graduate studies.	10	13.33	13	17.33	23	15.33
5.	To complete degree courses other than agriculture.	04	05.33	03	04.00	07	04.67
6.	To complete short term courses.	02	02.67	00.00	00.00	02	01.33
2. Job Aspiration							
A.	**Nature of job**						
1.	To secure Administrative position in Government Department.	28	37.33	38	50.66	66	44.00
2.	To secure administrative position in Dept. of Agriculture.	17	22.66	16	21.33	33	22.00
3.	To secure academic position in agricultural university	09	12.00	11	14.66	20	13.33
4.	To secure job in private organizations.	08	10.66	07	09.33	15	10.00
5.	To secure job in banks.	13	17.33	03	04.00	16	10.66
B.	**Cadre of job**						
1.	**Class I**	64	85.33	63	84.00	127	84.67
2.	**Class II**	11	14.67	12	16.00	23	15.33

3. Self-employment aspiration							
1.	**To start own business.**	36	48.00	39	52.00	75	50.00
2.	**To render own consultancy services.**	09	12.00	08	10.66	17	11.33
3.	**To start own/ develop own farm.**	17	22.66	16	21.33	33	22.00
4.	**To render own developmental services.**	13	17.33	12	16.00	25	16.66
4. Types of business aspiration							
1.	**Fruit Processing unit**	18	24.00	17	22.66	35	23.33
2.	**Nursery**	16	21.33	17	22.66	33	22.00
3.	Mushroom production	11	14.66	13	17.33	24	16.00
4.	**Dealer of agricultural Inputs**	12	16.00	12	16.00	24	16.00
5.	**Agro services center**	09	12.00	08	10.66	17	11.33
6.	**Poultry**	05	6.66	04	5.33	09	06.00
7.	**Dairy**	04	5.33	04	5.33	08	05.33
5. Level of business aspiration							
1.	Large scale	42	56.00	43	57.33	85	56.67
2.	Small scale	20	26.66	20	26.66	40	26.66
3.	Home scale	13	17.33	12	16.00	25	16.66
6. Professional aspiration							
1.	To become a well-known agricultural scientist.	14	18.66	18	24.00	32	21.33
2.	To become a well-known administrator.	19	25.33	16	21.33	35	23.33
3.	To become an innovative farmer.	05	06.66	04	5.33	09	06.00
4.	To become a well-known academician.	08	10.66	08	10.66	16	10.66
5.	To become a successful businessman.	09	12.00	08	10.66	17	11.33
6.	To become a successful entrepreneur.	09	12.00	09	12.00	18	12.00
7.	To become a recognized social worker.	11	14.66	12	16.00	23	15.33
7. Economic aspiration							
1.	To earn income up to Rs.10, 000/- per month.	06	08.00	09	12.00	15	10.00
2.	To earn income between Rs.10,001/- to 20,000/-per month	12	16.00	13	17.33	25	16.67
3.	To earn income of Rs.20,001/- to 30,000/- per month	18	24.00	17	22.66	35	23.33
4.	To earn income more than Rs.30,001/-per month	39	52.00	36	48.00	75	50.00
8. Social aspiration							

1.	To develop own family.	17	22.67	18	24.00	35	23.33
2.	To work for development of village	25	33.33	24	32.00	49	32.67
3.	To work for development of farmers.	12	16.00	13	17.33	25	16.66
4.	To get social recognition	10	13.33	09	12.00	19	12.66
5.	To make efforts to remove traditionalism.	11	14.67	11	14.67	22	14.67
Participation in co-curricular and extra-curricular activities							
1.	Low (upto 1 score)	09	12.00	13	17.33	22	15.33
2.	Medium (2 to 4 Score)	53	70.67	50	66.67	103	68.00
3.	High (5 Score& Above)	13	17.33	12	16.00	25	16.67
Learning sources utilization							
1.	Low (up to 37 score)	16	21.33	15	20.00	31	20.67
2.	Medium (38 to 49 Score)	56	74.67	58	77.33	114	76.00
3.	High (50 & Above)	03	04.00	02	02.67	05	03.33

It is observed that boys and girls are equally (50 per cent) distributed among the sample respondents. It is seen that maximum number (46.00 per cent) of the respondents comes under 'semi-urban' family background followed by 27.33 per cent of the respondents comes under 'rural' background and 26.67 per cent of the respondents comes under 'urban' family background. It is revealed that maximum number (36.67 per cent) of the respondents parental occupation was 'agriculture' followed by 27.33 per cent and 25.33 per cent of the respondents parental occupation was 'business and service' respectively, remaining 10.67 per cent of the respondents were engaged in 'other' parental occupation. In case of academic performance, it was found that majority (74.00 per cent) of students had secured 07.50-08.49 CGPA, followed by 20.00 per cent had 05.50-07.49 CGPA and 06.00 per cent students had CGPA 08.50 & above. It is noticed that maximum number (42.00 per cent) of students had aspiration 'to complete post graduate studies'. In case of educational aspiration it was observed that maximum number (44.00 per cent) of students had job aspiration 'to secure administrative position in government department'. It was noticed that majority (84.67 per cent) of students had aspiration to secure class-I and remaining 15.33 per cent of them had aspiration to secure class-II. It is observed that according to self-employment aspiration half (50.00 per cent) of students had aspiration 'to start own business'. It is observed that maximum number (23.33 per cent) of respondents aspired for establish a fruit processing unit, followed by 22.00 per cent aspired to establish 'nursery', while 16.00 per cent each student's respondents aspired for 'mushroom production' and 'dealer of agricultural inputs', and 11.33 per cent respondents aspired to have 'agro services center', 06.00 per cent respondents aspired to 'poultry', remaining 05.33 per cent respondents aspired for 'dairy'. It is noticed that majority (56.67 per cent) of students **aspired** to establish a 'large scale' business followed by 26.66 per cent 'small scale', business, remaining 16.66 per cent **aspired** to establish a 'home scale' level of business. It is noticed that regarding professional aspiration maximum number (23.33 per cent) of the students aspired 'to become a well-known administrator'. It was revealed that regarding economic aspiration, majority (50.00 per cent) of student respondents 'aspired to earn income more than Rs.30, 001/-per month'. It is noticed that maximum number (32.67 per cent) of students aspired to work for 'development of village' in case of social aspiration.It is revealed that majority (68.00 per cent) of students had **'medium'** participation in co-curricular and extra-curricular activities **followed by 16.67 percent of the students who had 'high'** participation **in** co-curricular activities, while 15.33 per cent students **had** 'low' participation **in** co-curricular activities.

Learning styles of Agricultural students

The data with respect to major learning styles of agriculture students are presented as below.

Table: Distribution of the respondents according to their major learning styles of agriculture students

Sl. No	Category (Score)	Boys		Girls		Respondents (N=150)	
		Number	Percentage	Number	Percentage	Number	Percentage
Independent Style of Learning							
1.	Low (1.0 to 3.2)	64	85.33	14	18.67	78	52.00
2.	Moderate (3.3 to 4.1)	11	14.67	52	69.33	63	42.00
3.	High (4.2- 5.0)	00	00.00	09	12.00	09	06.00
Avoidant Style of Learning							
1.	Low (1.0 to 2.5)	02	02.67	26	34.67	28	18.67
2.	Moderate (2.6 to 3.5	53	70.67	42	56.00	95	63.33
3.	High (3.6- 5.0)	20	26.67	07	09.33	27	18.00
Collaborative Style of Learning							
1.	Low (1.0 to 2.5)	00	00.00	03	04.00	03	02.00
2.	Moderate (2.6 to 4.6)	67	89.33	66	88.00	133	88.67
3.	High (4.7- 5.0)	08	10.67	06	08.00	14	09.33
Dependent Style of Learning							
1.	Low (1.0 to 3.3)	14	18.66	11	14.66	25	16.66
2.	Moderate (3.4 to 4.3)	53	70.66	58	77.33	111	74.00
3.	High (4.4- 5.0)	08	10.66	06	08.00	14	09.33
Competitive style of Learning							
1.	Low(1.0 to 2.9)	05	06.66	26	34.66	31	20.66
2.	Moderate (3.0 to 4.0)	60	80.00	36	48.00	96	64.00
3.	High (4.1 - 5.0)	10	13.33	13	17.33	23	15.33
Participation Style of Learning							
1.	Low (1.0 to 3.2)	12	16.00	15	20.00	27	18.00
2.	Moderate(3.2 to 4.4)	51	68.00	53	70.66	104	70.33
3.	High (4.5- 5.0)	12	16.00	07	09.33	19	12.66

It is revealed that majority (52.00 per cent) of the respondents fall under 'low' independent style of learning followed by 42.00 per cent in 'moderate' independent style of learning and 06.00 per cent of the respondents had 'high' independent style of learning. The average score of independents style was 03.68 indicated moderate independent style of learning. It is revealed that majority (63.33 per cent) of students respondents fall under 'moderate' avoidant style of learning followed by 18.67 per cent in 'low' avoidant style of learning and 18.00 per cent of the student respondents in 'high' avoidant style of learning. The average score of avoidant style of the respondents was 3.02 indicated moderate avoidant style of learning. It is noticed that majority (88.67 per cent) of the respondents fall under 'moderate' collaborative style of learning followed by 09.33 per cent of the respondents in 'high' collaborative style of learning and 02.00 per cent of the respondents had 'low' collaborative style of learning. The average score of collaborative style of the respondents was 4.02.

It is observed that majority (74.00 per cent) of the respondents fall under 'moderate' dependent style of learning followed by 16.66 per cent of the respondents in 'low' dependent style of learning and 09.33 per cent of the respondents had 'high' dependent style of learning. The average score of dependent style of the respondents was 3.80. It is noticed that majority (64.00 per cent) of the respondents fall under 'moderate' competitive style of learning followed by 20.66 per cent of the respondents in 'low' competitive style of learning and 15.33 per cent had 'high' competitive style of learning. The average

competitive style score of learning of the respondents was 03.43. It is observed that majority (70.33 per cent) of the respondents fall under 'moderate' participation style of learning followed by 18.00 per cent of the respondents had 'low' participation style of learning and 12.66 per cent 'high' participation style of learning. The average participation style score of the respondents was 3.80.

CONCLUSION

Socio-economic profile pinpointed that majority of the respondents students secured moderate CGPA and only less per cent had above 8.5 CGPA. There is a scope for improvement. Teacher should encourage the students to secure higher CGPA by proper teaching and learning methods. Majority of the respondent students wished to establish a nursery, fruit processing unit and agro input services. It is, therefore, suggested to provide incentives and subsidies and training to such respondents by the government which will help in increasing the income and reducing the unemployment problem to a certain extent. Majority of the respondents student are interested to start own business in a large scale, therefore, it is suggested that the government should give training and more subsidies and incentives as provided to big industry. Very few of the students use internet as learning source regularly. It is a very healthy and encouraging fact that students are using the benefits of IT to the partial extent. So steps should be taken to provide laptop, computers with broadband internet connection and IT tools for them for better use of it.

Students with an independent style are curious and confident learners. Students with avoidant style don't want to learn the content, do not enjoy learning, and avoid taking part in course activities. Students with collaborative style work well with other and enjoy cooperative learning and working in groups. Students with a dependents style see the teacher as a source of information, want to be told what to do, and will learn only what is required. Students with a dependent learning style will need more guidance from the teacher. Students with a competitive style see the classroom as a win-lose situation in which they must win. These students will enjoy competitive activities. Students with a participant style are eager to learn course content, enjoy learning and take responsibility for their own learning.

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