

**FACTORS AFFECTING STUDENTS AFTER GRADUATION IN CHOOSING
AGRICULTURE AS CAREER IN TELANGANA**

Vineeth Kumar Kandula
MBA

SCHOOL OF BUSINESS, WOXSEN UNIVERSITY Kamkole, Sadashivpet, Sangareddy District,
Hyderabad – 502 345, Telangana, India

ABSTRACT

This paper deals with parental and society influence on graduation students while choosing their career as agriculture. The data was collected from students who completed their under graduation or post-graduation, who were in dilemma to choose their career. The questionnaire was prepared and distributed among several students which resulted in 104 responses. The data consists of demographics such as age and gender, behavior of students, parents, and society influence. The SPSS software was used to analyze data. Among the respondents, 91 are from age category of 20-30 and only 11 of them are 30-40 and two from 40-50. The total of female respondents was 48 and male were 56. The study revealed that society and parental factors had significant correlation with student's career choice. This study also revealed that students are confused in taking career choice and students feel agriculture career as very hardest career to pursue. It also revealed that even if they had land, they are unable to take agriculture as a career choice.

Keywords: Agricultural Career, Parental Influence, Society Influence.

INTRODUCTION:

Agriculture is a sector which is given the utmost respect in a country like India. Almost all 19% of GDP of India is from agriculture sector only. Agriculture as a whole has a greater impact on people of this country not only for food and economy but also in terms of employment. Agriculture is connected to people regardless of its reputation(Ganpat & Ramdwar, 2010). Indian government should include agriculture as a must and should subject to the students in order to increase knowledge and change their perception. It helps in seeing it more as a career rather than as a labour work. As economy grows the agricultural dependance falls and people look after alternatives for more productive non-farm sectors(Chand, Srivastava, & Weekly, 2014).

Young students are being attracted to courses like engineering, medicine and business sectors in the pursuit of social status(Thompson Jr & Russell, 1993). Now there is huge concern of youth after their graduation not being into agricultural sector. There are many factors that contribute to this problem

and negative attitude towards agriculture is one of them (Turner & Hawkins, 2014). Agriculture sector has negative attitude because of different factors like labour intensive (Hall & Communication, 2013), low income (Aman, Rahim, Din, & Sciences, 2015) and limited career prospect (Yadav, Ali, & Extension, 2016a).

From my daily routine where I live, I have seen many people who quit their jobs to do agriculture in the lands they own or which they get from their fathers. Many students who are from agricultural background not interested in education and those stressful jobs. They feel that there is no need for them to work under somebody when they own some land on which they can rely upon. An individual's beliefs, intentions may influence his attitude and choice of an agricultural career (Fishbein & Ajzen, 1977). Here I want to know that whether two more factors parental influence and social status influence had relationship with student's choice of agriculture as a career. Studies have done on these factors too but not particularly in India and not in Telangana state. There I found a literature gap and purpose is to find whether there is any relation between student's agricultural career choice with parental and social status influence in Telangana State of India. The purpose of the study is to look into student's behavior after graduation and whether there is any pressure or stress on them while choosing career with respect to parents and society.

This study has used quantitative method to study the behavior of students and influence on them by parents and society by collecting data from survey questionnaire. This quantitative data enabled us to understand the parents and society impact on students.

The findings may also provide further implications for those who want to work on measures to be taken to overcome this issue. Identifying these key issues is important for policy makers to take effective steps. These influences can show huge impact on future generations so measures can be taken to avoid involvement in individual career choices.

REVIEW OF LITERATURE:

In one of the previous studies which reflects the perceptions of residents on agriculture and food industry. There are objectives to analyze the agricultural knowledge of urban and rural school students, to analyze the agricultural perceptions of urban and rural school students and to compare the level of agricultural knowledge and perceptions of urban and rural high school students. The data collection was done in three sections which includes knowledge section, perception section and

demographic section. Analysis is based on computation of means and standard deviations for knowledge and perception of agriculture scores along with seven concept areas which comprises of agricultural literacy. The General Linear Model procedure was used for analysis because of unequal size of groups being compared. The analysis reveals there is significant difference between overall knowledge score and all seven of the concept areas scores, perception score was not significantly different between two groups. The conclusions drawn were Rural students and Urban student groups has most knowledge about Natural resources and least about plants in agriculture concepts. Both respondent groups had positive perceptions of agriculture (Frick, Birkenholz, Gardner, & Machtmes, 1995).

In another paper for knowing perception of youth on agriculture and employment potential for the rural development in Bhutan. This paper aims for showing ways in which young people can be attracted to agriculture sector. Total of 500 people were taken as a sample for the survey in which teachers and students were also interviewed. The questions asked include whether young people know what agriculture is and if they had any knowledge of family background of farming. The different factors were considered which includes ecological, economic, and social factors. Ecological factors include crop loss, farming constraints and threats to crops, economic factors include, lack of resources and accessibility, social factors include peer pressure and parental expectations. Regression analysis was done on 7 components and they identified three components crop loss, lack of resources and parental pressure were found to contribute towards young people's perceptions of agriculture. The conclusion is that there are significant differences in age, qualification, and region in terms of knowledge and perception of farming, but the surprising factor is that young people and those studying in school have more knowledge and perceive agriculture as a potential source of employment. The parents of the young people and teachers believe that the financial and technical support may draw young people to take up employment in agriculture (Pelzom, Katel, & Foresight, 2018).

Researchers tried to study entrepreneurship in agricultural extension practice in Nigeria. The study is about perception of final year agriculture students at University of Port Harcourt and Rivers State University towards farming and its sustainable livelihood. From the data analysis 73% of the respondents were willing to take up farming as a means of sustainable livelihood. There were six factors which are significant challenges associated with agriculture student's willingness to take up farming. The six factors include Poor farming skills, Continuous poor harvest, Perception that farmers are failures, Feelings that farmers are not respected, Poor returns on investment and soil degradation. There was need to create youth-in-farming policies and merge them with other policies

on youth matters such as education and investment. This will change the youth perception towards farming thus increase their interest in agricultural activities. The study identified the challenges of respondents associated whether to take up farming as a means of sustainable livelihood are inaccessibility of land and high cost of farm machineries (Agumagu, Ifeanyi-Obi, & Agu, 2018).

The researchers also studied on empirical evidence on factors influencing students career choices. The data was collected using questionnaire and analysed using SPSS software. They tried to determine the influences on decision making process of students in career selection and to derive the relative weight of each and every factor to see which factor influences the most of all. They have done correlation between different factors like Interest in subject and Career choice, Ease of subject and Career choice, Financial outcomes and Career choice and Future job opportunities and Career choice. This study concludes that interest in subject has positive relation but ease of subject, financial outcomes, future job opportunities has less impact on student's decision for field and subject (Ahmed, Sharif, & Ahmad, 2017).

In a paper to know family influence on career decision making. Among many factors there is this one factor family influence has greater attention. Fouad and her colleagues created the Family Influence Scale to determine the extent to which family members influence career decisions. This scale assesses the perceptions of parental expectations about career choices as well as four forms of support from family, including financial, informational, and emotional support. The research questions include whether factor structure of this scale is same for Indians and US people. He studies the relationship between family influence, obligation, work volition, values, and sense of calling for each cultural group. People responded to the questionnaire by using Amazon Mechanical Turk. The results shown that there is link between family influence, obligations with career-related constructs. Results indicated that scales are highly correlated with family obligation, indicating that those who have a sense of obligation has also effect their decision making (Fouad, Kim, Ghosh, Chang, & Figueiredo, 2016).

In a paper to deal with chance of students in education system in Trinidad to take agriculture as a career and the implications for growth the researchers want to tell secondary school student's view of agriculture to the country and viable career choice, to know agricultural science student's impression of agriculture and likelihood to seek agriculture as a career and to determine what factors influenced those agriculture students to choose agriculture as a study area and likelihood to stay in this occupation.. In three phases data was collected from total of 600 students. The results declared that there is no difference with respect to the student's perception of agriculture and there is significant

difference between their opinions about choosing agriculture as a career option. The means are positive for “agriculture is an excellent opportunity for self-employment” and “one can make a good living from farming” and negative for “agriculture is a dead-end job”. There is association between gender, residence and likelihood that they pursue agricultural career (Ganpat & Ramdwar, 2010).

In a paper to study the factors that influence student’s attitude in choosing agriculture as a prospective career in Malaysia, the survey was conducted, and data was collected. The data was related to demographics, attitude, social status, and parental influence. The findings showed that there is relationship between social status and student’s attitude and parental influence has no relationship with student’s attitude. Researchers opposed that the low socio-economic standard and prestige are the main reasons for negative attitude among young generation towards an agricultural career. Thus, further study on the influence of perceived social status on an agricultural career should be done in greater depth (Taib, Rahim, Aman, & Moslim, 2019).

The researchers tried to understand the factors influencing the choice of student’s career in India from student’s perspective. They interviewed 33 students from different educational backgrounds. They choose sample through convenient, non-probability sampling. They interviewed them face to face to reduce the gap between them. They asked questions about different aspects including family background, education, career they have chosen and what made them choose that career, family support and society influence. They have done the thematic based analysis and they found that convenience, background of family and societal pressure are influencing the career choices (Ray, Bala, Dasgupta, Srivastava, & Management, 2020).

Another research is to analyse the attitude of students towards agricultural entrepreneurship in Indonesia. Here data was collected from students of three colleges in Indonesia. They measured access to information by lectures, traditional media, and Internet and student’s attitudes towards agricultural entrepreneurship. Data collected was analysed using percentages, means and spearman rank correlation. Results depicted that Internet was easiest for the students to gain the knowledge about agricultural entrepreneurship and then lectures and ending with traditional media (Yunandar, Hariadi, & Raya, 2019).

The study was conducted to analyse parent’s perception towards addition of agriculture in school academics in India. They used mixed method research approach in five villages of Haryana state. The data was collected from 75 parents of different backgrounds. The study was done in different basis with respect to age group, education level, occupation, household expenditure, landholding size, efficacy of vocational training, and wish to pay for training. The descriptive statistics and chi

square tests have been done. The study showed that older age parents, farmers who have land more than 3 acres viewed in positive way and parents for vocational training viewed positively. This research gave implications for people who make policies and school administrators for forming strategies (Yadav, Ali, & Extension, 2016b).

The researchers tried to study the perception of agriculture by students of tertiary institution in Nigeria. This was research about problems against student's admission in agricultural related studies. The data was collected using interviews and questionnaires. The sample size was high with 4852 students from agricultural sciences and science education and environmental studies. The first part of questionnaire was about demographics, current study and parent's occupation to know the influence of background on career choice. The second part includes student's perception and asked on how much they agree on personal views of agriculture. The variance was analysed, and mean separation was done. The results found that there are significant differences and students were still of negative perceptions on agriculture and youth has not seen anything attractive in agriculture (Ayanwale & Laagye, 2007).

The research was conducted to study about attitude of undergraduate students in Agricultural Extension Education. This paper studies about the attitude of undergraduate students and the job opportunities impacting their decisions of career and to examine awareness of undergraduates and social factors that are influencing students in the field of agriculture. Stratified random sampling technique was used for selecting sample of hundred students of Agricultural Extension and Agricultural Related courses. The study revealed that 29% of undergraduates choose extension course as an advancement and 72% were unaware of job opportunities in AEE. Among 37% of students surveyed at ND level 21% told lack of teaching material as major concern and 15% agreed lack of awareness. They concluded that guidance and counselling along with review of teaching curriculum could help bring awareness about AEE (Orowole, 2014).

The researchers here studies about perception of Australian students on agricultural careers. The purpose of this study is to assess Australian student's images of agricultural career and to determine effect of agricultural programs in secondary schools while choosing and pursuing their career in agriculture and to compare them with students of America. The questions revolved around agricultural programs and their effects. The survey was done on 300 plus students from three colleges of Canberra, The results depicted that the experience of taking courses at 9th and 10th grade significantly increased their interest in agricultural careers. The results also revealed that this kind of

programs at early levels will have positive effect towards their attitude and career choices (Cecchettini, Sommer, & Leising, 1992).

The paper investigates student impressions on various factors of agricultural education and training programmes that were offered in South Africa schools. This study aims to find the gaps in implementing agricultural curriculum by collecting information from three agricultural science schools. The intention is to provide information to policy makers and teachers while developing their curriculum. The sample was taken from high schools and response rate was 97%. The survey was conducted by using pretested timetable for interview. The results revealed that there was ample teaching for student's, but the problems occur with scarcity of trained agricultural science teachers, insufficient infrastructure and support. They recommended that responsibility should be taken by the schools for the improvement of teaching. Analysing the educational processes and taking measures can help resolve these issues. (Kidane, Worth, & Extension, 2014).

PURPOSE & HYPOTHESIS:

RESEARCH QUESTION:

What are the reasons students not choosing agriculture as their career after graduation?

OBJECTIVES:

1. To study the behaviour of students after graduation while choosing agriculture as career.
2. To determine if there is any relationship between parents, society, and students in choosing their career.

HYPOTHESIS:

NULL H0: There is no correlation between parents, society with student's agricultural career choice.

ALTERNATE H1: There is correlation between parents, society with student's agricultural career choice.

METHODS:

Data was collected from 104 members varying in age and genders who completed their graduation. The data was collected with questionnaire which consists of 10 questions. The questionnaire was Google form sent to students which gives us quantitative data. The respondents were asked questions

and should select on how much they agree or disagree to the statements. Likert scale with levels from 1 through 5 with minimum as “1-Strongly Disagree” and maximum as “5-Strongly Agree”. The data was then analysed using SPSS software to understand student’s behaviour using descriptive statistics and to know if there is any relationship the correlation was done between statements.

RESULTS & DATA ANALYSIS:

Demographics:

The age and gender of number of people who responded can be known from Table (1) and Table (2) by seeing frequencies.

		Age			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-30	91	87.5	87.5	87.5
	30-40	11	10.6	10.6	98.1
	40-50	2	1.9	1.9	100.0
	Total	104	100.0	100.0	

Table (1) Age Frequencies.

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	48	46.2	46.2	46.2
	Male	56	53.8	53.8	100.0
	Total	104	100.0	100.0	

Table (2) Gender Frequencies.

Students Behaviour:

The student behaviour is studied using descriptive statistics of different statements which gives us mean values. Any statement for which mean is greater than “3” is considered as a positive response for the statement given. Table (3) explains about this segment.

- i. Students are confused to choose between different career choices available.**

The mean value (4.22) is very higher than neutral which means that many of the respondents agreed with this statement that students are confused while choosing careers.

ii. Students feel that if they take agriculture as a career, they will be considered Illiterates and Unworthy.

The mean value (3.77) is very higher than neutral which implies students agreed with this statement too that they may be considered illiterates and unworthy.

iii. Students do not have any knowledge about agriculture, so they are not choosing this career.

The mean value (4.04) is also very high here which replicates students agreed that they do not have any knowledge, so they are not going for this career.

iv. You have not chosen agriculture as a career because you do not have any land.

The mean value (3.01) is very close to neutral but on positive which may be considered as neutral opinion of students when it comes to this statement. They have not chosen this agricultural career not because they do not have land but there are other reasons as well for their decision.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Confused	104	1	5	4.22	1.106
Illiterates and Unworthy	104	1	5	3.77	1.125
No knowledge	104	1	5	4.04	1.105
No land	104	1	5	3.01	1.523
Valid N (listwise)	104				

Table (3) Students Behaviour Descriptives.

Parental and Society Influence:

The Table (4) below clearly explains about the correlation coefficients between different factors below. The Labels below are given for different statements which are measured on a Likert Scale to know whether they agree or disagrees.

The labels for statements are as follows:

- Students feel agriculture as a hardest career to pursue – Hardest career.
- Parents are not allowing their children to take agriculture as a choice – Parents Influence.

- Students are being taught by parents that jobs are the only way to survive life – Jobs as only Survival.
- Society created an illusion that agriculture is the hardest means of survival in terms of finances and luxuries– Illusion as Hardest career.
- Because of your social status in your surroundings, you are not choosing agriculture as career – Social Status.

The Pearson’s correlation coefficient ranges from +1 to -1, which means that negative correlation is from -1 to 0 with -1 as perfect negative correlation and positive correlation is from 0 to +1 with +1 as perfect positive correlation.

Table (4):

Correlation between Hardest Career and Parents influence resulted in weak positive correlation as $r=0.391$. This means that with parents influence there is slightest thought that agriculture is hardest career.

		Correlations	
		Hardest Career	Parent's influence
Hardest Career	Pearson Correlation	1	.391**
	Sig. (2-tailed)		.000
	N	104	104
Parent's influence	Pearson Correlation	.391**	1
	Sig. (2-tailed)	.000	
	N	104	104

** . Correlation is significant at the 0.01 level (2-tailed).

Table (5):

Correlation between Hardest Career and Jobs as Only Survival resulted in weak to moderate positive correlation as $r=0.439$. This tells that in the process of teaching jobs as only survival parents are impacting students as agriculture is hardest career.

		Correlations	
		Hardest Career	Jobs as only survival
Hardest Career	Pearson Correlation	1	.439**
	Sig. (2-tailed)		.000
	N	104	104
Jobs as only survival	Pearson Correlation	.439**	1
	Sig. (2-tailed)	.000	
	N	104	104

** . Correlation is significant at the 0.01 level (2-tailed).

Table (6):

Correlation between Hardest Career and Illusion as hardest career resulted in weak positive correlation as $r=0.333$. This shows that with society's illusion, students are thinking that agriculture is hardest career.

		Hardest Career	Illusion as hardest career
Hardest Career	Pearson Correlation	1	.333**
	Sig. (2-tailed)		.001
	N	104	104
Illusion as hardest career	Pearson Correlation	.333**	1
	Sig. (2-tailed)	.001	
	N	104	104

** . Correlation is significant at the 0.01 level (2-tailed).

Table (7):

Correlation between Hardest Career and Social Status resulted in weak positive correlation as $r=0.307$. This implies that as their social status is good, students are thinking that agriculture is hardest career to pursue with people around them may criticize.

		Social status	Hardest Career
Social status	Pearson Correlation	1	.307**
	Sig. (2-tailed)		.002
	N	104	104
Hardest Career	Pearson Correlation	.307**	1
	Sig. (2-tailed)	.002	
	N	104	104

** . Correlation is significant at the 0.01 level (2-tailed).

Table (8):

Correlation between Parents Influence and Jobs as only survival resulted in moderate positive correlation as $r=0.470$. As parents are stressing their students as jobs are only survival which means that parental influence is increasing to not allow the children to take agriculture career.

		Parent's influence	Jobs as only survival
Parent's influence	Pearson Correlation	1	.470**
	Sig. (2-tailed)		.000
	N	104	104
Jobs as only survival	Pearson Correlation	.470**	1
	Sig. (2-tailed)	.000	
	N	104	104

** . Correlation is significant at the 0.01 level (2-tailed).

Table (9):

Correlation between Parents Influence and Illusion as hardest career resulted in weak positive correlation as $r=0.402$. As society created an illusion that agriculture is hardest career in terms of finances and luxuries which hypnotised parents not to allow their children to take agriculture as career.

		Parent's influence	Illusion as hardest career
Parent's influence	Pearson Correlation	1	.402**
	Sig. (2-tailed)		.000
	N	104	104
Illusion as hardest career	Pearson Correlation	.402**	1
	Sig. (2-tailed)	.000	
	N	104	104

** . Correlation is significant at the 0.01 level (2-tailed).

Table (10):

Correlation between Parents Influence and Social Status resulted in weak to moderate positive correlation as $r=0.414$. This tells that the social status of parents is not encouraging them to allow their children to take agriculture as career.

		Parent's influence	Social status
Parent's influence	Pearson Correlation	1	.414**
	Sig. (2-tailed)		.000
	N	104	104
Social status	Pearson Correlation	.414**	1
	Sig. (2-tailed)	.000	
	N	104	104

** . Correlation is significant at the 0.01 level (2-tailed).

Table (11):

Correlation between Jobs as only survival and Illusion as Hardest career resulted in moderate positive correlation as $r=0.536$. This tells that due to society's illusion, students are being taught by parents that jobs are the only way to survive happy life.

		Jobs as only survival	Illusion as hardest career
Jobs as only survival	Pearson Correlation	1	.536**
	Sig. (2-tailed)		.000
	N	104	104
Illusion as hardest career	Pearson Correlation	.536**	1
	Sig. (2-tailed)	.000	
	N	104	104

** . Correlation is significant at the 0.01 level (2-tailed).

Table (12):

Correlation between Jobs as only survival and Social Status resulted in very weak positive correlation as $r=0.282$. This tells that the social status of parents is making them teach children that Jobs as only survival of life.

		Jobs as only survival	Social status
Jobs as only survival	Pearson Correlation	1	.282**
	Sig. (2-tailed)		.004
	N	104	104
Social status	Pearson Correlation	.282**	1
	Sig. (2-tailed)	.004	
	N	104	104

** . Correlation is significant at the 0.01 level (2-tailed).

Table (13):

Correlation between Illusion as Hardest career and Social Status resulted in very weak positive correlation as $r=0.215$. This tells that the social status has an impact of creating an illusion as hardest career.

		Illusion as hardest career	Social status
Illusion as hardest career	Pearson Correlation	1	.215*
	Sig. (2-tailed)		.029
	N	104	104
Social status	Pearson Correlation	.215*	1
	Sig. (2-tailed)	.029	
	N	104	104

*. Correlation is significant at the 0.05 level (2-tailed).

DISCUSSION:

The results show that there is positive correlation irrespective of weak or strong between these factors. If you see from Table (4) to Table (13) the significance value (P) is always less than 0.05 which means that we need to accept “Alternate hypothesis (H1)” and reject “Null hypothesis (H0)”. Therefore, Alternate hypothesis is there is correlation between parents, society with student’s agricultural career choice and there is impact of parents and society on student’s career choice.

CONCLUSION:

The study's final conclusion is that there is a relation between the influence of parents and the influence of society on students' agricultural career choices. This research is limited to a small sample of people from the Indian state of Telangana. However, there are several other variables that

have a greater effect on a student's decision to pursue an agricultural career, but due to time constraints and what I see around me, I considered doing some research on these two factors. The findings could be useful to potential researchers who want to expand this analysis in this area to include a variety of other variables. This research also aids the government in monitoring policies and taking appropriate action.

REFERANCES:

- Agumagu, A., Ifeanyi-Obi, C., & Agu, C. J. J. o. A. E. (2018). Perception of agriculture students towards farming as a means of sustainable livelihood in Rivers State, Nigeria. 22(1), 109-116.
- Ahmed, K. A., Sharif, N., & Ahmad, N. J. J. o. S. A. R. (2017). Factors influencing students' career choices: empirical evidence from business students. *Journal of Southeast Asian Research*, 2017(2017), 1-15.
- Aman, Z., Rahim, A., Din, A. J. I. J. o. R. A. i. O. B., & Sciences, D. (2015). Generation Y perceptions of employment in the plantation sector. 1(4), 605-616.
- Ayanwale, B., & Laagye, D. J. A. J. (2007). Perception of Agriculture by Students of Tertiary Institution in Nigeria. *Agricultural Journal*, 2(2), 271-274.
- Cecchettini, C. L., Sommer, R., & Leising, J. G. J. J. o. A. E. (1992). Australian students' perceptions of agricultural careers. *Journal of Agricultural Education*, 33(1), 30-36.
- Chand, R., Srivastava, S. J. E., & Weekly, P. (2014). Changes in the rural labour market and their implications for agriculture. 47-54.
- Fishbein, M., & Ajzen, I. (1977). Belief, attitude, intention, and behavior: An introduction to theory and research.
- Fouad, N. A., Kim, S.-y., Ghosh, A., Chang, W.-h., & Figueiredo, C. J. J. o. C. A. (2016). Family influence on career decision making: Validation in India and the United States. *Journal of Career Assessment*, 24(1), 197-212.

- Frick, M. J., Birkenholz, R. J., Gardner, H., & Machtmes, K. J. J. o. A. E. (1995). Rural and urban inner-city high school student knowledge and perception of agriculture. *Journal of Agricultural Education*, 36, 1-9.
- Ganpat, W. G., & Ramdwar, M. N. (2010). Likelihood of students in the formal education system in Trinidad to pursue agriculture as a profession and the implications for development. *Journal of Agricultural Education*, 51.
- Hall, T. J. C. I. F., Clark University,, & Communication, L. H. o. (2013). Can Agriculture Solve Youth Unemployment?
- Kidane, T., Worth, S. J. T. J. o. A. E., & Extension. (2014). Student perceptions of agricultural education programme processes at selected high schools in KwaZulu-Natal Province, South Africa. *The Journal of Agricultural Education and Extension*, 20(4), 381-396.
- Orowole, P. J. O. A. L. J. (2014). Attitude of Undergraduate to Career Direction in Agricultural Extension Education (AEE). *Open Access Library Journal*, 1(9), 1-6.
- Pelzom, T., Katel, O. J. D., Environment, & Foresight. (2018). Youth Perception of Agriculture and potential for employment in the context of rural development in Bhutan. *Development, Environment and Foresight*, 3(2), 92-106.
- Ray, A., Bala, P. K., Dasgupta, S. A., Srivastava, A. J. I. J. o. I. C., & Management, B. (2020). Understanding the factors influencing career choices in India: from the students' perspectives. *Int. J. Indian Culture and Business Management*, 20(2), 175-193.
- Taib, H. M., Rahim, A. R. A., Aman, Z., & Moslim, R. J. J. o. M. T. i. S. S. (2019). FACTORS INFLUENCING STUDENTS' ATTITUDES TO CHOOSE AGRICULTURE AS A PROSPECTIVE CAREER: THE MODERATING ROLE OF CAREER PROSPECT. *International Journal of Modern Trends in Social Sciences*, 2(10), 13-21.
- Thompson Jr, J. C., & Russell, E. B. J. J. o. A. E. (1993). Beliefs and Intentions of Counselors, Parents, and Students Regarding Agriculture as a Career Choice. 34(4), 55-63.
- Turner, L. R., & Hawkins, C. J. A. J. o. C. D. (2014). Revised expected outcomes: Essential for attracting Tasmanian students to careers in agricultural science. 23(2), 88-95.

Yadav, A., Ali, J. J. T. J. o. A. E., & Extension. (2016a). Parents' Perception towards Inclusion of Agriculture in School Curriculum in Rural India. *The Journal of Agricultural Education and Extension*, 22(3), 241-254.

Yadav, A., Ali, J. J. T. J. o. A. E., & Extension. (2016b). Parents' Perception towards Inclusion of Agriculture in School Curriculum in Rural India. *The Journal of Agricultural Education and Extension*, 22(3), 241-254.

Yunandar, D. T., Hariadi, S. S., & Raya, A. B. J. J. o. A. E. (2019). Students' attitude towards agricultural entrepreneurship in selected vocational colleges in Indonesia. *Journal of Agricultural Extension*, 23(2), 147-153.