

MEASURING ATTITUDE OF AGRICULTURE STUDENTS TOWARD WORKING IN RURAL AREAS

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Abstract:

Studies relevant to measuring graduated students attitudes have been commenced for a while, these studies have been conducted for their employment, because nowadays employment and unemployment are the most important issues that engaged governments. Generally, purpose of this study is measuring attitude of agriculture students toward working in rural areas. For acquiring at a questionnaire method had been used. Statistical population is all male and female agriculture students of Kordestan University, in which, 100 persons of them were selected randomly as statistical sample. Average, Mode and medial, Pierson correlation coefficients, Spearman, Kendall tau-b and Phi coefficients indicators had been used for data analyzing. Obtained results of this study suggested that agriculture students have a moderate interest about working in rural areas and this attitude is greater among students that are resident in rural areas.

Keywords: Attitude, labor, rural areas, students, agricultural discipline

Introduction

Studies relevant to measuring graduated students attitudes have been commenced for a while, these studies have been conducted for their employment, because nowadays employment and unemployment are the most important issues that engaged governments. One of these studies is evaluating attitude of graduated agriculture students toward working in rural areas. Due to the fact that, main place of agricultural activities in rural territories, these students should work in rural areas. But, disinteresting to rural work maybe leads to unemployment and if they became engaged in rural working, they don't have enough motivation for anxiously engaging, therefore, impede them from proper services to farmers and peasants that is, in turn, a great obstacle in the way of agricultural development.

Job is considered as one characteristics of social mobility that transfer somebody from one position to a lower, higher or the similar position. For example, a peasant man achieved a high rank job due to higher education and will reach a higher social position in society. When a peasant sells his farm he gets a lower social position and when an agricultural worker shifts toward a construction worker he gets a similar position (Nick-kholgh, 2003). A question that should be addressed here is that agriculture students' attitude toward working in rural areas is such that they think that whether their

social position will be promoted to a higher one or it will be degraded to a lower one, and if they think that their social position will be degraded with their rural job, how we can change this negative image. What are the best solutions for resolving disinteresting in rural work and encouraging educated young students that pay heavy fees for their education? And because of this negative image about rural areas work and its social position, their ability and knowledge will be useless and expenses for their education will be perished, although, their knowledge could be applied with the best ways for development and reclamation of villages and turn development axes of Iran agriculture industry and even more presence in global markets. Iran agricultural management needs expert forces and its position and efficiency is depending upon optimum use of labor forces. Using educated experts in job appointment and society and using their skills for development of the country is one of significant role of educational system of all countries all over the world. As Universities are engaged in education of students, they are the first ring of the chain. Both public and private organizations are part of a series of interconnected and interdependent system. The authorities should be control this system under certain conditions with the highest efficiency. Because most agricultural works and rural development-related affairs should be done in villages and this applies that related organizations should have active presence in rural areas and in direct contact with peasant and farmers, assessing agriculture students' attitude as agricultural experts that will be involved in rural development in near future is important. Results of such studies could be used for better programming of rural development plans and also tackle obstacle of disinterest among students for work in rural areas. In addition, with regard to nowadays unemployment condition in Iran that is problem of most graduated student and is more severe among agriculture students, hopefully better condition will be prepared for these educated individuals and absorb some of them by interesting them in rural areas work, moreover, accelerate rural development plans and prepare a suitable life condition for these youths. The probability that academic training directed in the way of resolving future students' needs because of such researches will be increase and educational academic courses will be programmed with regard to students' needs more precisely. According to studies conducted in this field and researchers statements one can conclude that despite the vast unemployment in agriculture discipline there are many villages that suffer from engineers and expert in this field that apparently various reasons are responsible for phenomenon. We attempt to investigate reasons and obstacles of this problem from students' point of view and suggest some resolutions for its solving.

Attitude is considered from two aspects: from first point of view, attitude as a dependent variable is cause of other behaviors that converted into motivation for doing a special work; for example it is emanated during opposing a political system or in voting or demonstration and peaceful revolutionary efforts against a special system. From second point of view, attitude considered as a dependent variable, that is, how a special attitude toward a phenomenon is created, in which, in present study second point of view is considered.

Fishbayen and Ayzen presented the most important and famous theory about attitude. They seek a theory for behavior explanation that refers to attitude: according to their theory behavior is formed due to a sequence of variables. The sequence before behavior formation is "intention or animus" toward a specific behavior (Rafie pour, 1993, 9). Intention or animus, in turn, is a function of two other variables: 1- attitude toward the behavior 2- subjective norm (see: 1988:116, Ajzen) first variable, that is attitude toward the behavior) is an individual and personal variable that person evaluate a specific behavior (or phenomenon) by itself. Second variable or second norm is a reflection of "prestige or social pressure" that person senses it for doing a behavior (work).

Impacts of these two variables (attitude and subjective norm) in behavior formation are not equal and depend on personality and social condition. Therefore, sometimes impact of attitude is greater and sometimes subjective norm. This impact could be investigated by statistical Pearson test and regression analysis between each of these variables with intention (Rafie pour, 10). After this introduction, attitude and subjective norm will be described. In this theory attitude, in turn, is a function of two other variables.

Expectation of an outcome or belief

Evaluation of outcome

“Outcome expectancy” means that how much outcome somebody expects from a phenomenon. For example, person “A” who is a mine worker and has no coherency with constructive agent (Constructor Jihad) does not expect Jihad to do something for him. But person B who is a farmer or peasant and his crops production is dependent on aquifers water production, he think that Jihad activities could impact his outcome (same, 10)

Outcome expectancy is so obvious and based on this fact someone evaluate that whether a specific phenomenon had any outcome for him or not. In abovementioned example, both persons A and B have distinctive evaluation about Constructive Jihad and its activities, someone may evaluate it well, in the other hand, other person may know it weak. As mentioned, in Fish Bayen – Ayzen mind norm variable is a reflective action of social pressure and impact on a person for a special behavior. It means that person consider this fact that how much his/her behavior is accepted or denied by special individuals or groups. In fact, these individuals or groups act as a leading reference of behavior. They could be parents, intimate friends, colleagues, peer group or habitants of a parish. This variable, in turn, is dependent on two other variables:

1) Expectation of Significant Other

2) Motivation to comply with the Expectation of significant other, that is, how much a person obligate him/herself to satisfy expectation of significant others (same, 11).

Other scientists such as Sap, Haroud and Shourimpose additional changes on Fishbayen – Ayzen theory for their own problems, but don't have enough comprehension and are not suitable for our purposes. In Fishbayen – Ayzen and supplementary theory of Sap and Haroud and also Shour, main purpose of study is behavior alteration and attitude is considered only as a one influential variable (independent variable) on behavior. For example, a mission assigned by cow's meat producer companies to Sap and Haroudto investigate how we could instigate people to eat more cow meat (behavior alteration) to increase their sales. Therefore, in this theory, behavior alteration has been selected as main core and other variables including attitude are one ofthe influential variables on behavior, although, attitude is the main core of investigation and is dependent variable (same, 12).

Rosen Estelí, in his various works, about efficiency and job evaluation mentioned need satisfaction, experience, gratification, accessibility to specific goals and better efficiency for solving problems variables as influential variables on attitude. Among these variables “need satisfaction” and “gratification” are two near and similar variables and, in fact, one could consider accessibility to specific goals and better efficiency for problem solving as some parts of outcome evaluation variable in Fishbayen – Ayzen theory (same, 17).

In addition to abovementioned theories, there is another theory from Gruenberg as “prestige” that based upon this theory; satisfaction of one part of man life affects other life aspects. For example, those who have a peaceful and quiet family life and are satisfied with their family, could bear job difficulties better than others and don't judge their job very negative (same, 17).

Many variables affect job selection including individual and environmental variables. Individual variables such as: in lowest level, job selection defined as a process of assignment individual

interests, values and abilities to education and job opportunities. In addition, considering opinion of individuals with respect to their characteristics and self-confidence to their abilities is an important issue. Among environmental variables one could refer to family expectation, friend and relatives, social, economic, cultural, political context and also genetic, gender, corporal abilities, educational and financial effort, knowledge about job, job demand and supply, job qualification, income and future suspects (Aghajani, 2007).

Unfortunately, there is not enough research about students' attitude toward rural work and therefore need for more profound and vast studies perceived in this area. Seyyed Abo-Alghasem Barabadi studied unemployment of graduated agriculture students that most of them (40.4 %) predicate inaccessibility to a job that satisfy their expectations as a source of their unemployment. Governmental obstacles and policies, agriculture obstacles, educational and cultural – social obstacles are other unemployment agents, respectively. In addition, statistical analysis show that there is a meaningful and positive relation between job status variable and variables such as gender, university and the time of graduation at the level of 1 percent and 5 percent between job status and field of study variables (Barabadi, 2005). Zulali and Gordan with an offer from graduated cooperative organization of University Jihad in the study of “foundation of private agricultural service centers in villages” presented a potential job pattern, or obviously speaking, a job idea in agriculture scope. This plan with the purpose of promoting traditional agricultural system and by using modern facilities and knowledge seek establishment of centers for providing modernized agricultural services and facilities.

Some of main purposes of this plan are: providing low cost consulting services with the aim of compensating lack of proficiency, mechanized guaranteed services to peasants and farmers who own their lands, cooperation with them in planting,, cropping and even sale of their products (Zulali and Gordan, 2007). Authors believe that by implementation of this plan many agriculture students employed and affect villages' development, considerably. It should be considered that before implementing such plans, graduated students attitude toward work in rural areas because if there is not enough interest in rural areas work among graduated agriculture students, implementing these plans didn't reach enough success and even will fail because they are implemented in villages.

Sharifzadeh in his study with the title of “investigation educational needs of agriculture students for employment in rural areas” found that success for students with regular, mindful and sensual personality, authority for those with extrovert, mindful and sensual personality, competitiveness in regular and extrovert and finally risk acceptance with intuition-based, flexible, extrovert personality are in better condition.

In addition, there is a direct and reverse relation between risk acceptance and successfulness and competitive students have a great deal of authority and risk acceptance characteristics (Sharifzadeh, 2007).

He suggested that for increasing interest and skill among students for employment in rural areas, for those with comprehensive and affectionate personality their seeking success character, those with introvert, comprehensive and affectionate personality their authority character, those with sensual, regular and introvert personality their risk acceptance character, those with comprehensive and introvert personality their competitiveness character and finally those with comprehensive, introvert and sensual personality their entrepreneurship character should be improved.

It is obvious from abovementioned discussion that the purpose of this study was evaluating agriculture students' attitude toward work in rural areas. In addition, it was tried to beside attitude evaluation influential variables on this attitude be considered. Because as Boltken believed,

“realities may be perceived, analyzed and evaluated quite different by various individuals. Therefore, influential variables of this phenomenon should be significantly rather than merely expressing wishes and satisfactions.

Methodology

This study is an application study from the objective point of view and descriptive – survey from control degree and data collection method point of view. Dependent variable is students’ attitude toward working in rural areas. Based on theoretical and research fundamentals, a series of different variables and structures were selected as independent variable and after conceptual and operational defining, related data collection has been done for them. Statistical population is all male and female agriculture students of Kordestan University that 100 of them were selected randomly as statistical sample. Average, Mode and medial indicators and Pierson, Spearman, Kendall tau-b and Phicorrelation coefficients had been used for data analyzing. The main implement for data collection was questionnaire that its validity was verified by panel. Cronbach alpha coefficient was calculated for assessing its reliability that was more than 0.7 for all section of questionnaire. Data analyzing in both descriptive and deductive parts of statistic was conducted by SPSS software with Win version coefficients.

Results, discussion and conclusion:

Individual and social characteristics:

According to table 1 majority of students are in the 21 – 23 range and their age average is 22.58. Most of them are female, bachelor and resident in urban areas.

Table 1: Frequency distribution of students based on Individual and social characteristics

According to table 2, it is obvious that most of the students are moderate with respect to familiarity with rural areas, estrangement bearing and social interaction abilities.

Table 3 results show that majority of students have moderate ability for bearing long traveling courses, unbearable living condition of rural areas and with respect to impact of suitable transportation facilities on their attitude toward living in rural areas for their jobs. According to table 4 one could conclude that most of the respondent students, moderately, interested in working rural areas. In addition to, most of the students have a strong sympathy toward deprived peoples of rural areas, a medium attitude toward living in rural areas and thought that marriage has a moderate impact on working attitude in rural areas. In addition, based on obtained results of table 5, most of students conceive that continuing educational goals, family approval with working in these areas and finally needing earnings have moderate, moderate and high impact on working in rural territories, respectively.

Table 2: Frequency distribution of students based on social agents

Table 3: Frequency distribution of students based on social and substructure agents

Table 4: Frequency distribution of students based on interest and personality

Table 5: Frequency distribution of students based on economic and family condition

Hypothesis 1: There is no meaningful relation between age and attitude of working in rural areas among students. Spearman coefficient has been used for assessing this hypothesis, in which, in 1 percent level no meaningful relation was observed between age and students’ attitude.

Hypothesis 2: There is no meaningful relation between students’ gender and attitude of working in rural areas. Manwitny test was used for assessing this hypothesis.

Hypothesis 3: There is no meaningful relation between graduation level and attitude of working in rural areas among students. KrucalWalice test was used for assessing this hypothesis.

Hypothesis 4: There is no meaningful relation between students' field of study and attitude of working in rural areas. KrucalWaliace test was used for asse

Hypothesis 5: There is meaningful relation between students' habitat and attitude of working in rural areas. Manwitny test was used for verification of this hypothesisessing this hypothesis.

Hypothesis 6: There is no meaningful relation between students' marriage status and attitude of working in rural areas. Manwitny test was used for assssing this hypothesis.

Table 22: Relation between dependent and independent variables

Results could be summarized as follows:

Majority of respondent students have a moderate interest to working in rural areas, but accept it due to their need to earning and considering this fact that most students are urban habitants, one could result that rural habitat students have more attitude toward working in rural areas that is a suitable factor in absorbing these educated student for working in rural areas.

Majority of families' students are agreed with rural labor of their children and this is a significant reason for disinclination of agriculture students toward rural work. Although, these students had a strong sympathy about deprived people of rural areas, they could not accept rural work as their main job.

Most mentioned students have a normal familiarity with these areas because most of them are habitants of urban areas and thought that lives of its people is somewhat unbearable. But also their interest in rural work increases with improving transportation facilities and consider impact of these facilities moderate.

Most students accept rural work with payment of more than 3000000 Rials per month and nobody was receptive for less than 2000000 Rials per month. One reasonable description is most of them are needed for job earnings, considerably.

Recommendations:

During past decades, problems of rural areas caused that many peasants migrated to urban areas that facilities of these areas and also its development leads to this fact that there be a little few graduated students that accept working in rural areas because they studied several academic years with the purpose of a good job and higher social position in society.

Therefore, one could recommend the following cases:

- 1) It is better to select village's responsible and officials among village's educated young peoples. Because these people maybe work easily and eagerly due to sentimental and family affiliations.
- 2) Promoting social position of those who work in rural areas and endow them more other that could motivate them to live in villages, in addition, this mechanism absorb more personnel.
- 3) More attention to rural affairs from government with the purpose of civilizing and giving outland villages welfare funds, in which, most of their habitants are most deprived people of the nation. In addition, most students have a strong sympathy toward them that this fact can leads to more development of these areas.
- 4) Responsible organization and officials should provide life facilities such as habitation to those people that are eager to work and inhabit in these areas.

5) These organizations should provide habitation facilities for their personnel in rural areas; otherwise, they should provide easily transportation for those who cannot indwell in villages.

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