



## **AN ANALYSIS ON SOCIO-ECONOMIC STATUS OF UNDERGRADUATE VETERINARY STUDENTS IN ANDHRA PRADESH**

**Bharadwaja Krishna, M<sup>1</sup>, Sharma, G.R.K<sup>2</sup>, Harilal, R<sup>3</sup> and Suresh, J<sup>4</sup>.**

<sup>1</sup> M.V.Sc., Scholar, Department of Veterinary and Animal Husbandry Extension Education, College of Veterinary Science, SVVU, Tirupati

<sup>2</sup> Professor and University Head, Department of Veterinary and Animal Husbandry Extension Education, College of Veterinary Science, SVVU, Tirupati

<sup>3</sup> Professor, Department of Veterinary and Animal Husbandry Extension Education, College of Veterinary Science, SVVU, Tirupati

<sup>4</sup> Professor and Head, Department of Livestock Production management, College of Veterinary Science, SVVU, Tirupati

### **Abstract**

*The study was conducted in purposively selected three veterinary colleges under the purview of Sri Venkateswara Veterinary University in Andhra Pradesh. Total 150 under graduate veterinary students were selected for the study. Ten factors were considered to study the socio-economic status and its association with the career preferences of undergraduate veterinary students. It was observed that respondents were equally distributed among themselves, considering gender as the parameter. Care was taken to have equal distribution of all the years and Majority of the respondents hailed from nuclear families, urban background, possessed medium sized family and fathers were educated up to bachelor degree, settled in government sector with high income while mothers were illiterate and settled as homemakers. Correlation analysis revealed that gender, year of study, rural urban back ground, education & occupation of parents and parent's income had shown positive and significant relationship where as family type and family size had shown positive and non significant relationship with career preferences of undergraduate veterinary students.*

*Key words: Socio-economic status, under graduate, veterinary students, association.*

### **I. INTRODUCTION**

Education is universally recognized as the answer to the socio-economic problems of the world. Every nation of the world aspires toward quality of life and social status. There are so many factors which determine the future of academic success of the veterinary students. One of the factor is socio-economic status on which the success and failure of student largely depends. Social status is interlinked with cultural factors also both in accumulation affect the academic performance of the student [4]. Measuring the performance of the students is challenging since student performance is product of cognitive and non-cognitive constructs which include socio-economic, psychological and environmental factors. Rural people are always behind in attaining the equal opportunities of life as compared to urban people. Socio-economic status is the combination of economic and sociological measures of an individual's work experience and the economic and social position of an individual or family in relation to the others on the basis of economic status. It is an established fact that families where the parents are educationally, socially and economically privileged provide environment to their children which is conducive to enhance their level of academic performance. They also give higher levels of emotional support for their children through enriched atmosphere that promote and encourage the development of skills required for success at school educational level and occupational status. They also give higher levels of psychological support for their children through enriched atmosphere that promote and encourage the development of skills required for success at

college. On the other hand the rural poor people being constrained by social, economic and cultural factors lagged behind in terms of making conducive environment for their children's study and success. Academic achievement has been evidenced to be influenced by socio-economic status. Socio-economic status effects on the mental and social behaviour of the young. The resources available to student may influence the attainments of learning in many ways. Similarly, the availability of educational resources in the home is usually associated with studies of the student where parents were not only educated but are also financially stable and well. Different scholars argued that parental socio-economic status is an important indicator of the student's success in academics. Students feel difficulty to show effective performance in school whose parental socio economic status is low [17]. Socio-economic status of students has long been viewed as having a strong impact on student's achievement. This paper highlights the role of socio-economic status of undergraduate veterinary students in Andhra Pradesh, which has been overlooked so far.

## II. METHODOLOGY

The present study was conducted in purposively selected three veterinary colleges under the purview of Sri Venkateswara Veterinary University in Andhra Pradesh. The desirable data was collected using well structured questionnaire from the students pursuing B.V.Sc and A.H of the three colleges through random sampling leading to the total sample size of 150. The socio-economic factors like gender, year of study, rural urban back ground, education of parents, occupation of parents, family type, family size and parents' annual income were included in the study.

## III. RESULTS AND DISCUSSION

### 3.1 Socio-economic factors

**3.1.1 Gender:** It is evident from the Table 1 that that male and female graduates opted for veterinary education equally. This may be due to availability of more career opportunities for female graduates along with male graduates. These results are in conformity with the findings of [2], [5], [8] and [13].

**3.1.2 Year of the study:** The distribution of respondents according to year of the study was depicted in Table 1. From the table it was evident that equal numbers of graduates were selected from all the years for the study respectively. This may be to ascertain the profile characteristics and career preferences from the students belong to every year with equal representation so as to have even distribution. These results are in accordance with the investigative findings reported by [1] and [8].

**3.1.3 Rural urban background:** As observed from the Table 1 it was evident that majority of the respondents (61%) hailed from urban and remaining (39%) hailed from rural background. The students from urban background have good access to better educational opportunities which would help to excel in competitive profession like veterinary. These results are in line with the findings reported by [1], [7], [9], [15] and [16].

*Table 1: Socio-economic status of under graduate veterinary students (N=150)*

Socio-economic factors	Category	Frequency	Percentage
1. Gender	Male	75	50.00
	Female	75	50.00
2. Year of study	I year	30	20.00
	II year	30	20.00
	III year	30	20.00
	IV year	30	20.00
	V year	30	20.00
3. Rural urban back ground	Rural	59	39.00
	Urban	91	61.00
4. Education of father	Post graduation and above	26	18.00
	Bachelor degree	55	36.00
	High school	19	12.00
	Primary school	6	04.00

	Illiterate	44	30.00
5. Education of mother	Post graduation and above	13	08.00
	Bachelor degree	14	09.00
	High school	33	23.00
	Primary school	6	04.00
	Illiterate	84	56.00
6. Occupation of father	Government service	59	39.00
	Business	38	26.00
	Farming	49	33.00
	Self employed	4	02.00
7. Occupation of mother	Government service	15	10.00
	Farming	3	02.00
	Self employed/ House wife	132	88.00
8. Family type	Joint	22	14.00
	Nuclear	128	86.00
9. Family size	Small	10	08.00
	Medium	132	88.00
	Large	08	04.00
10. Parents income	Low	12	08.00
	Medium	55	36.00
	High	83	56.00

**3.1.4 Education of father:** From the Table 1 it could be seen that majority of the respondents' father (36%) were educated up to bachelor degree, followed by illiterate (30%), post graduation and above (18%), high school (12%) and primary school (4%) respectively. Education of the father seems to have good pertinence on the education of the respondents. The educated fathers might have motivated and encouraged their children to take-up higher professional studies and choose prominent careers. These results are in accordance with the findings reported by [1], [7], [9], [15] and [16].

**3.1.5 Education of mother:** The distribution of respondents according to their mother's education was depicted in the Table 1. From the table it could be clearly observed that respondents' mothers (23%) were found to be educated up to high school, followed by bachelor degree (9%), post graduation and above (8%) and primary school (4%). While, most were illiterates (56%) respectively. Education of mother seems to have good bearing on the education of the respondents. As most of the respondents mothers hailed from rural background, were not educated and this might be because of gender disparities in the past decades as girls were not sent to schools for education. These results are in line with the findings reported by [3] and [6].

**3.1.6 Occupation of father:** From the Table 1 it could be inferred that majority of the respondents' father occupation (39%) was government service, followed by farming (33%), business (26%) and self employed (2%) respectively. As majority of the students belong to urban background, it is quite phenomenal that their parents will be either employed or self employed/business. The present study also confirms similar trends of urban population and they are in line with the findings reported by [1], [6], [7], [9], [15] and [16].

**3.1.7 Occupation of mother:** The distribution of respondents according to their mother's occupation was depicted in the Table 1. From the table it could be examined that majority of the respondents' mother (88%) were house wives, followed by (10%) working in government service and farming (2%) respectively. This may be because of less literacy and gender discrimination in the society. As the financial requirements of the families were comparatively less during the last decade, they would have decided not to work and take care of children and family only. Similar findings were reported by [1], [6] and [16].

**3.1.8 Family type:** From the Table 1 it was observed that majority of the respondents (86%) hailed from nuclear families and remaining (14%) from joint families. As an earlier finding revealed, most of the respondents parents were educated who might have understood the importance of nuclear families in the present situation and lesser the family size may enable the respondent's parents to

provide good education to the children. These results are in conformity with the findings reported by [1], [9], [11], [15] and [16].

**3.1.9 Family size:** It is observed from the Table 1 that most of the respondents (88%) belonged to medium size family followed by small (8%) and large (4%) family size respectively. This trend might be because most of the respondents belonged to nuclear family which is witnessed in the present days. When the family size is less there can be less expenditure, more savings and better education could be provided by the respondent's parents for their children to choose better careers. These results are in line with the investigative findings reported by [11].

**3.1.10 Parents' income:** The distribution of respondents according to their parent's annual income was depicted in the Table 1. From the table it could be drawn that majority of the respondents parents (56%) had a high annual income, followed by medium (36%) and low (8%) income respectively. This might be due to the fact that the most of the respondent's parents employed in government sectors might be drawing out high salary and can provide better prospects of life to their children and help them to aspire better careers. These results are in line with the investigative findings reported by [1], [7], [9], [12] and [15].

### **3.2 Association of socio-economic factors with the career preferences of under graduate veterinary students**

It is evident from the Table 2 that amongst all the ten socio-economic factors selected for the study; almost all the factors had highly significant and positive association with the career preferences of undergraduate veterinary students except family type and family size.

**3.2.1 Career preferences VS Gender:** It could be inferred from the Table 2 that there was a positive and significant relationship between gender and career preferences of students. The positive and significant relationship might be due to the fact that in the present days because of prevailing situations and opportunities both boys and girls are thinking equally and choosing the careers that has prestige, power and high income to earn more in order to settle in the society. These results are in line with the findings reported by [10] and [14].

**3.2.2 Career preferences VS Year of study:** It could be understood from the Table 2 that there was a positive and significant relationship between year of study and career preferences of students. The possible reason may be due to the fact that thinking and analyzing levels of students vary significantly as they progress from 1<sup>st</sup> year to 5<sup>th</sup> year of their study. They might have entered the profession by keeping very few government based careers as their choice but as their exposure to the profession gets increased in subsequent years of study, their horizon towards career opportunities would have changed. Apart from study their intimation with fellow seniors, faculty, exposure through educational tours, changed outlook of profession and priorities might also be the reasons for this positive and significant relationship. This implies the scope for grooming the graduates toward different careers leading to development of this sector. These results are in conformity with the findings reported by [8].

**3.2.3 Career preferences VS Rural urban back ground:** It could be observed from the Table 2 that there was a positive and significant relationship between rural urban background and career preferences of students. The probable reason might be that majority of the respondents are from urban background and they could completely accomplish their work on studies due to fact that urbanization provides more opportunities than rural and urban students have more access to the coaching classes for civil services, bank etc. and better exposure to new career avenues. These results are in conformity with the findings reported by [1], [7], [8] and [12].

**3.2.4 Career preferences VS Education of father:** It could be inferred from the Table 2 that there was a positive and significant relationship between education of father and career preferences of students. The possible reason for this might be that educated fathers might have motivated their children to succeed in academics and chose better careers. These results are in line with findings reported by [1], [7], [12] and [16].

**3.2.5 Career preferences VS Education of mother:** It could be concluded from the Table 2 that there was a positive and significant relationship between education of mother and career preferences

of students. The possible reason may be due to the fact that as most of the respondents mothers might have aspired and motivated their children to take up better careers in their future as they have not achieved it and have explained their children the situations, reasons and difficulties that they had overcome in their life regarding gender disparities and low educational aspects. So they wished their children to choose careers for better prospects in life. These results are in accordance with findings reported by [1], [7], [12] and [16].

**3.2.6 Career preferences VS Occupation of father:** It could be inferred from the Table 2 that there was a positive and significant relationship between occupation of father and career preferences of students. The reason for this might be that parents who are well settled in good occupations will obviously provide all required facilities to their children to study in a better way and this in turn will influence positively in career preference. These results are in conformity with the findings reported by [1], [7] and [16].

**3.2.7 Career preferences VS Occupation of mother:** It could be observed from the Table 2 that there was a positive and significant relationship between occupation of mother and career preferences of students. The probable reason for this might be that respondent's mothers in spite of having settled themselves as homemakers, their children find this situation as a motivating factor to prefer better careers for future prospects and earn more. These results are in conformity with the findings reported by [1], [7] and [16].

**3.2.8 Career preferences VS Family type:** It could be inferred from the Table 2 that there was a positive and non significant relationship between family type and career preferences of students. Respondents from urban families are more exposure to society, make better and correct decisions which will be a missing link in joint family due to inessential interventions and less exposure. Similar findings were reported by [1].

*Table 2: Association of socio-economic factors with the career preferences of under graduate veterinary students*

S.No.	Socio-economic factors	Correlation coefficient(r)
1.	Gender	0.117 *
2.	Year of the study	0.165 *
3.	Rural urban background	0.221 **
4.	Education of father	0.285 **
5.	Education of mother	0.247 **
6.	Occupation of father	0.342 **
7.	Occupation of mother	0.402 **
8.	Family type	0.045 NS
9.	Family size	0.082 NS
10.	Parents income	0.324 **

\*: Significant at 0.05 level of probability

\*\*: Significant at 0.01 level of probability

NS: Non-significant.

**3.2.9 Career preferences VS Family size:** It could be understood from the Table 2 that there was a positive and non significant relationship between family size and career preferences of students. This relates that respondents having less family size would be benefited for more educational opportunities, better facilities than the large ones because of the income their parents derive is more and are in a position to provide their children all facilities for better education levels for choosing better careers. Similar findings were reported by [15].

**3.2.10 Career preferences VS Parents income:** It could be inferred from the Table 2 that there was a positive and significant relationship between parents' income and career preferences of students. Children's from families having higher income posse's educational opportunities and better facilities. So they utilize these facilities provided by their parents for higher education and select the better careers. These results are in line with the findings reported by [1], [7], [12] and [16].

#### IV. CONCLUSION

The study concluded that Respondents were equally distributed among themselves, considering gender as the parameter. Care was taken to have equal distribution of all the years and

Majority of the respondents hailed from nuclear families, urban background, possessed medium sized family and fathers were educated up to bachelor degree, settled in government sector with high income while mothers were illiterate and settled as homemakers. Correlation analysis revealed that gender, year of study, rural urban back ground, education & occupation of parents and parent's income had shown positive and significant relationship where as family type and family size had shown positive and non significant relationship with career preferences of undergraduate veterinary students.

## BIBLIOGRAPHY

- [1] Balan, B. 2003. A study on the career preferences of undergraduate agriculture students of Kerala Agricultural University (KAU), M.Sc (Ag), Thesis, S.V.Agricultural College, Acharya N.G.Ranga Agricultural University, Tirupati.
- [2] Eyo, M. B., and Edet, P. B. 2011. Gender and Occupational Preferences among Senior High School Students in Cross River State Nigeria. *African Research Review*. **5(1)**.
- [3] Heath, T. J. 1997. Personal and family backgrounds of first-year veterinary science students at the University of Queensland. *Australian Veterinary Journal*. **75 (12)**: 902-905.
- [4] Kaur, S. 2013. Socio-Economic Status as Correlate of Academic Achievement: A Study of Rural Government School Girls. *Lokavishkar International E-Journal*, Vol-II, Issue-IV.
- [5] Mattoo, M. I. 2013. Career choices of secondary students with special reference to gender, type of stream and parental education. *International Journal of Education and Management Studies*. **5(1)**, 63.
- [6] Rachana, K., Dhara, P., and Pratik, B. 2015. Career choices among medical students: A cross sectional study. *International Journal of Multi Disciplinary Research and Development*. **2 (8)**:604-607.
- [7] Rao, B. S. 1993. A study on the career preferences of undergraduate students of college of agricultural science, Rajendra Nagar, Hyderabad. M.Sc (Ag), Thesis, Andhra Pradesh Agricultural University, Hyderabad.
- [8] Reddy, P. A., Devi, D. U., and Reddy, E. M. 2011. A Study of the Vocational Education Preferences and Interests of the Indian Undergraduate Students. *Bulgarian Journal of Science and Education Policy (BJSEP)*. **5(1)**, 94-114.
- [9] Sailaja, A. 1991. Career preferences of agricultural students of Sri Venkateswara Agricultural College, Tirupati. M.Sc (Ag), Thesis, Andhra Pradesh Agricultural University, Hyderabad.
- [10] Signer, B., and Saldana, D. 2001. Educational and career aspirations of high school students and race, gender, class differences. *Race, Gender & Class*. 22-34.
- [11] Singh, N. S., Doharey, R. K., and Srivastava, S. 2014. Career preferences of graduate and post graduate agriculture students. *Indian Journal of Extension Education*. **50 (3, 4)**, 97-100.
- [12] Singh, R. 1985. Educational and occupational aspirations of home science students. *Punjab Agricultural University Journal of Research*. **22 (3)**:506-510.
- [13] Trivedi, K., and Bhargava, R. 2010. Relation of creativity and educational achievement in adolescence. *Journal of Psychology*. **1(2)**, 85-89.
- [14] Ubaka, C. M., Ochie, U. M., and Adibe, M. O. 2013. Student pharmacists' career choices: a survey of three Nigerian schools of pharmacy. *Pharmacy Practice*. **11(3)**, 149.
- [15] Usharani, V. 1987. Characteristics of B.Sc., Home science students of an agricultural university and their career choices. M.Sc (Ag), Thesis, Andhra Pradesh Agricultural University, Hyderabad.
- [16] Vandana, Deep Punia and Punia R. K. 1996. Aspirations among Home science students. *Haryana agricultural university Journal of research*. 26:69-75.
- [17] Verma, B.P. 2004. A Cross Cultural Comparison of Thinking Styles of Indian and Tibetan Students' *Psycho-Lingua*, 34(2), p.118-121.