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Entrepreneurship development effectiveness among students in state agricultural universities

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Abstract

The study was undertaken during 2021-2022 at state agricultural institutions in Karnataka, Telangana, Tamil Nadu, and Kerala states to analyze the entrepreneurship development of undergraduate agricultural students who are yet to complete the student READY program. The components provided by the selected universities include rural agricultural work experience (RAW), agro-industrial attachment (AIA), experiential learning/hands-on training, and project reports. Using simple random sampling, a total of 160 respondents (40 per university) were chosen. Data was collected via mailed questionnaires, and the data was analyzed using proper statistical procedures. The results showed that nearly two-fifths (39.38%) of agricultural students had medium entrepreneurship development followed by low (32.50%) and high (28.12%) entrepreneurship development. Among the thirteen dimensions, commitment and determination has ranked first followed by goal setting (Rank II), management orientation (Rank III), opportunity obsession (Rank IV), courage (Rank V) and achievement motivation (Rank VI). Using kruskal-wallis one-way analysis of variance test found that agricultural students of UASB had a mean rank of 105.78 for entrepreneurship development, which was followed by those of PJTSAU (91.76), KAU (70.58), and TNAU (53.89) in the same order. At the 5% (7.82) and 1% (11.34) levels of significance, the H value was determined to be 29.136, which is higher than the H critical value. Modules should include latest technologies of agri-entrepreneurship. Students should be attached to progressive farmers, incubation centres as well as agro-industries which are focusing on research and development.

Keywords: Entrepreneurship development, effectiveness, student ready programme, State agricultural universities, students

Introduction

Indian Council of Agricultural Research had launched Student READY (Rural Entrepreneurship Awareness Development Yojana) in 2016. Its aim is to provide undergraduate students about rural entrepreneurship awareness, practical experience in real-life rural agriculture situations, and educate about practical agriculture and allied sciences. The programme was launched to help students gain confidence, skills, and Indigenous Technical Knowledge (ITK) from the locality, in order to be self-employed. It also aims to provide opportunities for students to gain practical experience and entrepreneurial skills. It was felt necessary to introduce this programme as a required prerequisite for all Agricultural Universities (AU's) in order to reorient agricultural and allied subject graduates toward ensuring and assuring employability, as well as developing entrepreneurs for emerging knowledge intensive agriculture. The detailed information regarding the student READY programme for all the disciplines in agriculture and allied sciences was provided in booklet with the title- Student READY by agricultural division of ICAR. This booklet was considered as primary source for the study. The course curricula had revised by 5th dean committee to be able to provide graduates with the necessary abilities and entrepreneurial mindset to pursue self-employment, enrich rural livelihood, food security, agricultural sustainability and serve as a catalyst for agricultural changeover. For a

one-year Student READY programme in all Undergraduate (UG) disciplines is carried out with the five components. The five components of student READY programme are - Experiential Learning on Business Model / Hands on Training, Experiential Learning on Skill Development, Rural Agricultural Work Experience (RAW), Internship / In-Plant Training / Industrial attachment and Students Projects. Students are required to have any three of the five components depending on their graduate education requirements, but it should be implemented for one full year so that their education up to the level of III year gets the right information and they attain the right stage of entrepreneurship in the IV year. This study was conducted to analyze whether the students are utilizing the opportunity and developing entrepreneurial skills or not? and for comparing effectiveness in entrepreneurship development among selected SAU's.

Methodology

The study was carried out during 2021-2022 in main campus college of University of Agricultural Sciences (UAS), Bangalore, Kerala Agricultural University (KAU), Thrissur, Tamil Nadu Agricultural University (TNAU), Coimbatore and Professor Jayashankar Telangana State Agricultural University (PJTSAU), Rajendranagar, Hyderabad. Agricultural students who are currently pursuing 8th semester of their under graduate programme in

agriculture and yet to complete Student READY programme were selected as respondents. Simple random sampling method was employed for selecting the sample. From each university data was collected from 40 students. Hence total number of respondents for the study were 160. The “Ex-Post-Facto” design was used for the research. The data was collected using both offline and online methods. the questionnaire was given over to the students at UAS, Bangalore, while the questionnaire was emailed in the form of a Google form to the other universities. Entrepreneurship Development was selected as dependent variable. The variable was further divided into 13 dimensions viz., Commitment and determination which had three statements, leadership which had five statements, opportunity obsession which had four statements, tolerance of risk which had five statements, tolerance of uncertainty which had four statements, creativity and innovativeness which had five statements, self-reliance which had six statements, adaptability which had two statements, achievement motivation which had four statements, decision making ability which had four statements, management orientation which had four statements, courage which had three statements and goal setting which had four statements all together totaling to 53 statements were asked to the respondents to assess the entrepreneurship development through Student READY Programme. Out of 53 statements, 17 statements were negative.

The dependent variable was quantified by assigning score according to the entrepreneurship development through Student READY Programme by the respondents on a five-point continuum namely strongly agree, agree, undecided, disagree, strongly disagree with a weightage of 5, 4,3,2 and 1 respectively for positive statements and reverse scoring for negative statements. So, maximum and minimum scores of an individual were 265 and 53. Higher score reveals the respondent is having higher entrepreneurship development through Student READY Programme. The procedure as followed by Kozlinska *et al.* (2020) [4] was used with slight modifications. The data analysis was carried by means of suitable statistical tools such as frequency, percentage, mean, rank, standard deviation and kruskal-wallis one-way analysis of variance test.

Results and Discussion

From the data presented in Table 1 and Fig 1, with regard to entrepreneurship development of agricultural students across all the universities indicated that nearly two-fifths of agricultural students had medium entrepreneurship development followed by nearly one-third of agricultural students had low entrepreneurship development and more than one-fourth of agricultural students had high entrepreneurship development. Trend observed was medium to high. The most likely reason could be universities are more concentrating on RAWE than agro-industrial attachment.

Table 1: Overall entrepreneurship development of students undergone student READY programme

Sl. No.	Category	Agricultural Students (n=160)	
		Frequency	Percentage
1.	Low (<188.95)	52	32.50
2.	Medium (188.95-208.82)	63	39.38
3.	High (>208.82)	45	28.12
Mean		198.89	
SD		19.87	

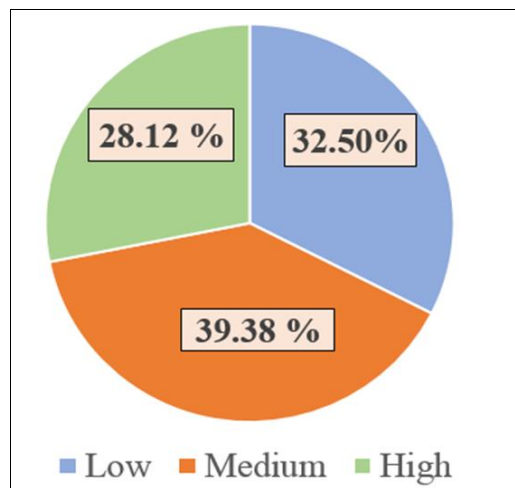


Fig 1: Overall entrepreneurship development of students undergone student READY programme

Table 2 gives mean score and ranking for Dimensions related to entrepreneurship development of agricultural students undergone student READY programme. Among the 13 dimensions, commitment and determination has ranked first followed by goal setting (Rank II), management orientation (Rank III), opportunity obsession (Rank IV), courage (Rank V) and achievement motivation (Rank VI). The probable reason might be agricultural students are utilizing the opportunities to develop entrepreneurial abilities like managerial skills which involves managing the group members in different activities, how to utilize the resources and also started learning to be determined and to be committed to works and desire to achieve more through the acquaintance with the business environment through experiential learning/HOT, agro-industrial attachments. Self – reliance has ranked seventh followed by Decision making ability (Rank VIII), Tolerance of uncertainty (Rank IX), Adaptability (Rank X), Creativity and innovativeness (Rank XI), Leadership (XII) and Tolerance of risk (Rank XIII). The most likely reason could be they were lacking the confidence to try new ideas and comfortable to be a follower rather than leader. They were also new to the different components of students READY programme which made them to depend on advices of elders to make their decisions.

Table 2: Overall dimension-wise analysis of entrepreneurship development of students undergone student READY programme

n=160			
Sl. No.	Dimensions	Mean Score	Rank
1	Commitment and determination	4.03	I
2	Leadership	3.53	XII
3	Opportunity obsession	3.89	IV
4	Tolerance of risk	3.50	XIII
5	Tolerance of uncertainty	3.69	IX
6	Creativity and innovativeness	3.62	XI
7	Self – reliance	3.76	VII
8	Adaptability	3.68	X
9	Achievement motivation	3.81	VI
10	Decision making ability	3.73	VIII
11	Management orientation	3.96	III
12	Courage	3.83	V
13	Goal setting	3.98	II

The findings in Table 3, provides data regarding the significant difference in entrepreneurship development of

students undergone student READY programme among state agricultural universities obtained by kruskal-wallis one-way analysis of variance. This test was applied to compare entrepreneurship development among selected SAUs. The results reveal that mean rank for entrepreneurship development among the agricultural students of UASB was 105.78 followed by mean rank for entrepreneurship development among the agricultural students of PJTSAU was 91.76, mean rank for entrepreneurship development among the agricultural students of KAU was 70.58 and mean rank for entrepreneurship development among the agricultural students of TNAU was 53.89. The H value was found to be 29.136 which is greater than the H critical value at both 5 percent (7.82) and 1 percent (11.34) level of significance. Hence, it can be concluded that there is significant difference in effectiveness in entrepreneurship development of students undergone student READY programme among state agricultural universities of Karnataka, Telangana, Tamil Nadu and Kerala.

Table 3: Kruskal-wallis one-way analysis of variance to test the significant difference in entrepreneurship development of students undergone student READY programme among state agricultural universities

(n=160)				
Sl. No.	Agricultural Students	Mean Rank	H value	H Critical value
1.	UASB	105.78	29.316**	11.34at1% 7.82at5%
2.	PJTSAU	91.76		
3.	TNAU	53.89		
4.	KAU	70.58		

** - significant at 1% level

Conclusion

The Student READY (Rural Entrepreneurship Awareness Development Yojana) program was introduced by the Indian Council of Agricultural Research in 2016. The five components of the Student READY program are implemented over the course of a year in all Undergraduate (UG) disciplines. This study was conducted to assess the extent of entrepreneurial development effected on the graduates of SAUs who have undergone Student READY Programme modules. It is concluded from the study that majority of students are having medium entrepreneurship development, Commitment and determination has ranked first among 13 dimensions of entrepreneurship development and it also concluded that there is significant difference in effectiveness in entrepreneurship development of students undergone student READY programme among state agricultural universities of Karnataka, Telangana, Tamil Nadu and Kerala.

In order to improve the entrepreneurial abilities of students, modules should include latest technologies of agri-entrepreneurship. Students should be attached to progressive farmers, incubation centres as well as agro-industries which are focusing on research and development. Duration of all these attachments should be increased to get acquaintance with the industrial environment and also to develop innovative mindset. Risk taking ability and leadership qualities of the students should be improved by assigning them to projects from the first year of their under graduation.

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