
**ENTREPRENEURIAL MOTIVATION AMONG THE RURAL YOUTH: STUDY
OF STUDENTS OF NAVSARI AGRICULTURAL UNIVERSITY**

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ABSTRACT

India is undoubtedly the home of a tech savvy skilled workforce of 500+ million and a proud skill capital of the world. India gradually heading towards becoming the country with the highest population, especially the rural but tech savvy youth; need to inculcate entrepreneurial zeal among the students at the higher education forum, to ensure sounding success of the promising 'Make in India' and the 'Start-up India' campaigns launched by the Hon'ble Prime Minister Shri Narendra Modi. For this, the youth brigade needs to abandon the mentality of a desperate 'Job Seeker' and should intend to be a progressive 'Job Creator/Giver'. This is particularly true for the students of Agriculture and Allied Sciences as there are ample opportunities for becoming the "Agriprenuers (Agri Entrepreneurs)"; provided the students of these courses inculcate such positive mentality. If these students – the budding Agripreneurs develop positive attitude towards taking up entrepreneurial venture, then and then only, we would be able to see many Agripreneurs coming out of the portal of the State Agricultural Universities of Gujarat. Entrepreneurial motivation is crucial to process of organizational emergence. In this regard, the present Empirical Paper, utilizing the published theoretical literature and Communication Approach of the Descriptive Cross-sectional research design, assesses the entrepreneurial motivation level of the rural youth studying in various disciplines related to Agriculture and Allied Sciences in a SAU located in the coastal region of the vibrant Gujarat State in India – the state which is known for having business in the blood of people. It also analyzes their perceptions of the drivers and inhibitors for entrepreneurship. This study found that there is a wide spread lack of awareness among these budding Agripreneurs regarding the entrepreneurial eco-system in place; and consequently they are not being benefitted by the promising initiatives of the University, State and Central Government. Data collected from 100 respondents suggests that personal attitude of the student, parental/family background, perceived structural support and family support are found to be the top most four factors that have significant impact on entrepreneurial motivation. The outcome of this hitherto research study will

help the institutions and higher-ups of the university to come up with action plan to guide, encourage and motivate the students and facilitate their entrepreneurial journey; ultimately contributing to the missionary project of 'Start-up India'.

Keywords: Agripreneurs, Demographic Dividend, Entrepreneurship, Entrepreneurial Motivation, Job Creator/Giver, Job Seeker, Make in India, Start-up India, State Agricultural University (SAU)

I. INTRODUCTION

Entrepreneurship is a process of creation and of realizing values for entrepreneurs (Morris and Jones, 1999). The economic development of a nation depends on the level entrepreneurial activities within a nation. Entrepreneurship has been widely recognized as the engine that drives the economy. India is a nation with more than 1.2 billion population and also blessed with rich natural resources. These human and natural resources have to be used properly for the country to move forward. Utilization of modern technology for harnessing the resources that would provide employment to millions is possible only through encouraging entrepreneurial activities. The adoption of new economic policy (NEP) by the government of India has laid emphasis on entrepreneurship. Thus, in the present context, entrepreneurship has assumed a more significant role in the economic development of India. Entrepreneurs play a very important role in the economic development of any nation. Entrepreneurship on small scale is the only solution to the problems of unemployment, proper utilization of both human and material resources and improving the living conditions of the poor masses. During the last three decades, many countries of the world have experienced the need for entrepreneurship. Entrepreneurship development has been accepted as a strategy to achieve the twin objectives of promotion of employment opportunities, particularly among the educated unemployed youth and also for rapid industrialization of the economy (Mali, 2000).

Creating jobs for young generation is a major challenge around the world and the burden of unemployment has disproportionately fallen on the youth. The prolonged job crisis has forced the current generation of youth to be less selective about the type of job they are prepared to accept. In this respect, entrepreneurship emerges as an answer to crisis of rising unemployment. The

lack of employment opportunities for youth (i.e. those under 25 years of age) presents a major global challenge. Young people are much less likely to be employed than adults, with the global youth unemployment rate standing at 13 per cent in 2018. Globally, the ratio of youth to adult unemployment rates is estimated to be 4.3 per cent in 2018. It means that young people are three times more likely than adults to be unemployed (ILO, 2018).

India is experiencing a youth bulge. Nearly two-thirds of Indians are under 35; half are under 25. By 2020, India will be the youngest country in the world, with a median age of 29 years. India's large youth population, often called a "demographic dividend," still seems to be holding the mentality of a desperate 'job seeker' instead of becoming a progressive 'job creator/giver'. Given the era of fierce competition in all the sectors of the economy, the youth brigade should break their own mental blocks and think of starting something on their own. Further, the 'Make in India' campaign and the 'Start-up India' campaign, very well supported by positive measures of Single Window Clearance System, GST, MUDRA Loan, etc. cannot achieve the desired success until the youth brigade abandons the mentality of looking for a safe and secure employment opportunity for self instead of venturing into start-up and generating employment opportunity even for many others. India gradually heading towards becoming the country with the highest population; need to inculcate entrepreneurial zeal among the students at the higher education forum. This is particularly true for the students of Agriculture and Allied Sciences as there are ample opportunities for becoming the "Agriprenuers (Agri Entrepreneurs)"; provided the students of these courses inculcate such positive mentality. In a country like India with vast population (nearly 60%) directly dependent on agriculture as their primary occupation, agricultural entrepreneurship paves a way towards enormous opportunity of youth involvement in economically sustainable livelihood options. Moreover, agricultural development is an important foundation for the economic development of any country and the agricultural sector is undoubtedly the prime area of concentration for economic progress. Agriculture and allied industries have potential to provide ample opportunities for young entrepreneurs not only for a good income but also for a good standing in the society. There is a need for awareness and adequate inputs to ensure an increased

participation of youth in agricultural entrepreneurship ventures (Yadav and Kashyap, 2017).

As we are aware that entrepreneurship is a process of organizational emergence. Entrepreneurial intentions are crucial to this process, forming the first in a series of actions to organizational founding (Bird, 1988). In general, it refers to a state of mind directing a person's attention toward a specific object or a path in order to achieve something, here entrepreneurship. Entrepreneurship is about activity that includes utilization of opportunity to create a business enterprise. The idea of entrepreneurship is getting progressively famous in developing nations as it has a tendency to advance economic development of a country. "No entrepreneur, no growth", is the sort of connotation attached with entrepreneurialism. An entrepreneur is an ambitious person with long term vision, imagination and uniqueness of ideas. His/her risk taking ability is the most prominent attribute. He/she goes ahead with uncertain investments having an expected risk. He/she generally exhibits self-directed and independent decision making style. There is a growing body of literature arguing that entrepreneurial intentions and attitude play a very relevant role in the decision to start a new firm (Mohammed and Aparna, 2011).

Hence, unless and until these students of Agriculture and Allied Sciences – the budding Agripreneurs develop positive attitude towards taking up entrepreneurial venture, the State Agricultural Universities (SAUs) of India in general and of Gujarat in particular, would not be able to see many Agripreneurs coming out of the portal of the University, as entrepreneurial attitude and motivation are crucial to process of organizational emergence.

Talking about the four State Agricultural Universities (SAUs) of Gujarat; Student Start-up policy has been implemented. Student Start-up Support System (S4) Cells have also been established for sensitization, spreading awareness, guiding and mentoring students for taking entrepreneurial ventures. But, ironically, very few students are actually becoming entrepreneurs from the four SAUs of Gujarat. Hence, a thorough study is needed to understand this not-so-good scenario in regard to entrepreneurship; despite positive initiatives by the Central Government, State Government and University setup.

In this regard, the present Empirical Paper, utilizing the published theoretical literature and Communication Approach of the Descriptive Cross-sectional research design, assesses the entrepreneurial motivation level of the rural youth studying in various disciplines related to Agriculture and Allied Sciences in a SAU located in the coastal region of the vibrant Gujarat State in India – the state which is known for having business in the blood of people. It also analyzes their perceptions of the drivers and inhibitors for entrepreneurship. This study found that there is a wide spread lack of awareness among these budding Agripreneurs regarding the entrepreneurial eco-system in place; and consequently they are not being benefitted by the promising initiatives of the University, State and Central Government. Data collected from 100 respondents suggests that personal attitude of the student, parental/family background, perceived structural support and family support are found to be the top most four factors that have significant impact on entrepreneurial motivation. The outcome of this hitherto research study will help the institutions and higher-ups of the university to come up with action plan to guide, encourage and motivate the students and facilitate their entrepreneurial journey; ultimately contributing to the missionary project of 'Start-up India'.

HIGHER AGRICULTURAL EDUCATION IN INDIA:

Role of State Agricultural Universities (SAUs) in India:

As far as higher education in the domains of agriculture and allied disciplines is concerned in India, the State Agricultural Universities, popularly abbreviated as SAUs, are dominating the academic landscape under the ambit of the Indian Council for Agricultural Research (ICAR), New Delhi. The ICAR is an autonomous organization under the Department of Agricultural Research and Education (DARE), Ministry of Agriculture and Farmers' Welfare, Government of India. Formerly known as Imperial Council of Agricultural Research, it was established on 16th July, 1929 as a registered society under the Societies Registration Act, 1860 in pursuance of the report of the Royal Commission on Agriculture. The Council is the apex body for coordinating, guiding and managing research and education in agriculture including horticulture, fisheries and animal sciences in the entire country. With 101 ICAR institutes and 71 agricultural universities (3 Central Agricultural Universities, 4 Deemed Universities and 64 SAUs) spread across the country, this is one of the largest

national agricultural systems in the world. The ICAR has played a pioneering role in ushering Green Revolution and subsequent developments in agriculture in India through its research and technology development that has enabled the country to increase the production of food grains by 5.4 times, horticultural crops by 10.1 times, fish by 15.2 times, milk 9.7 times and eggs 48.1 times since 1951 to 2017, thus making a visible impact on the national food and nutritional security. It has played a major role in promoting excellence in higher education in agriculture. It is engaged in cutting edge areas of science and technology development and its scientists are internationally acknowledged in their fields (<https://icar.org.in/content/about-us>).

Background of State Agricultural Universities (SAUs) of Gujarat:

The Government of Gujarat has established four State Agricultural Universities (SAUs) viz., Anand Agricultural University at Anand, Sardarkrushinagar Dantiwada Agricultural University at Dantiwada, Junagadh Agricultural University at Junagadh and Navsari Agricultural University at Navsari; for imparting education in agriculture and allied disciplines under the Gujarat Agricultural Universities Act, 2004 - Gujarat Act. No. 5 of 2004. To create quality professional manpower and provide technological backup for the growth and development of agriculture, these SAUs are entrusted with major responsibilities of carrying out education, research and extension education activities. For effective realization of this, all the four SAUs of Gujarat are imparting quality education up to Ph. D. level in Agriculture and allied disciplines. Another unique feature of these SAUs is regarding imparting vocational education and training through Diploma / Certificate Courses in Agriculture, Horticulture, Animal Husbandry, Bakery, Landscaping & Gardening and Fisheries through Agricultural Polytechnics and Agri-clinics for Horticulture and Agricultural schools, LITC, Bakery, Mail and Fisheries training centers respectively.

In addition to academic programmes, these SAUs also undertake fundamental, applied and verification research in Agriculture and related disciplines. Strong and effective extension education network has also been built up over the years to cater transfer of technology to the farmers and agricultural entrepreneurs. These SAUs have a strong extension network of Krishi Vigyan Kendras (KVKs) and a very efficient ICT backup (Thakkar, 2013).

Navsari Agricultural University (NAU) at a Glance:

Commencing with a college of agriculture established in 1965 on a sprawling farm land of 400 hectares, the Navsari Agricultural University (NAU) of the erstwhile Gujarat Agriculture University has been bestowed with the status of a full-fledged independent State Agriculture University with effect from May 1, 2004. In its glorious history of furthering the noble cause of education, research and extension activities in agriculture, NAU has always been the forerunner in academic endeavors by establishing various reputed institutes. NAU can be elicited as a shrine for any educational campus. Within a short span of time, NAU has emerged as a high tech education hub with entire spectrum of courses right from Diploma to Doctorate Level. NAU's jurisdiction covers seven districts of South Gujarat viz., Surat, Navsari, Bharuch, Valsad, Narmada, Tapi and Dangs. To provide professional manpower and technological backup for the growth and development of agriculture, this iconic educational and farmers' welfare institute of the South Gujarat, presently runs 14 Colleges (8 Degree Colleges and 6 Polytechnics) imparting Diploma, UG, PG and Doctoral Degree Programmes in the Faculty of Agriculture, Horticulture, Forestry, Agribusiness Management, Agricultural Engineering and Biotechnology. Most of these Degree Colleges of NAU are duly accredited by "National Agricultural Education Accreditation Board" of ICAR, New Delhi. Another unique feature of this university is that it imparts vocational education and training to rural youths through Short Term Certificate Courses in Agriculture, Horticulture, Livestock Inspection, Animal Husbandry, Bakery, Landscaping & Gardening, Photography, Turf Grass Management and Fisheries through Agri-Clinics for Horticulture and Agricultural Schools, LITC, Bakery and Gardner training centres.

Further, there are 25 Research Centres at 15 locations to carry out need based fundamental, applied and verification research on mandate crops viz., paddy, sugarcane, cotton, sorghum, small millets, mango, banana, sapota and vegetables. Giving top priority to agricultural research, NAU Scientists have developed 70 varieties in 21 crops and 542 technologies. The research stations of NAU have received Best Performing AICRP Centre on Fruits (2016), Small Millets (2017) and Tuber Crops (2018) and Sugarcane (2018). At present, a total of 19 AICRPs including 3 voluntary centers are operational at NAU.

NAU extensively reach to the farmers and cover sprawling South Gujarat through 5 Krishi Vigyan Kendras located at Navsari, Surat, Waghai, Vyara and Dediapada; and Sardar Smruti Kendra (Navsari), Agricultural Technology Information Centre-ATIC (Navsari), Agriculture Educatorium (Navsari), Tribal Women Training Centre (Dediapada), Agro ITI (Navsari) and a Training & Visit scheme (Navsari). NAU has organized 30,000+ activities including FLDs, Farmer's Day/Field Day, Farmer's Shibir, Educational Tour/Field Visit, Farmer's Meeting, Krishi Goshthi, Seminars/Workshops for Farmers, On Farm Trials, Veterinary Clinical Camps for benefitting enumerate farmers and farm women since its inception. In fact, the phenomenal growth of farming sector in Gujarat is largely associated with exemplary mode of transfer of technology activities, delivered at the farmers' doorsteps, as well as supply of essential inputs and literature through single window delivery system.

University Library of NAU has received Best Usage of "J-Gate@CeRA" award (2018) and Best CeRA Ambassador Award (2019) for West Zone by ICAR-CeRA.

NAU, Navsari has recently signed an International MoU with Accrued Gains Pvt. Ltd., Botswana for the commercial scale production and marketing of Banana Pseudostem based Organic Liquid Nutrient "NOVEL" (internationally patented technology) in entire Africa. Further this technology has also been licensed to 11 private companies of Gujarat and 8 of Maharashtra.

Moreover, a World Bank funded and ICAR implemented project under CAAST component of NAHEP entitled "Establishment of Secondary Agriculture Unit at NAU, Navsari for PG Students and Farmers" has been implemented since 2018. At present, total of 11 Experiential Learning Units (ELUs) funded by Education Division of ICAR are functioning for imparting 'hands on training' and providing an opportunity to 'earn while learn' to students of various faculties.

Truly speaking, with the forward looking initiatives of NAU in education, research and extension activities; NAU is serving as the instrument of bringing social transformation in and around South Gujarat region. All these activities basically focus on productivity, sustainability, and improving the socio-economic conditions of the farming community.

II. LITERATURE REVIEW

Nair (2019) emphasized that teachers should take initiative to give entrepreneurial education among the students to improve their attitude towards entrepreneurship.

Abualbasal and Badran (2019) found that students have significant differences as to their attitudes towards entrepreneurship based on demographic characteristics in addition to a high level of awareness towards entrepreneurship.

Kallany and Suresh (2018) carried out a study on to measure the level of awareness about entrepreneurship among students in Central Kerala region of India; in the state having the highest literacy rate. The descriptive analysis of data indicated that the students were aware about the term 'Entrepreneurship' and there is no significant difference between gender and entrepreneurial awareness. That is, the men and women are equally aware about the term entrepreneurship. The study also found that the students having entrepreneurial awareness were unaware about the legalities and procedural aspects for an entrepreneurship. Students also responded that they were unaware about Govt. schemes to promote entrepreneurship.

Study of Hussain et al. (2018) aimed to explore the attitude of technology education students towards entrepreneurship and findings revealed that the students of technology education demonstrate positive attitude towards entrepreneurship. No significant difference in students' attitude towards entrepreneurship in terms of gender and session was found. However, there was significant difference between the attitude of the morning and self-supporting students towards entrepreneurship. It was suggested that seminars and workshops should be conducted by educational institutions to develop the entrepreneurial skills among students.

Herath and Amarawansa (2018) based on their pioneering study on students career attitudes towards entrepreneurship found that 89% of students were not willing to take the risk associated with the new ventures. Majority of the students attributed negative attitudes towards entrepreneurship due to lack of practical awareness about business, experiences received through parent's business, career aspirations of friends and relatives made them to rethink about starting up the entrepreneurial career. It was suggested that to overcome these

issues associated with entrepreneurial mind-set of students; universities should address these issues in prominent manner.

Sao and Balpande (2018) found that family background of an individual does have impact on individual's attitude and behaviour. Individuals with risk taking personality, leadership qualities, innovative thinking and creative nature have entrepreneur attitude. They also reported that academic institutes don't have a focused entrepreneurial orientation in youth especially for girls. Even though academic institutes have ED (Entrepreneurial cell) and do lot many activities, they are not providing any constructive outcome. Bottlenecks in entrepreneurship discourage the rural youth particularly girls to take entrepreneurship as a career option.

Jwara and Hoque (2018) carried out a study on entrepreneurial intentions among university students: a case study of Durban University of Technology. The study adopted stratified random sampling and a self-administered questionnaire was used to collect data from 366 respondents. Findings of the study revealed that 13.11% of students were aware of clubs or infrastructures that encourage them to become entrepreneurs. It was then necessary to evaluate the effectiveness of these support structures. Majority (77.05%) of these infrastructures was not found to be beneficial and encouraging to them. Results also indicted that 86.89% of students were not at all aware of the university's entrepreneurial infrastructures.

The study of Arunkumar et al. (2018) concluded that students' attitudes towards entrepreneurship significantly influence their overall chances of starting something on their own.

Yadav and Kashyap (2017) conducted a study on entrepreneurial intention of undergraduate students of G. B. Pant University of Agriculture and Technology, Pantnagar. Findings of the study revealed that entrepreneurial intention of 82.73 per cent respondents were found to be moderate to low which could be due to the factor that majority of respondents were found to be with low to moderate risk orientation and low to moderate achievement motivation level. It was also found that majority of respondents had low to moderate innovativeness.

Uddin et al. (2016) carried out a study on influence of demographic factors on the entrepreneurial intentions of university students in Oman. Based on this

study it was observed that demographic factors are found to have an influence on the Entrepreneurial Intention. On comparing the correlation coefficient (r) value for the independent variables, experience was found to have the maximum correlation with Entrepreneurial Intention.

Khuong and Nguyen (2016) conducted a study on the factors affecting entrepreneurial intention of the students of Vietnam National University: a mediation analysis of perception toward entrepreneurship. As a result, prior entrepreneurial experience, external environment and perceived feasibility were the three independent variables that significantly affected the positive perception toward entrepreneurship and consequently, they positively affect entrepreneurship intention.

Kashani et al. (2015) carried out a study on determinant analysis of barriers to agricultural development from the perspective of agricultural entrepreneurs in Qazvin Province. Based on this study, it was observed that social and cultural factors like lack of peer support, unfair competition, lack of psychological counseling services in case of failures and disapproval from parents are key elements that cause entrepreneurs to look at investing in agriculture in a negative way.

Lunavath (2015) noted that it is necessary to create an enterprising environment in the economy as well as entrepreneurial attitudes among the unemployed youth, especially the students. He also noted that the efforts by the academic institutes in India towards promoting entrepreneurship are largely unsatisfactory.

Kaur and Kaur (2015) found that entrepreneurial acceptability exerts maximum influence on students' attitude formation towards entrepreneurial activity. Hence, it is of utmost importance for the academic institutes to inculcate entrepreneurial values among the learners/students. Though many of the universities and colleges have introduced entrepreneurship as a subject in their core curriculum, but it should necessarily be taught as a subject. Teachers can also do a lot to increase entrepreneurial acceptability among students by frequently motivating them. In the same study, entrepreneurial intentions emerged as the second most significant factor which influences students'

attitudes for entrepreneurship activity. This reflects the students' readiness to learn and apply entrepreneurial knowledge and skills.

Kavitha (2014) while analyzing the factors responsible for influencing the attitude of college students towards entrepreneurship in Coimbatore District of India reported that there is high relationship between entrepreneurship attitude and entrepreneurship opportunities and less relationship among knowledge about sources of assistance and entrepreneurial objectives.

Gangaiah and Viswanath (2014) noted that there are many problems associated with the Indian management education in developing and motivating the students to become entrepreneurs.

Abirami and Kumar (2014) conducted a study on entrepreneurial awareness among the college students to become an entrepreneur with reference to Tirupur district. Findings of the study revealed that even though majority of the students were hailing from poor family, they had an interest to start new business. Hence, creating awareness regarding various sources of finance for starting a business was emphasized.

Syden (2014) conducted a study on entrepreneurial awareness among high school learners: case study of Buffalo City Metropolitan Municipality to discover to what extent students acknowledge entrepreneurship as a career choice. Self-administered questionnaires were used to collect primary data. Finding of the study revealed that the awareness can also be improved by engaging in community activities for example launching awareness campaigns at regional and national level for ensuring that entrepreneurship is understood. It is also important to celebrate successful entrepreneurship education activities by establishing awards in recognition of these achievements.

Balaji and Shengaraman (2013) reported that increase in the entrepreneurial attitude among the students will increase the number of prospective entrepreneurs, who in turn generate more employment and create national wealth.

Dionco-Adetayo, (2012) conducted a study entitled "Factors Influencing Attitude of the Youth towards Entrepreneurship Program" to investigate the attitude of the youth towards entrepreneurship programs. It aimed at identifying

the capacity factors of potential youth entrepreneurs and the critical external factors influencing their attitude towards entrepreneurship programs. The study also aimed at determining the level of influence of these factors and identifying the perceived enhancing factors and inhibitions on the youth entrepreneurial skill development. The results indicated that innovativeness and industriousness were the entrepreneurial personality traits that scored very high. Infrastructure, finance, and technical factors were revealed to have been inhibiting their potentials, while educational system and the rate of information technology development were perceived to have positively impacted their attitude. A linear dependence between entrepreneurial personality traits, learning, and experience, and the general attitude were revealed. Social factors were among those revealed to have averagely influenced the attitude of the youth towards entrepreneurship programs. The study concluded that entrepreneurial capacity factors, such as personality traits, learning, experiences, social factors and culture; and entrepreneurial enhancing factors, such as information technology development and education system has influenced the favorable attitude of the youth towards entrepreneurship programs.

Ferk et al. (2013) conducted a study on female vs. male entrepreneurship, there is a difference or not. The study analyzed the abilities of male and female regarding leadership and management and concluded that females can be better entrepreneurs because of their more managerial competencies than males.

Ali et al. (2011) while exploring entrepreneurial attitudes among potential entrepreneurs (the MBA students) in Pakistan found that three factors are major influencers namely entrepreneurial acceptability, entrepreneurial intentions and personal factors. Moreover, they also found that there was also some impact of demographic variables, such as university, parental income and profession. However, both genders exhibited similar attitudes. Mohammed and Aparna (2011) noted that entrepreneurial intentions play a very relevant role in the decision to start a new firm.

Alstete (2008) while reporting the findings of his pioneering study on aspects of entrepreneurial success noted that positive perceptions of non-monetary features of entrepreneurial activities serve as greater incentives to prospective small business starters, and success is strongly connected to thorough planning in the

field. Hence, perception regarding positive and negative outcomes of entrepreneurship matter a lot in entrepreneurial intention of an individual.

Taormina and Lao (2007) found a strong link between the psychological characteristics of both the potential and the successful entrepreneurs and the business success.

According to Fayolle et al., (2006) entrepreneurship education can enhance or inculcate the development of entrepreneurial attitudes and skills among individuals.

Kruege et al. (2000) further found that entrepreneurial intentions and attitudes further depend on the market situation and personal variables. Accordingly, intentions models predict behaviour better than either individual (for example, personality) or situational (for example, employment status) variables.

Chen et al. (1998) found that entrepreneurial self efficacy was positively related to the intention to set up one's own business. It was found through research that the total entrepreneurial self efficacy score differentiated entrepreneurship students from other groups. Entrepreneurship students have higher self-efficacy in marketing, management, and financial control than the management and psychology students.

Feldman et al. (1991) conducted a study on minority small business owners and their paths to ownership and reported that having a personal role model influences entrepreneurial intention. Having a family member or close relative who is or was a business owner increases the likelihood of self-employment because these individuals can serve as role models; thereby assisting the concerned individual to develop positive attitude towards entrepreneurship.

The field of psychology has a long history of measuring traits of entrepreneurs (e.g., Brockhaus & Horovitz, 1986; Gartner, 1989; Hull, Bosley, & Udell, 1980; Lachman, 1980; Lynn, 1969; Shaver & Scott, 1991; Timmons, 1978). Achievement motivation has been singled out as the most prevalent theory of entrepreneurship (Johnson, 1990). The concept of Need for Achievement was originated by Henry Murray in 1938. Murray measured nAch with the Thematic Apperception Test-TAT, where a subject writes a short story about a picture. (Graham, 1994). Achievement motivation was studied extensively by David McClelland and his associates, who believed that needs are learned and therefore culturally, not biologically, determined. Individuals with a high level of nAch exhibit a strong desire to assume personal responsibility, to set and meet

moderately difficult goals, and to receive performance feedback. McClelland believed that nAch was critical to economic development and advocated providing developing countries with achievement training rather than financial assistance (Cherrington, 1994).

In *The Achieving Society* (1961), McClelland reviews a prodigious number of theories on achievement and entrepreneurship, discussing at length sources and effects of nAch in different cultures across space and time. Throughout, however, McClelland tends not to question the assumption that achievement needs are expressed through venture creation, and he appears to minimize the extent to which this drive might be fulfilled in other ways. McClelland's work on need achievement found nAch to be a key factor in entrepreneurship. Moreover, McClelland concluded that the relationship between nAch and entrepreneurship meant that nAch was essential to economic development, and that any country that wished to accelerate economic progress should be interested in raising levels of need for achievement within its borders (McClelland, 1961).

Agriculture and allied sectors are long seen as having maximum entrepreneurial opportunities; but ironically very few students from NAU, Navsari are opting for entrepreneurship &/or start-up - the process of organizational emergence. Agri Entrepreneurship is a major factor in an agrarian economy like ours; thus, it is important to understand the motivational characteristics spurring people to become entrepreneurs and why some are more successful than others. In this regard, the present empirical research study was aimed at assessing the Entrepreneurial Motivation Level among the rural youth – the students of Navsari Agricultural University (NAU), Navsari.

In nutshell, study of Entrepreneurial Motivation of Students is worth going ahead owing to its predictive power for becoming an Entrepreneur.

III. RESEARCH METHODOLOGY

Research Objectives:

- To assess the level of entrepreneurial motivation among the students of NAU, Navsari.
- To find out the association between demographic variables and entrepreneurial motivation.

- To find out the drivers and inhibitors for entrepreneurship as perceived by the students.
- To suggest measures to inculcate entrepreneurial zeal and spark among the students of NAU, Navsari.

Research Design:

This study, using Descriptive-Cross Sectional Research Design, describes the entrepreneurial motivation, entrepreneurial readiness, entrepreneurial competencies and drivers for entrepreneurship among the rural students of a SAU in Gujarat (Descriptive) at a particular point of time (Cross Sectional). Initial exploration stage focused on careful review of relevant literature and in-depth interviews and discussions with key informants from the SAUs.

Data Collection Design:

(i) Primary Data: Collected from the respondents – the rural youth – the students of various disciplines studying in one of the SAUs of India located in the coastal region of South Gujarat in Gujarat State, that is, Navsari Agricultural University (NAU), Navsari – through a structured pre-coded interview schedule through Personal Interview Method. The respondents were personally approached. For framing the relevant items/statements of the data collection instrument, earlier pioneering works were used as a base. The independent and dependent variables instrumentation, which are perceived educational support, perceived relational support, perceived structural support, perceived behavioural control, personal attitude and entrepreneurial intention; were adapted from Linan and Chen (2009), and Turker and Selcuk (2009). Then, based on the insights from in-depth interviews and discussions with the key informants – the success stories sort of 5 entrepreneurs from the University's Alumni fraternity; these items/statements were given real life practical touch. All responses were measured using five-point scale items, ranging from "1=strongly disagree" to "5=strongly agree". Finally, before administering it to the respondents, it was pilot tested with 25 respondents.

(ii) Secondary Data: Collected from books, journals, periodicals, and electronic databases relevant to the topic of the study. Earlier reports of the University Placement & Counselling Cell were also used to identify the database of the success stories sort of entrepreneurs from our own alumni fraternity.

4.4 Sampling Design: By using simple random sampling method of probability sampling through lottery method, 100 respondents – the students of Agriculture and Allied Disciplines studying in Navsari Agricultural University (NAU), Navsari were selected and surveyed.

IV. RESULTS and DISCUSSIONS

The collected data were analyzed to derive meaningful conclusions from the data, and draw inferences about the present status of entrepreneurial motivation among the students of NAU, Navsari.

Reliability Analysis:

Reliability Analysis/Test of the Measurement Instrument used (the structured questionnaire) for this study has given the table 1.

Here Alpha is 0.889. According to thumb rule of Alpha, here instrument reliability is very good.

Demographic Particulars of the Respondents:

63 Male and 37 Female students were included in the study; out of which the highest respondents (34%) were from ABM faculty while the least number of respondents (8%) were surveyed from the Forestry faculty. As far as the level of education/study is concerned; 59 UG, 34 PG and 7 Diploma students were surveyed. On inquiring whether any of their family members own a business of their own, only 6% of them reported 'YES' meaning that their family member operate a business, while majority of them (94%) said 'NO' as they do not have any family member having own business. This clearly shows that majority of respondents (94%) do not have exposure of business activity from their own family members. Only 6% of these students have the advantage of family background of running a business.

Considering the interpretative nature of the study, the collected data were subjected to only Simple Descriptive Statistics, Cross-tabulation and Chi-Square test and the output was interpreted to address the objectives of this study. From this, the major findings emerged as follows:

Entrepreneurial Readiness of Respondents

(1) In response to a question regarding their future plan for career, the findings reveal that "Doing a Job" is the top most priority for most of the

respondents (72%), followed by 18% interested in entrepreneurship – starting their own venture, 4% planning to go for higher study, 2% respondents want to join their family business, and ironically 4% respondents have not yet thought of / determined anything about their future plan for career. 18% students want to become Entrepreneur is certainly a welcome sign. On further questioning, it was found that only 5 students of these 18%, claiming entrepreneurial zeal and interest are very sure about their plans of becoming an entrepreneur. Rests 13% are not found to have very clear idea about how to go ahead and don't seem to be absolutely determined.

(2) Asking about how many hours, on an average, per week do these students usually spend for Career Management Activities for improving their general business awareness? (e.g. Reading beyond books/syllabus, Attending Seminars, Meeting/Visiting people who can guide for career related matters, Participating in Management Contests/Events, etc.); the findings were very much shocking. Majority of students (66%) are investing less than 3 hours per week for career management activities, while 23% of them are spending 3 to 5 hours per week for keeping themselves updated; and ironically, 11% of them are not bothered at all about spending extra hours on such activities. They are just managing to complete their assignments or class work, to match with the schedule or may be even not completing that also. For them, going to college everyday is enough for transforming themselves into a budding entrepreneur by developing the required entrepreneurial competencies.

(3) Enquiring about their awareness regarding entrepreneurial eco-system, 69% of them are not at all aware about the importance of such eco-system and the consequent benefits, 21% are partially aware and only 10% of these students are found to be fully aware of the student start-up and innovation policy, MUDRA and other loans, various subsidies, etc. Hence, there is a wide spread lack of awareness among these aspiring budding Agripreneurs regarding the entrepreneurial eco-system in place; and consequently they are not being benefitted by the promising initiatives of the University, State and Central Government. This lack of awareness is found to be a stumbling block for their entrepreneurial motivation.

(4) In order to have insights about their Career Anchors for understanding their entrepreneurial motivation, these students were asked to rank various

career anchors in order of its importance to them for their long-term career. The findings were very much disheartening, as we usually expect the aspiring budding Agripreneurs to be more focused and career oriented. But, ironically, the top most career anchor is reported to be the Security/Stability (76%) and the least important or the last one is Pure Challenge (14%). Even, desire to excel in terms of managerial responsibility is rated as the 6th with 22% respondents reported this as their career anchor. The only consoling ranks are the 2nd rank given to creativity with 67% respondents and 3rd rank given to the opportunity to excel in the technical/functional expertise with 60% respondents. This clearly gives us interesting insights regarding 'where the show pinches' in terms of lack of entrepreneurial zeal and motivation. When Managerial Competence is ranked at no. 6, Dedication to a Cause at no. 7 and Pure Challenge at no. 8; we can easily understand that these students don't want to step out of their comfort zones and bear the risk of starting something on their own.

Gap between Importance and Presence of Entrepreneurial Competencies

To gauge the difference/gap between the perceived importance of various entrepreneurial competencies and the extent to which these entrepreneurial competencies are present among the respondents, the findings reveal the insights in table 4.

Table 4 reveals that the importance of five entrepreneurial competencies out of total thirteen competencies is more than their existence/presence among the respondents; ultimately lowering their morale and entrepreneurial motivation. These critical entrepreneurial competencies are Self Confidence-C-2 (existence lagging behind by 6 ranks than importance), Initiative-C-1 and Problem Solving Bent-C-9 (existence of both lagging behind by 4 ranks than importance), Ability to See and Act on Opportunity-C-8 (existence lagging behind by 3 ranks than importance) and Persistence-C-4 (existence lagging behind by 2 ranks than importance).

Out of these five entrepreneurial competencies, Self Confidence-C-2 and Initiative-C-1 are the Most Important Competencies, Persistence-C-4 is the Very Important Competency, Ability to See and Act on Opportunity-C-8 is ranked as the Important Competency, and Problem Solving Bent-C-9 is perceived as the Moderately Important Competency.

Perceived Drivers and Inhibitors for Entrepreneurship

Table 5 as such reveals only the drivers or facilitating factors that push an individual towards entrepreneurship; but as answered by the respondents, the same factors serve as the inhibitors when not present. This is pretty interesting as way back in 1950, Frederick Herzberg found that the factors leading to job satisfaction and motivation are separate and distinct from the one that cause job dissatisfaction and demotivation. Here, the factors responsible for entrepreneurial motivation and demotivation are not distinct; only their presence or absence determines the entrepreneurial motivation of the individual for becoming entrepreneur. From Table 5, we can see that Personal Attitude of the individual plays the most critical role in determining entrepreneurial motivation, while presence/absence of financial backup is not perceived as the real driver/inhibitor by the respondents with only 40% respondents are in favor of Financial Backup. Further, personal attitude of the student, parental/family background of entrepreneurship, perceived structural support and family support are found to be the top most four factors that have significant impact on entrepreneurial motivation.

- Impact of Demographic Variables on Entrepreneurial Motivation based on Cross Tabulation & Chi-square Test

Based on Cross Tabulation and Chi-Square Test performed at 0.05 Significance Level with the following hypotheses; the following findings are obtained.

Hypothesis:

H0: There is no significant association between gender of the respondents and their entrepreneurial motivation.

Ha: There is some significant association between gender of the respondents and their entrepreneurial motivation.

Table 6 indicates the cross tabulation result for gender and entrepreneurial motivation of respondents. We can see that chi-square value is very high (28.571) and related probability value is 0.000 which is less than 0.05 significance level. Hence, we reject the null hypothesis and interpret that there is some significant association between gender and entrepreneurial motivation.

This is a very interesting finding that there is some significant association between gender and entrepreneurial motivation of respondents. Here, the female students are found more ambitious and motivated compared to the male counter parts. This is not at all surprising, as the recent years results have consistently shown that in most of the prestigious exams – may be at the SSC or HSC board level, or any State or National level competitive exam, or may be shining as an independent entrepreneur; the girls have proved their alma-matter, consistently outperforming the male students. But, despite this initial enthusiasm and promising finding, we need to accept the bitter truth that very less number of female Agripreneurs have been seen in the last decade, may be because of societal restrictions, family pressures, etc.

Hypothesis:

H₀: There is no significant association between academic background of the respondents and their entrepreneurial motivation.

H_a: There is some significant association between academic background of the respondents and their entrepreneurial motivation.

Table 7 indicates the cross tabulation result for academic background/discipline and entrepreneurial motivation of respondents. We can see that chi-square value is very low (2.778) and related probability value is 0.096 which is greater than 0.05. Hence, we fail to reject the null hypothesis and interpret that there is no significant association between academic background/discipline and entrepreneurial motivation of respondents.

Hypothesis:

H₀: There is no significant association between level of education and entrepreneurial motivation.

H_a: There is some significant association between level of education and entrepreneurial motivation.

Table 8 indicates the cross tabulation result for level of education and entrepreneurial motivation. We can see that chi-square value is very low (1.042) and related probability value is 0.307 which is greater than 0.05. Hence, we fail to reject the null hypothesis and interpret that there is no significant association between level of education and entrepreneurial motivation.

Hence, based on the cross tabulation and chi-square test, we can conclude that the demographic variables of the respondents like academic background (discipline/faculty) and level of degree/education are not found to have any significant association with entrepreneurial motivation among the students. This is surprising, as many earlier studies have revealed that these variables were found to be predominant factors influencing the entrepreneurial zeal.

V. CONCLUSION

The aim of the study was to assess the entrepreneurial motivation level of the students and their perceptions of the drivers and inhibitors for entrepreneurship. According to the Theory of Planned Behavior, human intentions or behaviors are influenced by their attitude and belief; which ultimately affect their motivation to do something in a particular direction. This theory is widely used to predict and explain the motivation for a wide range of people's behaviors and intentions. Since entrepreneurship is a source of economic growth, innovation and employment, it is important to know the entrepreneurial motivation of students. This study found that there is a wide spread lack of awareness among these budding Agripreneurs regarding the entrepreneurial eco-system in place; and consequently they are not being benefitted by the promising initiatives of the University, State and Central Government. Hence, structured interventions should be initiated to crystallize their thought process by improving their awareness first, then motivating them for facilitating their entrepreneurial journey. Further, personal attitude of the student, parental/family background, perceived structural support and family support are found to be the top most four factors that have significant impact on entrepreneurial motivation. Hence, efforts must be initiated to make these students feel that they have enough backup of system support and mentoring/counseling them on regular basis, motivating them all the time. If required, the parents can also be oriented, counseled, made aware about the inner urge of their child (adult and mature individual by now) and consequent cost and benefits.

V. SUGGESTIONS – THE ROAD AHEAD:

The key contribution of this research is the empirical evidence of the entrepreneurial motivation and factors affecting it. This is due to the fact that, in the future, these students are the important source of nascent entrepreneurship.

The implication of this study to policy makers and educators is that, apart from merely offering entrepreneurship courses in one or two semesters here and there; the University should consider other factors to motivate the students to become an entrepreneur. For example, in this study, personal attitude has the greatest influence on the students' intention to become an entrepreneur. Thus, it is important to find a strategy on how to convince the students on the advantages of being an entrepreneur. In this sense, it may require additional programmes for boosting their entrepreneurial motivation.

Some specific suggestions are given below to ignite and boost entrepreneurial motivation among these aspiring budding Agripreneurs.

1. For overcoming the wide spread lack of awareness among these budding Agripreneurs regarding the entrepreneurial eco-system in place; in addition to organizing training programmes, display galleries in terms of charts, circulating leaflets/flyers, regular uploading of relevant materials on University website, etc. will go a long way in igniting a spark within for entrepreneurship among these students.
2. A well planned 'Formal Orientation Programme' or "Interaction Programme" involving the students as well as their parents collectively and individually, should be in place; wherein the new entrants and their well wishers can be acquainted with the required skill sets, the prospects, the nature of the course/programme, and above all they can be shown a clear direction as to 'what it means to be an entrepreneur' and what it requires. During the orientation programme itself, top most alumni members who have become successful entrepreneurs should also be invited and encouraged to point out the sharp distinctions between becoming a desperate job seeker and a promising job creator / giver. Such formal orientation programme must be implemented in true spirit and not merely on paper as a formality.
3. Frequent opportunities for industry-academia interactions must be provided to these students to broaden their horizons. Field visits, industrial visits, interactions with leading entrepreneurs, membership in renowned professional associations, etc. needs to be encouraged on regular basis.

4. Even the institutes need to find out innovative mechanisms to carve more synergistic and symbiotic relationship between the institute and leading industries, so that the budding Agripreneurs can hone their skill sets and become equipped with the required competencies by working in close collaboration with the industry people.
5. Provide frequent opportunities to these students to be a part of such contests/events which are competitive to the hilt like Start-up Think Tank, Business Plan Contest, etc., where they are required to put their professional skills to acid test and prove their worth and also feel and witness the power of networking.
6. Security/stability has emerged as the top most concern, so the faculty members of these institutes should make them understand the prevailing competitive era, wherein perform or perish culture is there. They must be made to realize that career goals are not achieved overnight, and stability/security may come at a later stage of career. They should encourage them not to hesitate from making mistakes, learning from them, bouncing back, being passionate and take risk.

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List of Tables**Table 1: Reliability Analysis of the Measurement Instrument**

Cronbach's Alfa	N of Items
0.889	34

Table 2: Classification of Respondents based on Demographic Particulars

Demographic Particulars	No. of Respondents (n = 100)
Gender	
Male	63
Female	37
Discipline	
Agriculture	28
Horticulture	14
Forestry	08
Agri. Biotechnology	16
ABM	34
Level of Degree/Education	
Diploma	07
UG	59
PG	34
Family Member having Business	
Yes	06
No	94

Table 3: Entrepreneurial Readiness of Respondents

Particulars	No. of Respondents (n = 100)
Future Plan of Career	
Doing a Job	72
Entrepreneurship	18
Higher Studies	04
Want to join Family Business	02
Not yet thought of	04
Hours/Week spent for Career Management Activities for improving general business awareness	
Not spending any extra hours/week	11
<3 Hours/Week	66
3-5 Hours/Week	23
Awareness regarding entrepreneurial eco-system	
Fully Aware	10
Partially Aware	21
Not at all Aware	69
Ranking of Career Anchor	

Security	76
Creativity	67
Technical/Functional Competence	60
Life Style	49
Autonomy	32
Managerial Competence	22
Dedication to a Cause	16
Pure Challenge	14

Table 4: Gap between Importance and Presence of Entrepreneurial Competencies

Entrepreneurial Competencies	Rank of Importance	Rank of Presence	Gap
Initiative (C-1)	1 (88%)	5 (60%)	- 4
Self Confidence (C-2)	2 (78%)	8 (41%)	- 6
Concern for High Quality of Work (C-3)	3 (64%)	3 (75%)	0
Persistence (C-4)	4 (61%)	6 (58%)	- 2
Commitment to Work Contract (C-5)	5 (58%)	4 (64%)	+ 1
Efficiency Orientation (C-6)	6 (49%)	2 (82%)	+ 4
Systematic Planning (C-7)	7 (45%)	7 (48%)	0
Seeing and Acting on Opportunity (C-8)	8 (41%)	11 (28%)	- 3
Problem Solving Bent (C-9)	9 (33%)	13 (15%)	- 4
Assertiveness (C-10)	10 (30%)	1 (90%)	+ 9
Information Seeking (C-11)	11 (28%)	10 (34%)	+ 1
Persuasion (C-12)	12 (25%)	9 (38%)	+ 3
Use of Influence Strategies (C-13)	13 (18%)	12 (22%)	+ 1
*Overall Importance Decision Rule			
☞ % Score of above 70% = Most Important Competency (Here, 2 Competencies)			
☞ % Score of above 55% to 70% = Very Important Competency (Here, 3 Competencies)			
☞ % Score of above 40% to 55% = Important Competency (Here, 3 Competencies)			
☞ % Score of above 25% to 40% = Moderately Important Competency (Here, 4 Competencies)			
☞ % Score of below 25% = Not So Important Competency (Here, 1 Competency)			

Table 5: Drivers for Entrepreneurship as perceived by the respondents

Drivers/Facilitating Factors	Rank
Personal Attitude	1 (94%)
Parental / Family background of entrepreneurship	2 (85%)
Structural Support	3 (80%)
Family Support	4 (72%)
Like Minded Friends/Team	5 (60%)

No Social Pressure to Settle Down Quickly	6 (57%)
Success Stories in the known circle	7 (45%)
Financial Backup	8 (40%)

Table 6: Impact of Gender of Respondents on Entrepreneurial Motivation

Entrepreneurial Motivation	Gender			Test Statistics (Prob. Value)
	Male	Female	Total	
High	10	27	37	28.571 (0.000)
Moderate	8	3	11	
Low	45	7	52	
Total	63	37	100	

Table 7: Impact of Academic Background of Respondents on Entrepreneurial Motivation

Entrepreneurial Motivation	Discipline						Test Statistics (Prob. Value)
	Agriculture	Horticulture	Forestry	Agri. Bio	ABM	Total	
High	15	10	1	5	6	37	2.778 (0.096)
Moderate	4	1	3	2	1	11	
Low	9	3	4	9	27	52	
Total	28	14	8	16	34	100	

Table 8: Impact of Level of Education of Respondents on Entrepreneurial Motivation

Entrepreneurial Motivation	Level of Education				Test Statistics (Prob. Value)
	Diploma	UG	PG	Total	
High	1	22	14	37	1.042 (0.307)
Moderate	1	7	3	11	
Low	5	30	17	52	
Total	7	59	34	100	

Author Profile

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