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Personal and familiar determinants of entrepreneurial competency among agriculture students participating in ELP

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Abstract

This research paper explores how family background and personal attributes influence entrepreneurial competency among agriculture students of four constituent colleges' viz., SKNCOA Jobner (Jaipur), COA Lalsot (Dausa), COA Fatehpur-Shekhawati (Sikar) and COA Kumher (Bharatpur) during their participation in the Experiential Learning Programme (ELP). The study involves 142 students selected through a census method from SKNCOA, Jobner and COA, Kumher. Variables such as area of residence, family income, parental occupation, gender, OGPA, education stream, digital literacy, and access to technology were assessed. Findings indicate that students from rural areas, agricultural backgrounds, and with better digital access exhibited stronger entrepreneurial competencies. The study concludes that strengthening these background and individual attributes through policy, infrastructure, and training initiatives can enhance the entrepreneurial readiness of agriculture graduates.

Keywords: Entrepreneurial competency, family background, personal attributes, ELP, agriculture students, SKNAU Jobner

Introduction

Entrepreneurship is widely recognized as a tool for rural development and economic empowerment. In agricultural education, fostering entrepreneurial skills is vital to transform graduates into innovators and job creators. Recognizing this need, the Indian Council of Agricultural Research (ICAR) introduced the Experiential Learning Programme (ELP), a hands-on learning initiative designed to instill practical skills and managerial abilities in students. Despite this institutional push, the extent to which personal and family backgrounds influence students' entrepreneurial development remains underexplored. This study bridges that gap by analyzing various socio-demographic and educational factors that might correlate with entrepreneurial competency among students of SKNAU, Jobner. Keeping in view the above discussed facts of sufficient information and sparce related research, the present investigation was undertaken to find out the "Personal and Familial Determinants of Entrepreneurial Competency among Agriculture Students Participating in ELP" during the academic session of 2021-22.

Materials and Methods

An ex-post-facto design was adopted to study the outcomes after the intervention had taken place. The study was conducted among students from four constituent colleges' viz., SKNCOA Jobner (Jaipur), COA Lalsot (Dausa), COA Fatehpur-Shekhawati (Sikar) and COA Kumher (Bharatpur) which directly comes under the administrative jurisdiction of Sri Karan Narendra Agriculture University, Jobner. The students who were registered in the ELP Programme during the academic session 2021-22 will be taken for the study so that after completing their degree they have sufficient time to start any enterprise.

Sampling procedure

Selection of Colleges: Out of four constituent of SKNAU, Jobner which had conducted ELP programme during the academic session 2021-22, Two Colleges, one having maximum number and second having minimum number of students registered in the ELP programme was selected for the study.

Table 1: Constituent colleges of SKNAU, Jobner where ELP was conducted

S. No.	Name of constituent colleges	Number of students Conducting ELP programme during 2021-22
1.	SKNCOA, Jobner (Jaipur)	114
2.	COA, Lalsot (Dausa)	49
3.	COA, Fatehpur- Shekhawati (Sikar)	54
4.	COA, Kumher (Bharatpur)	28

Thus, SKNCOA, Jobner (Jaipur) having maximum no of students i.e. 114 and COA, Kumher (Bharatpur) having minimum number of students i.e. 28 were selected for the present study.

Data Collection: Data were collected using a structured questionnaire. Variables included both independent (residence, income, occupation, etc.) and dependent (entrepreneurial competency) factors.

Analysis: Data were analyzed using frequency, percentage, mean, standard deviation, and Karl Pearson's correlation.

Results and Discussion

The analysis of the data collected from 142 students reveals insightful trends regarding the influence of personal and familial attributes on entrepreneurial competency.

Family Background and Personal Attributes: The data (Table 2) shows that a majority (69.01%) of the students come from rural areas. This suggests a higher participation of rural students in agricultural education and a strong linkage to their roots, which may influence their inclination towards entrepreneurship due to greater familiarity with agricultural systems. This may be due to the fact that to take care of ancestral property and their farming land as the main family occupation i.e. agriculture is in the villages therefore the families of the respondents were staying in rural area. The findings of the study are similar to the findings of Gude (2017) [3], Manjunatha (2019) [6], Bano (2019) [2] and Zade (2021) [11].

The data in Table 3 illustrates that 47.18% of students belonged to the low-income category (₹1-3 lakh annually), while 33.81% were from medium-income households. Interestingly, medium-income groups displayed relatively better entrepreneurial scores, possibly due to moderate resource access combined with a motivation to enhance their socioeconomic status. All people have no access to the policies made by the government, NGO, or other sectors that are made for doubling their income. This is also the reason for the middle level of family annual income. The findings of Sane (2017) [8], Kumar (2017) [5], Gude (2017) [3], Modak (2018) [7] and Tanwar (2018) [10] also on similar trend.

Parental occupation (Table 4) further supports this, with 41.55% of the students' parents engaged in agriculture. Students from these backgrounds may inherit practical agricultural knowledge and a positive outlook towards agri-entrepreneurship. The parents of the students have the land given by their ancestors and they are not even well educated but have the skills required in agriculture or farming, so they do agriculture related work. Similar results were reported by Tanwar (2018) [10], Modak (2018) [7] and Zade (2021) [11].

In terms of gender (Table 5), the distribution was fairly balanced, with males (53.52%) slightly outnumbering females (46.48%). However, the entrepreneurial competency scores did not show significant variation by gender, indicating equal potential across both groups. The findings of Alakpodia (2014) [1], Hafa and Mobtassime (2021) [4] and Zade (2021) [11] were also on similar trend.

OGPA results (Table 6) suggest that a majority of students performed within the second class (49.30%) and first class (35.21%) categories. Higher academic achievers also reflected higher entrepreneurial competencies, which may be attributed to better discipline and cognitive skills. Similar results were reported by Kumar (2017) [5], Modak (2018) [7], Tanwar (2018) [10], Manjunatha (2019) [6] and Sharma (2019) [9].

Educational Background and Digital Exposure: As shown in Table 7, a large proportion (65.49%) of the students had studied agriculture in their 12th standard. These students likely have a stronger foundational understanding of agriculture, which could enhance their confidence in agri-entrepreneurial pursuits.

Non-formal education (Table 7) such as workshops (52.11%) and training (39.43%) significantly contributed to developing entrepreneurial traits. Students with exposure to skill development programs demonstrated better preparedness for enterprise activities.

Table 8 and Table 9 highlight digital literacy levels and access to technology. An overwhelming majority (79.57%) had medium-level digital knowledge, while 35.92% had high access to technology. These factors are positively associated with entrepreneurial success in today's digital economy. The findings of the study are similar to the results of Modak (2018) [7].

Goal Orientation and Entrepreneurial Competency

Goal orientation plays a crucial role in driving behavior. As per Table 10, most students (73.24%) were found to have medium goal orientation, aligning with the medium level of entrepreneurial competency seen in Table 11. This parallel suggests that strengthening goal-setting behavior can lead to improved entrepreneurial outcomes. Similar results were reported by Sharma (2019) [9].

Correlation Analysis: Table 12 presents the correlation between different variables and entrepreneurial competency. Goal orientation (r = 0.412**) and socio-cultural factors (r = 0.367**) showed strong and significant positive correlations. Access to technology (r = 0.289*) also emerged as a significant factor. These findings imply that intrinsic motivation, community encouragement, and technological support are key enablers for youth entrepreneurship.

On the other hand, family income and parental occupation had statistically insignificant correlations, indicating that while background influences motivation, it may not directly determine competency without proper institutional and peer support.

Conclusion

On the basis of this study it is to be concluded that this study establishes that personal and familial factors play a pivotal role in shaping entrepreneurial competency among ELP students. Students from agricultural backgrounds, with exposure to digital tools and strong goal orientation, tend to exhibit higher competencies. The findings suggest that:

- ELP modules should be tailored to consider student diversity.
- Access to ICT and digital platforms must be expanded.
- More emphasis should be given to practical goal-setting exercises.

- Institutions should identify and mentor high-potential students early.

Table 2: Distribution of respondents according to their area of Residence (n=142)

S. No.	Category	Number of respondents	Percentage
1.	Rural	98	69.01
2.	Urban	44	30.99
Total		142	100

Table 3: Distribution of respondents according to their family annual income (n=142)

S. No.	Family annual income	Number of respondents	Percentage
1	Low (1 - 3 lakh/annum)	67	47.18
2	Medium (above 3 Lakh - up to 5 lakh/ annum)	48	33.81
3	High (above 5 lakh/ annum)	27	19.01

Table 4: Distribution of respondents according to their parent occupation (n=142)

S. No.	Category	Number of respondents	Percentage
1.	Labour	11	07.75
2.	Business	17	11.97
3.	Private service	23	16.20
4.	Agriculture	59	41.55
5.	Government service	27	19.01
6.	Other	05	03.52
Total		142	100

Table 5: Distribution of respondents according to their gender (n=142)

S. No.	Category	Number of respondents	Percentage
1.	Male	76	53.52
2.	Female	66	46.48
Total		142	100

Table 6: Distribution of respondents according to their OGPA (n=142)

S. No.	Category	Number of respondents	Percentage
1.	Pass	11	7.75
2.	Second	70	49.30
3.	First	50	35.21
4.	First with distinction	11	7.75
Total		142	100

Table 7: Distribution of respondents according to their education (n=142)

S. No.	Category		Number of respondents	Percentage
1.	Formal education	a. Agriculture	93	65.49
		b. Science	49	34.51
Total			142	100
2.	Non-formal education	a. Training	56	39.43
		b. Workshop	74	52.11
		c. Other diploma	12	8.46
Total			142	100

Table 8: Distribution of respondents according to their knowledge about digital platform (n=142)

S. No.	Categories	Number of respondents	Percentage
1.	Low (up to 5.89)	12	08.45
2.	Medium (5.90-10.21)	113	79.57
3.	High (Above 11)	17	11.98
Total		142	100
Mean = 8.0493 SD = 2.1613			

Table 9: Distribution of respondents according to their access to technology (n=142)

S. No.	Particulars	Number of respondents	Percentage
1.	Low (up to 2)	49	34.50
2.	Medium (3 to 4)	42	29.58
3.	High (Above 4)	51	35.92
Total		142	100
Mean = 3.4085 SD = 0.9314			

Table 10: Distribution of respondents according to their goal orientation (n=142)

S. No.	Categories	Number of respondents	Percentage
1.	Low (up to 48)	19	13.38
2.	Medium (49-64)	104	73.24
3.	High (Above 65)	19	13.38
Total		142	100
Mean = 56.415 SD = 8.457			

Table 11: Distribution of respondents according to their overall entrepreneurial competency of UG students (n=142)

S. No.	Category	Number of respondents	Percentage
1.	Low (up to 70)	29	20.42
2.	Medium (71-90)	86	60.56
3.	High (Above & 91)	27	19.01
Total		142	100
Mean-80.566 SD- 10.237			

Table 12: Correlation between Variables and Entrepreneurial Competency

Variable	Correlation (r)	Significance
Goal Orientation	0.412**	Significant
Socio-Cultural Factors	0.367**	Significant
Access to Technology	0.289*	Significant
Family Income	0.142	Non-significant
Parent Occupation	0.110	Non-significant

*Significant at 0.05 level; **Significant at 0.01 level

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