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Entrepreneurial motivation of agricultural technical school students

¹Prakruthi SN, ²Dr. SP Lambe, ²Dr. UT Dangore, ³Nitin Saratkar and ⁴Bhagyashree Tupe

¹M.Sc. Student, Department of Agricultural Extension Education, Post Graduate Institute, Dr. PDKV, Akola, Maharashtra, India

²Professor (CAS), Department of Agricultural Extension Education, Post Graduate Institute, Dr. PDKV, Akola, Maharashtra, India

³Research Scholar, Department of Agricultural Extension Education, Post Graduate Institute, Dr. PDKV, Akola, Maharashtra, India

⁴M.Sc. Student, Department of Agricultural Extension Education, Post Graduate Institute, Dr. PDKV, Akola, Maharashtra, India

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Corresponding Author: Prakruthi SN

Abstract

The present investigation, entitled "Entrepreneurial Motivation of Agricultural Technical School Students," was undertaken in the Akola and Buldhana districts of Maharashtra, utilizing an exploratory research framework. A purposive sample of 120 students from four Agricultural Technical Schools was selected. Primary information was methodically gathered through in-person interviews employing a standardized questionnaire, then systematically classified, tabulated, and analyzed to ascertain the relationships in relation to the factors influencing entrepreneurial behavior. The findings revealed that a substantial proportion of respondents (66.66%) were male, with 41.66 per cent belonging to the Other Backward Class category. A majority (64.16%) hailed from families with moderate educational backgrounds, while 36.66% had parents whose principal occupation was agriculture coupled with labor. Around 35 percent came from households possessing minimal land (not exceeding 1 hectare), and 54.16 percent were classified within the moderate income category (₹180,001 - ₹360,000). Notably, 92.50 per cent originated from rural environments, and 40.83 per cent secured first-class academic results. The majority (74.16%) of ATS students appeared to be involved in the medium category of entrepreneurial motivation. The correlation study suggested a connection with gender, and academic success demonstrated a considerable positive association with entrepreneurial spirit. However, factors including caste classification, education of family members, parents' professions, family land ownership, annual earnings, and family's origin displayed an insignificant association.

Keywords: Agricultural Technical School (ATS) students, entrepreneur, entrepreneurial motivation

Introduction

The agricultural university, provides agricultural education to the students through a post-matriculation diploma course under the Faculty of Lower Agriculture Education. This course serves as a fundamental platform for students in communities across rural and urban regions who seek to gain knowledge in basic agriculture and agri-preneurship. However, with the decline regarding job prospects within the public sector for agriculture students, there is growing concern over the rising unemployment among ATS diploma holders. This situation demands greater focus on exploring alternative employment avenues, among which agri-preneurship holds significant potential. The extent to which these diploma holders are inclined towards entrepreneurial ventures is a subject of interest for researchers. With proper support and additional inputs, these students could be encouraged to start their own enterprises and achieve self-employment. Hence, the present research provides designed to assess their entrepreneurial motivation for laying the foundation for developing strategies that support the initiation of agriculture-related enterprises.

Objectives

1. To study the profile of Agriculture Technology School students
2. To study the entrepreneurial motivation of Agriculture Technology School students
3. To study the relation between profile of the ATS students and their entrepreneurial motivation

Methodology

The present study adopted an exploratory research design within the framework of social research, as it focused on understanding the underlying factors influencing entrepreneurial motivation of the students about agripreneurship. This study was conducted by selecting four ATS and 30 students from each ATS constituting a sample of 120. The data collection process was facilitated through the use of a systematically prepared interview schedule. Prior to conducting the actual data collection, the interview schedule was pretested, checked. The data was Compiled and evaluated using a suitable statistical tool.

Results and Discussion

The profile of the ATS students studied and the findings are shown in1 and interpreted as below. From the Table1 it clearly reflects that 66.66 per cent of the students were male and remaining 33.34 per cent students were female. Here are several ways to rephrase that sentence using words with similar meanings. The findings indicated that 41.66% of the students were from the Other Backward Class (OBC) group, while 17.50%, 16.67%, 15.00%, and 9.17% of the students were identified as belonging to Scheduled Caste, VJ/NT, Scheduled Tribes, and General (Open category), in that order. Regarding family education, the findings revealed that most students (64.16%) had a moderate level (7.55 to 10.5), and 15.84% of the students possessed a high level (above 10.5). The proportion of students with a low level (up to 7.55) of family education was 20.00%. It is also clear from the data, maximum (36.66%) of the parents were found to be in the category of Agriculture, 25.84 per cent of the total ATS student's parents were observed as engaged in agriculture labour. 16.66 percent students' parents were engaged in Agriculture + allied occupation. Agriculture + business is the parental occupation of 05.00 per cent students. 15.84 percent of Agricultural Technical School student's parents were engaged in Agriculture + service. Concerning family land ownership, the results showed that

approximately 35.00% of students' parents had marginal landholdings (up to 1 hectare), 25.00% had small landholdings (1.01 to 2.00 hectares), and 20.00% had semi-medium landholdings (2.01 to 4.00 hectares). 15.83% of students' parents belonged to the landless category. A small percentage of respondents possessed medium to large-sized landholdings. Regarding family income, it was observed that the majority (54.16%) of students came from families with a medium income (₹180,001 to ₹360,000), while 40.00% of students were in the low-income bracket (up to ₹180,000), and 5.84% of students were in the high-income bracket (above ₹360,000). It is also clear from the table that 92.50 per cent student's family background was rural and around 07.50 per cent of students belongs to urban background. The distribution of respondents based on their academic performance reveals that the largest group i.e. 40.83 per cent respondents, achieved First Class, indicating a strong academic performance, this is followed by 29.16 per cent of respondents who received Second Class, reflecting a moderate level of academic success. A smaller proportion, 14.18 per cent of respondents, earned Distinction, showcasing a high level of academic excellence. The Pass category has the fewest respondents, with 15.83 per cent, representing those with the lowest academic performance.

Table 1: Distribution of students according to their profile characteristics n=120

Sl. No.	Category	Frequency (f)	Percentage (%)
I	Gender		
1	Male	80	66.66
2	Female	40	33.34
II	Caste category		
1	General (open)	11	09.17
2	Other backward class (OBC)	50	41.66
3	Scheduled caste (SC)	21	17.50
4	Scheduled tribes (ST)	18	15.00
5	Vimukattjati / Nomadic tribes (VJ/NT)	20	16.67
III	Family Education		
1	Low(Up to 7.55)	24	20.00
2	Medium (7.56 to 10.5)	77	64.16
3	High (Above 10.5)	19	15.84
IV	Parental occupation		
1	Agriculture labour	31	25.84
2	Agriculture	44	36.66
3	Agriculture + Allied occupation	20	16.66
4	Agriculture + business	06	05.00
5	Agriculture + Service	19	15.84
V	Family land holding		
1	No land	19	15.83
2	Marginal (Up to 1 ha)	42	35.00
3	Small (1.01 to 2.00 ha)	30	25.00
4	semi-medium (2.01 to 4.00 ha)	24	20.00
5	Medium (4.01 to 10.00 ha)	04	03.33
6	Large (Above 10.00 ha)	01	00.84
VI	Family income		
1	Low (Up to Rs.180000/-)	48	40.00
2	Medium (Rs. 180001/-to Rs.360000/-)	65	54.16
3	High (Above Rs. 360000s/-)	07	05.84
VII	Family background		
1	Rural	111	92.50
2	Urban	09	07.50
VIII	Academic performance		
1	Pass	19	15.83
2	Second class	35	29.16
3	First class	49	40.83
4	Distinction	17	14.18

Entrepreneurial motivation of students towards Entrepreneurship

The motivation of the students orientation toward agro-entrepreneurship was assessed using scale. It was developed

by Vijaya. V and T. J. Kamalanabhan based on a 5-point Likert-type scale categorized as follows: EI-Extremely Important, VI – Very Important, I- Important, SI-Slightly Important, NI- Not Important.

Table 2: Statement wise entrepreneurial motivation of respondents.

Sl. No.	Statements	EI	VI	I	SI	NI
1	Get over shortage of money	40 (33.33)	34 (28.33)	29 (24.16)	10 (08.33)	07 (05.83)
2	Get complete job satisfaction	40 (33.33)	35 (29.16)	25 (20.83)	14 (11.66)	06 (05.00)
3	Be a leader	40 (33.33)	31 (25.83)	26 (21.66)	13 (10.83)	10 (08.33)
4	Make my family rich	46 (38.33)	35 (29.16)	20 (16.16)	14 (11.66)	05 (04.16)
5	Utilize my keen business sense	45 (37.50)	22 (18.33)	30 (25.00)	15 (12.50)	08 (06.66)
6	Be an employer, never an employee	47 (39.16)	30 (25.00)	25 (20.83)	12 (10.00)	06 (05.00)
7	Get best monetary returns for my talent	39 (32.50)	30 (25.00)	27 (22.50)	14 (11.66)	10 (08.33)
8	Exploit my innate talent and potential in a profession	35 (29.16)	30 (25.00)	25 (20.83)	18 (15.00)	12 (10.00)
9	Attain high social status	45 (37.50)	34 (28.33)	20 (16.66)	12 (10.00)	09 (07.50)
10	Acquire lots of wealth for self	41 (34.16)	35 (29.16)	27 (22.50)	11 (09.16)	06 (05.00)
11	Do something creative/ innovative	39 (32.5)	38 (31.66)	25 (20.83)	10 (08.33)	08 (06.66)
12	Show that I am inferior to none	43 (35.83)	35 (29.16)	25 (20.83)	11 (09.16)	06 (05.00)
13	Supplement the family income	43 (35.83)	38 (31.16)	20 (20.83)	11 (09.16)	08 (05.00)
14	Make effective use of my risk- taking ability and succeed	41 (34.16)	36 (30.00)	22 (18.33)	14 (11.66)	07 (05.83)
15	Do something/ Achieve something that others usually do not	40 (33.33)	35 (29.16)	20 (16.66)	15 (12.50)	10 (08.33)
16	Ensure financial stability of children	32 (26.66)	38 (31.66)	30 (25.00)	10 (08.33)	10 (08.33)
17	Be independent	36 (30.00)	41 (34.16)	28 (23.33)	10 (08.33)	05 (04.16)
18	Provide good service or products to the community	36 (30.00)	43 (35.83)	21 (17.50)	11 (09.16)	09 (07.50)
19	Make money to clear debts	30 (25.00)	35 (29.16)	30 (25.00)	14 (11.66)	11 (09.16)
20	Have my own preferred workstyle and lifestyle	42 (35.00)	41 (34.16)	22 (18.33)	09 (07.50)	06 (05.00)
21	Earn the respect of people	40 (33.33)	36 (30.00)	31 (25.83)	07 (05.83)	06 (05.00)
22	Enjoy the best luxuries of life	43 (35.83)	39 (32.50)	20 (16.66)	10 (08.33)	08 (06.66)
23	Get over monotony, experience change	42 (35.00)	41 (34.16)	22 (18.33)	09 (07.50)	06 (05.00)
24	Help people by providing them employment	41 (34.16)	42 (35.00)	20 (16.66)	10 (08.33)	07 (05.83)
25	Utilize the concessions or loans from the government, Banks, etc.	40 (33.33)	39 (32.50)	25 (20.83)	10 (08.33)	06 (05.00)
26	Use my decision-making/ problem-solving skills to profit in a career.	40 (33.33)	39 (32.50)	20 (16.66)	13 (10.83)	08 (06.66)
27	Compete with others and prove to be the best	46 (38.33)	35 (29.16)	25 (20.83)	08 (06.66)	06 (05.00)

EI - Extremely Important, VI – Very Important, I - Important, SI - Slightly Important, NI- Not Important

Regarding the ATS students' responses concerning entrepreneurial motivation, a notable 39.16% considered "to be an employer, never an employee" as extremely important, indicating a strong aspiration for autonomy and leadership. Following closely at 38.33% was the combined motivation of "to make my family rich" and "to compete with others and prove to be the best," highlighting the importance of familial financial success and personal achievement. The desire to "utilize my keen business sense and attain high social status" was deemed extremely important by 37.50%, succeeded by the combined drivers of "to enjoy the best luxuries of life" and "to show that I am inferior to none," both at 35.83%. Other significant motivators included "to supplement the family income" (35.83%), "to have my own preferred workstyle and lifestyle" (35.00%), and "to get over monotony, experience change" (35.00%). Statements such as "to earn the respect of people," "to acquire lots of wealth for self," and "to make effective use of my risk-taking ability" were also considered extremely important by approximately 34.16% of the students. Motivations such as do something creative/innovative (32.5%), get over shortage of money (33.33%), get complete job satisfaction and be a leader score consistently at 33.33 per cent. The lower-ranked ones include ensure financial stability of children (26.66%) and make money to clear debts (25.00%), still notable but not prioritized as highly.

The highest "Very Important" rating is for provide good service or products to the community (35.83%), followed closely by be independent and get over monotony (34.16%), showing the strong secondary desire for personal freedom and contribution to society. Many statements such as have my own preferred work style and lifestyle, help people by providing employment, Enjoy the best luxuries of life and utilize the concessions or loans also score high in the (32.50%).

The statement earns the respect of people has the highest "Important" rating at the percentage of 25.83, showing that while many see respect as valuable, fewer place it at the highest tier. This is closely followed by ensure financial stability of children and make money to clear debts (25.00%). Other frequently noted items in this category include utilize my business sense (25.00%).

The highest count for "Slightly Important" is 15.00 per cent for exploit my innate talent and potential, while other statements such as utilize my keen business sense, do something others usually don't and make effective use of my risk-taking ability also show up more in this mid-lower range (11.66%). This indicates that although are still valued, they aren't pressing priorities for a significant portion.

The highest "Not Important" rating appears for exploit my innate talent and potential at percentage of 10.00 and also make money to clear debts (9.16%), indicating a small but notable group that de-emphasizes personal potential or debt-

driven goals. Statements such as be a leader (08.33%), attain social status (07.50%).

The students were then categorised on the basis of the score they earned for overall entrepreneurial motivation by using Mean \pm SD in low, medium and high category as below

Table 3: Distribution of the respondents according to their entrepreneurial motivation

SI. No.	Category	Respondents(n=120)	
		Frequency	Percentage
1	Low (Up to 91.11)	15	12.50
2	Medium (91.11 to 111.28)	89	74.16
3	High (Above 111.28)	16	13.34
Total		120	100.00

The majority of respondents i.e. 74.16 per cent fall into the medium entrepreneurial motivation category, This suggests that most individuals possess a moderate level of entrepreneurial drive, a smaller proportion, 12.50 per cent exhibit low entrepreneurial motivation, This indicates that a minority of the respondents may have limited enthusiasm or inclination towards entrepreneurial activities, meanwhile, 13.34 per cent belong to the high entrepreneurial motivation category This group represents individuals with a strong entrepreneurial mindset, displaying a higher inclination towards risk-taking, innovation, and business leadership.

Relationship of Profile of the students with Entrepreneurial Motivation

Table 4: Coefficient of correlation of independent characteristics of respondents with their Entrepreneurial Motivation.

SI. No.	Independent Variable	Entrepreneurial motivation 'r' value
1	Gender	0.27855**
2	Caste category	-0.0701 ^{NS}
3	Family education	0.1594*
4	Parental occupation	0.1723*
5	Family land holding	0.16241*
6	Family income	0.1721*
7	Family background	-0.14358 ^{NS}
8	Academic performance	0.3342**

**Significant at 0.01% level probability, NS - Non-significant,

*Significant at 0.05% level probability

The correlation analysis of respondent characteristics and their entrepreneurial motivation revealed a positive and significant relationship between gender, family education, parental occupation, family land holding, family income, and academic performance with entrepreneurial motivation. Conversely, other independent variables such as caste category and family background did not exhibit any significant relationship with the entrepreneurial motivation of the ATS students, indicating that changes in these particular variables would not be reflected in changes in the entrepreneurial motivation of this student group.

Conclusion

The study revealed that boys (66.66%) outnumbered girls (33.34%) among ATS students, though gender distribution is generally balanced today. Most students (41.66%) belonged to the OBC category, with 64.16 per cent having family education between classes 8–10. Agriculture is the

main parental occupations (36.66%), and 35 per cent had small land holdings (1.01–2.00 ha). A majority (54.10%) came from marginal-income (Rs.180001/- to Rs.360000/-), rural (92.5%) backgrounds. In academics, 40.83 per cent secured first class, 29.16 per cent second class and 15.83 per cent each were in pass and 14.18 per cent distinction. Regarding entrepreneurial motivation, 74.16% were in the medium category, indicating strong enthusiasm for entrepreneurial activities as there is no other usual opportunity for them to get exposed.

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