

ASSOCIATION BETWEEN PROFILE OF THE POST-GRADUATE STUDENTS AND THEIR ENTREPRENEURIAL COMPETENCY LEVEL

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ABSTRACT

An entrepreneur can be defined as a person who tries to create something new, organizes and undertake risks and handles economic uncertainly involved in enterprise. Competency is a combination of a body of knowledge, skills and cluster of appropriate motives/ traits and motives that an individual possesses to perform a given task effectively and efficiently. Rural youth are playing important role in agriculture by performing some farm activities and helping their families in farm operations. There is a tremendous scope for empowerment of agricultural graduates through establishment of dairy, poultry, fishery, food processing and value addition, floriculture, green house, poly house enterprises etc. and thus they can even become employment generator. Acquainted with this fact present investigation conducted on "Entrepreneurial competency of the post-graduate students of SDAU". The present study was carried out on proportional stratified random sample of total 150 post-graduate students studying either in the final year of Master degree or in any year of Ph.D in the agriculture, veterinary and animal husbandry, horticulture, home science, dairy and food technology, renewable energy and environmental engineering, agribusiness management, and basic science and humanities of Sardarkrushinagar Dantiwada Agricultural University (SDAU), Sardarkrushinagar of Gujarat. The data were collected through interview schedule contacting post-graduates personally. Ex-Post-Facto research design was applied for the study. The level of entrepreneurial competency of post-graduate students of SDAU of Gujarat was measured with the help of questionnaire developed by Entrepreneurship Development Institute of India. Academic performance, family occupation, family income and mother's education of the post-graduate students had positive and not significant relationship, whereas, language proficiency, knowledge of internet and risk orientation had positive and highly significant relationship and father's education had positive and significant relationship. While agricultural business anxiety had negative and significant relationship with their level of entrepreneurial competency.

Keywords : *entrepreneurial competency, post-graduate students*

INTRODUCTION

An entrepreneur can be defined as a person who tries to create something new, organizes and undertake risks and handles economic uncertainly involved in enterprise. An entrepreneur has to be a highly motivated person. He or she will have to take initiative at various stages in organizing and recognizing resources like money, materials and manpower to produce goods or services. The entrepreneur also takes risks in term of money, time, technology, carrier commitment and social relationship. The monetary reward for these activities comes in the form of profit and competency is an underlying characteristic of a person which leads to his/her effective or superior performance in a job.

Competency is a combination of a body of knowledge, skills and cluster of appropriate motives/ traits

and motives that an individual possesses to perform a given task effectively and efficiently. Agricultural entrepreneurial competency has major three components viz, knowledge, skill, and motive. Knowledge means collection and retention of information in one mind. Skill is the ability to demonstrate a system and sequence of behavior which results in something observable, something that one can see. Skill and knowledge are both required to perform a task. Motive is an urge to achieve one's goal what McClelland (1965) terms 'Achievement Motivation'. Thus, in order to perform any task effectively and successfully including establishing and running an industrial unit, a entrepreneur needs to possess a set of knowledge, skill and motive which could be together labeled as 'competencies'.

India has one of the world's largest agricultural education system with 64 State Agricultural Universities

(SAUs), 3 Central Agricultural University (CAU), 5 Deemed Universities (DUs) and 4 general Central Universities with Agriculture faculty (Anonymous, 2019). These institutions enroll on annual basis about 15,000 students at UG level in as many as 11 disciplines and over 7,000 students at PG and 1700 students at Ph.D. level. At any point, there are over 80,000 students studying in SAUs. In addition to this, there are large number of private colleges both affiliated and non-affiliated to SAUs which also annually admit larger number of students.

Rural youth are playing important role in agriculture by performing some farm activities and helping their families in farm operations (Dhakre, 2014). There is a tremendous scope for empowerment of agricultural graduates through establishment of dairy, poultry, fishery, food processing and value addition, floriculture, green house, poly house enterprises etc. and thus they can even become employment generator. But, it has been many times reported that, only few students want to become entrepreneurs. This emphasizes the need of creating an aptitude among the students for taking up entrepreneurship which will enable them to become employment providers rather than employment seekers. Even though accurate data on unemployment is not available, it is believed that over 28 per cent of agricultural and natural resource college graduates need to find job (Jalali, 2003). But the point is that, could entrepreneurship be made in universities? and could entrepreneurship be learned?

Due to lack of entrepreneurial competency, many agricultural postgraduate students are not in position to take advantages of agro based enterprise i.e., the activities of agricultural sector integrated in terms of production, processing, marketing and shipments (exports/imports) under different organizational networks for their self employment. The time is thus for SAUs to measure level of entrepreneurial competency of postgraduate students, which will suggest an idea of motivational skill to develop agro-techno manager having innovative, initiative and risk bearing competence in agricultural business. Acquainted with this fact present investigation conducted on "Entrepreneurial competency of the post-graduate students of SDAU".

The postgraduate study held in the Agriculture, Veterinary and Animal Husbandry, Horticulture, Home Science, Dairy and Food Technology, Renewable Energy and Environmental Engineering and Agribusiness Management faculties of Sardarkrushinagar Dantiwada Agricultural University (SDAU). The seven colleges of Sardarkrushinagar Dantiwada Agricultural University are C.P. College of Agriculture, College of Veterinary Science and Animal Husbandry, College of Horticulture (Jagudan), ASPEE College of Home Science and Nutrition, Shri G.N.Patel Dairy Science and Food Technology College, College of

Renewable Energy and Environmental Engineering, College of Agribusiness Management for postgraduate studies. Hence, it is realized to study the entrepreneurial Competency of Postgraduate Students of Sardarkrushinagar Dantiwada Agricultural University of Gujarat state.

OBJECTIVES

- (1) To study profile of the post-graduate students of Sardarkrushinagar Dantiwada Agricultural University
- (2) To know the entrepreneurial competency level of post-graduate students of Sardarkrushinagar Dantiwada Agricultural University
- (3) To ascertain association between profile of the post-graduate students and their entrepreneurial competency level

METHODOLOGY

The present investigation was carried out in Sardarkrushinagar Dantiwada Agricultural University (SDAU), Sardarkrushinagar, Banaskantha, (Gujarat). Because it consist eight colleges with P.G. courses available in the agriculture, veterinary and animal husbandry, horticulture, home science, dairy and food technology, renewable energy and environmental engineering, agribusiness management and basic science and humanities, which may have some impact on the youth of surrounding area. A large number of development projects, co-operative organizations, Krushi Vigyan Kendra (KVK) are in operation for development of community in Banaskantha district. The present study was carried out on proportional stratified random sample of total 150 post-graduate students studying either in the final year of M.Sc. or in any year of Ph.D. in the agriculture, veterinary and animal husbandry, horticulture, home science, dairy and food technology, renewable energy and environmental engineering, agribusiness management, and basic science and humanities of Sardarkrushinagar Dantiwada Agricultural University (SDAU), Sardarkrushinagar of Gujarat.

The data were collected through interview schedule contacting post-graduates personally. Ex-Post-Facto research design was applied for the study. The level of entrepreneurial competency of post-graduate students of SDAU of Gujarat was measured with the help of questionnaire developed by Entrepreneurship Development Institute (EDI) of India. For measurement of independent variables included in study, different scales and scoring techniques developed by other scientists were used with slight modifications. The collected data were classified, tabulated and analyzed in light of the objectives in order to make the findings meaningful. The statistical tools, such as percentage, frequency, mean score and coefficient of correlation were used.

RESULTS AND DISCUSSION

Profile of the post-graduate students

Table 1 : Profile of the post-graduate students

(n = 150)

Sr. No.	Variables	Levels / Categories	Frequency	Per cent
1	Academic performance	Pass class (up to 6.49 OGPA)	03	02.00
		Second class (6.50 to 6.99 OGPA)	39	26.00
		First class (7.00 to 7.99 OGPA)	45	30.00
		First class with distinction (Above 8.00 OGPA)	63	42.00
2	Language proficiency	Only one language	00	00.00
		Only two languages	10	06.67
		Only three languages	102	68.00
		More than three languages	38	25.33
3	Family occupation	Agriculture	45	30.00
		Animal husbandry	02	01.34
		Service	26	17.33
		Business	11	07.34
		Any other	04	02.66
		Agriculture + animal husbandry	24	16.00
		Agriculture + service	15	10.00
		Agriculture + business	09	02.66
		Agriculture + animal husbandry + business	08	05.33
		Service + business	04	02.67
Agriculture + animal husbandry + service	02	01.33		
4	Annual family income	Up to ₹1,00,000	33	22.00
		₹ 1,00,001 to ₹ 2,00,000	42	28.00
		₹ 2,00,001 to ₹ 3,00,000	17	11.34
		₹ 3,00,001 to ₹ 4,00,000	11	07.33
		₹ 4,00,001 to ₹ 5,00,000	15	10.00
		Above ₹ 5,00,000	32	21.33
5	Father's education level	Illiterate	02	01.33
		Functionally literate	05	03.33
		Primary school	18	12.00
		Middle school	23	15.34
		High school	52	34.67
		College/Post graduation	50	33.33
6	Mother's education level	Illiterate	11	07.33
		Functionally literate	11	07.33
		Primary school	28	18.67
		Middle school	26	17.34
		High school	51	34.00
		College/Post graduation	23	15.33
7	Knowledge of internet (Knowledge index)	Very low (0-20 score)	02	01.34
		Low (21-40 score)	12	08.00
		Medium (41-60 score)	26	17.33
		High (61-80 score)	61	40.66
		Very high (81-100 score)	49	32.67
8	Risk orientation	Very low (10-18 score)	00	00.00
		Low (19-26 score)	08	05.34
		Medium (27-34 score)	72	48.00
		High (35-42 score)	58	38.66
		Very high (43-50 score)	12	08.00
9	Agricultural business anxiety	Very low (18-32 score)	09	06.00
		Low (33-46 score)	69	46.00
		Medium (47-60 score)	60	40.00
		High (61-74 score)	09	06.00
		Very high (75-90 score)	03	02.00

It is evident from the data presented in table – 1 that more than two fifth (42.00%) of the post-graduate students studying in agriculture, veterinary and animal husbandry, horticulture, home science, dairy and food technology, renewable energy and environmental engineering, agribusiness management and basic science and humanities were with first class with distinction category of academic performance followed by 30.00 per cent and 26.00 per cent of them were with first class and second class of academic performance, respectively. While, only 2.00 per cent of them were with pass class category. The post-graduate students with good academic performance were expected to have better knowledge regarding their course curriculum and also might be more competent to implement the knowledge and seize up emerging ample scope of agricultural enterprise as an employment options successfully. More than two third (68.00%) of the post-graduate students had knowledge of three languages followed by 25.33 per cent and 6.67 per cent with knowledge of more than three languages and two languages, respectively. The ability to communicate and understanding in different languages, which was additional talent to talk in other than their own mother tongue was observed among majority of the post-graduate students. The reason might be that the agricultural sector is wide and complex, good command on different types of languages might have made them more competent to interact, interpret, understand and formulate essential concepts of agricultural enterprise available in different regions.

More than one fourth (30.00%) of the post-graduate students had agriculture as their family occupation followed by 17.33, 16.00, 10.00, 7.34, 6.00, 5.33, 2.67, 2.66, 1.34 and 1.33 of them had service, agriculture plus animal husbandry, agriculture plus service, business, agriculture plus business, agriculture plus animal husbandry plus business, service plus business, any other, animal husbandry and agriculture plus animal husbandry plus service as their family occupation, respectively. more than one fourth (28.00%) of the post-graduate students had ₹ 1,00,001 to ₹ 2,00,000 annual income followed by 22.00 per cent with up to ₹ 1,00,000; 21.33 per cent with above ₹ 5,00,000; 11.34 per cent with ₹ 2,00,001 to ₹ 3,00,000; and 10.00 per cent with ₹ 4,00,001 to ₹ 5,00,000 of annual income. While, only 7.33 per cent with ₹ 3,00,001 to ₹ 4,00,000 of annual family income. The economic status of the post-graduate student's family can be attributed to the fact that most of their families had either more than one income source or more than one person were engaged with income generation, might be the probable reason behind such type of economic status of their families.

More than one third (34.67%) of the post-graduate students had to high school level of their father's education

followed by 33.33 per cent with college level of father's education, 15.34 per cent with middle school level of father's education, 12.00 per cent primary school of father's education and 3.33 per cent functionally literate of father's education. While, only 1.33 per cent of them had illiterate of their father's education. The probable reason might be that importance of education might have been understood by majority of respondent's father and facility of education provided nearby their residence leads them to acquired higher education. More than one third (34.00%) of the post-graduate students had to high school level of their mother's education followed by 18.67, 17.34, and 15.33 per cent of them with primary school, middle school, and college level of their mother's education, respectively. While, only 7.33 per cent of post-graduate student's mothers had illiterate and functionally literate level of education. The reason for this might be due to the lake of awareness of women's education in the society.

More than two fifth (40.66%) of the post-graduate students had high level of basic knowledge of internet followed by 32.67, 17.33, and 8.00 of the post-graduate students who had very high, medium and low level of knowledge regarding internet, respectively. While, only 1.34 per cent of the post-graduate students had very low level of knowledge of internet. Internet is an open interconnection of networks that enables connected computers to communicate directly with each other in seconds. To grab the knowledge of this wonderful and versatile means of communication is an essential requirement was well understood by majority of the post-graduates. Further they might have had high level of knowledge of internet to interact with experts and solve their queries, to search references, study materials, e-books and reviews of research work carried out by other research scientists etc. those are available on internet. Half (48.00%) of the post-graduate students had medium level of risk orientation followed by 38.66 per cent and 8.00 per cent of the post-graduate students had high and very high level of risk orientation, respectively. While, only 5.34 per cent of the post-graduate students had low level of risk orientation. Educated family background, elevated level of family income and high level of academic performance might have made them more competent and capable to bear calculated risk. nearly half (46.00%) of the post-graduate had low level of agricultural business anxiety followed by 40.00 per cent of post-graduate students had medium level of agricultural business anxiety. Whereas, equal number of post-graduate students (6.00 per cent) had high and very low level of agricultural business anxiety. While, only 2.00 per cent of post-graduate students had very high level of agricultural business anxiety. Nearly half (46.00%) of the post-graduate had low level of agricultural business anxiety followed by

40.00 per cent of post-graduate students had medium level of agricultural business anxiety. Whereas, equal number of post-graduate students (6.00 per cent) had high and very low level of agricultural business anxiety. While, only 2.00 per cent of post-graduate students had very high level of agricultural business anxiety. The probable reason for this might be that up to their post graduation level of agricultural education perhaps made them enable to build up personalities and capability to envisage the scope of agricultural business as an emerging self employable entrepreneurial occupation.

Entrepreneurial competency level of post-graduate students

Table 2 : Entrepreneurial competency level of post-graduate students

(n = 150)

Sr. No.	Competency	Levels / Categories	Frequency	Per cent
1	Initiativeness	Very low (5 - 9 score)	00	00.00
		Low (10 - 13 score)	05	03.34
		Medium (14 - 17 score)	66	44.00
		High (18 - 21 score)	63	42.00
		Very high (22 - 25 score)	16	10.66
2	Activism	Very low (5 - 9 score)	00	00.00
		Low (10 - 13 score)	03	02.00
		Medium (14 - 17 score)	54	36.00
		High (18 - 21 score)	80	53.33
		Very high (22 - 25 score)	13	08.67
3	Persistence	Very low (5 - 9 score)	00	00.00
		Low (10 - 13 score)	02	01.33
		Medium (14 - 17 score)	44	29.33
		High (18 - 21 score)	84	56.00
		Very high (22 - 25 score)	20	13.34
4	Information seeking behaviour	Very low (5 - 9 score)	00	00.00
		Low (10 - 13 score)	06	04.00
		Medium (14 - 17 score)	21	14.00
		High (18 - 21 score)	80	53.34
		Very high (22 - 25 score)	43	28.66
5	Job excellence	Very low (5 - 9 score)	00	00.00
		Low (10 - 13 score)	01	00.66
		Medium (14 - 17 score)	50	33.34
		High (18 - 21 score)	80	53.34
		Very high (22 - 25 score)	19	12.66
6	Commitment to work contract	Very low (5 - 9 score)	00	00.00
		Low (10 - 13 score)	05	03.33
		Medium (14 - 17 score)	30	20.00
		High (18 - 21 score)	92	61.33
		Very high (22 - 25 score)	23	15.34
7	Efficiency orientation	Very low (5 - 9 score)	00	00.00
		Low (10 - 13 score)	11	07.33
		Medium (14 - 17 score)	37	24.67
		High (18 - 21 score)	79	52.66
		Very high (22 - 25 score)	23	15.34
8	Systematic planning orientation	Very low (5 - 9 score)	00	00.00
		Low (10 - 13 score)	02	01.33
		Medium (14 - 17 score)	41	27.33
		High (18 - 21 score)	103	68.67
		Very high (22 - 25 score)	04	02.67

Sr. No.	Competency	Levels / Categories	Frequency	Per cent
9	Tackleness	Very low (5 - 9 score)	00	00.00
		Low (10 - 13 score)	07	04.67
		Medium (14 - 17 score)	60	40.00
		High (18 - 21 score)	76	50.67
		Very high (22 - 25 score)	07	04.66
10	Self confidence	Very low (5 - 9 score)	00	00.00
		Low (10 - 13 score)	11	07.33
		Medium (14 - 17 score)	38	38.66
		High (18 - 21 score)	73	48.66
		Very high (22 - 25 score)	08	05.35
11	Assertiveness	Very low (5 - 9 score)	05	03.33
		Low (10 - 13 score)	16	10.67
		Medium (14 - 17 score)	67	44.66
		High (18 - 21 score)	59	39.34
		Very high (22 - 25 score)	03	02.00
12	Persuasion	Very low (5 - 9 score)	04	02.67
		Low (10 - 13 score)	11	07.33
		Medium (14 - 17 score)	58	38.67
		High (18 - 21 score)	70	46.67
		Very high (22 - 25 score)	07	04.66
13	Use of influence strategies	Very low (5 - 9 score)	02	01.33
		Low (10 - 13 score)	14	09.33
		Medium (14 - 17 score)	48	32.00
		High (18 - 21 score)	81	54.00
		Very high (22 - 25 score)	05	03.33
14	Overall entrepreneurial competency	Very low (67 - 117 score)	00	00.00
		Low (118 - 169 score)	00	00.00
		Medium (170 - 221 score)	29	19.33
		High (222 - 273 score)	112	74.67
		Very high (274 - 325 score)	09	06.00

It is evident from the data presented in table – 2 that more than two fifth (44.00%) of the post-graduate students had medium level of initiativeness followed by 42.00 per cent and 10.66 per cent of them had high and very high level of initiativeness, respectively. While, only 3.34 per cent of post-graduate students had low level of initiativeness. The higher academic achievement and family background lead the post-graduate students to possess more practicable knowledge and thoughts regarding different identified agricultural entrepreneurial options, which might have motivated them to have ability to turn their ideas into action.

More than half (53.33%) of the post-graduate students had high level of activism followed by 36.00 per cent and 8.67 per cent of them had medium and very high level of activism, respectively. While, only 2.00 per cent of the post-graduate students had low level of activism. The probable reasons for this might be that better understanding and educational performance might had made them more

capable to employ timely upon new business opportunities even in situations and takes appropriate proceedings when it appears.

More than half (56.00%) of the post-graduate students had high level of persistence followed by 29.33 per cent and 13.34 per cent of them had medium and very high level of persistence, respectively. While, only 1.33 per cent of post-graduate students had low level of persistence. The probable reason for this might be that postgraduates had willingness to employ on agricultural entrepreneurial option and ready to put efforts to overcome obstacles arise in the path of accomplishment of their goals.

More than half (53.34%) of the post-graduate students had high level of information seeking behaviour followed by 28.66 per cent and 14.00 per cent of them had very high and medium level of information seeking behaviour, respectively. While, only 4.00 per cent of the post-graduate students had low level of information seeking behaviour. The probable

reason might be that a post-graduate study of the students is an important corridor to occupy better employment and for that they might have habit to seek the information. Further high level of knowledge of internet and languages made them more efficient in seeking the information about ongoing alerting agricultural world economy.

More than half (53.34%) of the post-graduate students had high level of job excellence followed by 33.34 per cent and 12.66 per cent of them had medium and very high level of job excellence, respectively. While, only 0.66 per cent of the post-graduate students had low level of job excellence. As the selection of the respondents in the present study was only post-graduate students and at this level of their professionalism they might have had consciousness and equipped them more habituate for high level of quality work.

More than three fifth (61.33%) of the post-graduate students had high level of commitment to work contract followed by 20.00 per cent and 15.34 per cent of them had medium and very high level of commitment to work contract, respectively. While, only 3.33 per cent of the post-graduate students had low level of commitment to work contract. Benefits to accept final responsibility for completing a job to step at higher position in their agricultural professionalism was well understood by the majority of the post-graduate students had high level of commitment to work contract.

More than half (52.66%) of the post-graduate students had high level of efficiency orientation followed by 24.67 per cent and 15.34 per cent of them had medium and very high level of efficiency orientation, respectively. While, only 7.33 per cent of the post-graduate students had low level of efficiency orientation. Elevated level of personalities, low level of nervousness towards the agribusiness and occupational experience of respondent's family might have made them able to find ways to do things faster with fewer resources at lower costs and interested in devising new methods aimed at promoting efficiency.

More than two third (68.67%) of the post-graduate students had high level of systematic planning orientation followed by 27.33 per cent and 2.67 per cent of them had medium and very high level of systematic planning orientation, respectively. While, only 1.33 per cent of the post-graduate students had low level of systematic planning orientation. The medium level of risk orientation and low level of business anxiety made post-graduates more enable to formulate proper plan and then executes carefully to accomplish the task might be the probable reason behind high to very high level of systematic planning type of competency.

More than half (50.67%) of the post-graduate

students had high level of tackleness followed by 40.00 per cent and 4.67 per cent of them had medium and low level of tackleness, respectively. While, only 4.66 per cent of the post-graduate students had very high level of tackleness. The characteristics of bearing calculated risk and family occupational experience during brought up might have made the post-graduate students more conscious and challengeable to find out ways and means to overcome the problems that come in occupying agricultural entrepreneurial activities.

Nearly half (48.66%) of the post-graduate students had high level of self confidence followed by 38.66 per cent and 7.33 per cent of them had medium and low level of self confidence, respectively. While, only 5.35 per cent of the post-graduate students had very high level of self confidence. The probable reason might be the educational exposure of various technical subjects during study; foresight of agricultural business and family prop up made them more self assured on their abilities.

More than two fifth (44.66%) of the post-graduate students had medium level of assertiveness followed by 39.34 per cent, 10.67 per cent and 3.33 per cent of them had high, low and very low level of assertiveness, respectively. While, only 2.00 per cent of the post-graduate students had very high level of assertiveness. High level of Internet exposure, knowledge of different languages might have made them assertive to communicate his/her issues in scheduling of agricultural related venture with others.

More than two fifth (46.67%) of the post-graduate students had high level of persuasion followed by 38.67 per cent, 7.33 per cent and 4.66 per cent of them had medium, low and very high level of persuasion, respectively. While, only 2.67 per cent of the post-graduate students had very low level of persuasion. A successful entrepreneur must be able to persuade others to do the work, the way he wants them to do, which might have geared up to link, convince and influence other individuals, in managing of business contacts at a high level and advantages of this competency were well recognized by more than half of the post-graduates to have high to very high level of persuasion.

More than half (54.00%) of the post-graduate students had high level of use of influence strategies followed by 32.00 per cent, 9.33 per cent and 3.33 per cent of them had medium, low and very high level of use of influence strategies, respectively. While, only 1.33 per cent of the post-graduate students had very low level of use of influence strategies. The reason behind this competency among majority of the post-graduate students might be their academic profile, cultured family back ground, communicational ability and

boldness, which might have made them able to use varieties of effective strategies to accomplish own objectives in their entrepreneurial carrier options and evolve relevant strategies to guard and promote the interest of the organization.

Nearly three fourth (74.67%) of the post-graduate students had high level of overall entrepreneurial competency, which indicates the ability to demonstrate a system and sequence of behavior and also ready to take favourable actions to accomplishing any commercial goal, when circumstances will be arise. This indicated that postgraduate students had the aptitude to be successful entrepreneur ability to accept an alternative career option.

Association between profile of the post-graduate students and their entrepreneurial competency level

Table 3 : Association between profile of the post-graduate students and their entrepreneurial competency level

(n = 150)

Sr. No.	Independent variables	Correlation coefficient ('r')
(I)	Personal variables	
X ₁	Academic performance	0.076 ^{NS}
X ₂	Language proficiency	0.228 ^{**}
(II)	Socio-economical variables	
X ₃	Family occupation	0.064 ^{NS}
X ₄	Family income	0.076 ^{NS}
(III)	Situational variables	
X ₅	Father's education	0.183 [*]
X ₆	Mother's education	0.110 ^{NS}
(IV)	Psychological variables	
X ₇	Knowledge of internet	0.384 ^{**}
X ₈	Risk orientation	0.264 ^{**}
X ₉	Agricultural business anxiety	-0.166 [*]

** = Significant at 1 per cent level

* = Significant at 5 per cent level

NS = Not significant

It is evident from the data presented in table – 3 that academic performance of the post-graduate students was found to be positive and not significant ('r' = 0.076) with their entrepreneurial competency. The result indicate that academic performance of post-graduate students played positively non-significant role in developing their entrepreneurial competency. The low level of entrepreneurial competency was seen among those post graduates who had high level of academic performance. The abundant opportunity in high profile agricultural job in public and private organization might have made the post-graduates more conscious and

competent towards academic carrier rather than agricultural entrepreneurial carrier. The present finding is partially in line with the findings of Patel (2004), Patel and Chauhan (2005), Dahake (2009), Misal *et al.*(2013), Lennyric (2014).

Language proficiency of the post-graduate students was found to be positive and highly significant at 1 per cent level of significance ('r' = 0.228) with their level of entrepreneurial competency. It can be conclude that the post-graduate students who had more language proficiency can confidently interpret, communicate and interact with others for self employable implication and could enable to combine various regional indigenous technologies related to agricultural enterprise. Thus, it can be said that post-graduate students who had more language proficiency had high level of entrepreneurial competency. The present finding is partially in line with the findings of Modak (2014).

Family occupation of the post-graduate students was found to be positive and not significant ('r' = 0.064) with their level of entrepreneurial competency. It can be conclude that positive and non-significant correlation was found in case of family occupation of the post-graduate students and their entrepreneurial competency. It can also be said that level of entrepreneurial competency found similar in irrespective level of family occupation of post-graduates. The present finding is partially in line with the findings of Chauhan (2006), Kawale (2013), Misal *et al.* (2013), Ramijyani (2013), Lennyric (2014), Modak (2014), Bai (2016), and Chamela (2016).

Family income of the post-graduate students was found to be positive and not significant ('r' = 0.076) with their level of entrepreneurial competency. The reason for this non-significant relationship might be due to that family income had varied least among the post-graduate students and it is quite natural that for developing knowledge, skill and motive to become an entrepreneur is concerned for any level of income groups, so that it did not make any significant impact on their entrepreneurial competency. The present finding is partially in line with the findings of Shah (2006), Gadhvi (2012), Khadayata (2013), Misal *et al.* (2013), Modak (2014), Chamela (2016), and Kumaran and Anand (2016).

Father's education of the post-graduate students was found to be positive and significant at 5 per cent level of significance ('r' = 0.183) with their level of entrepreneurial competency. The result indicate that, the post-graduate students who had highly educated father were having higher level of entrepreneurial competency and it can be understood that the post-graduate students were inspired by their educated and knowledgeable fathers in execution of

agricultural enterprising technology for their self employment and income oriented activities. Thus it can be concluded that positive and significant correlation was found in case of father's education of the post-graduate students and their entrepreneurial competency. The present finding is partially in line with the findings of Patel (2005), Modak (2014), Leis *et al.* (2014), and Kumaran and Anand (2016).

Mother's education of the post-graduate students was found to be positive and not significant ($r = 0.110$) with their level of entrepreneurial competency. The result indicate that the level of entrepreneurial competency of the post-graduates was not influenced by their mother's education. It can be said that educated mothers of the respondents did not play any role to encourage and stimulate them to employ into entrepreneurship for the overall improvement of their knowledge and education. The present finding is partially in line with the findings of Patel (2007), Patel and Chauhan (2010), Modak (2014), and Chamela (2016).

Knowledge of internet of the post-graduate students was found to be positive and highly significant at 1 per cent level of significance ($r = 0.384$) with their level of entrepreneurial competency. It means that level of basic knowledge of internet did play important role in increasing their degree of entrepreneurial competency. The result also can interpret like that the post-graduate students possessed higher level of competency regarding entrepreneurship irrespective to their level of basic knowledge of internet.

Risk orientation of the post-graduate students was found to be positive and highly significant at 1 per cent level of significance ($r = 0.264$) with their level of entrepreneurial competency. Risk oriented personality is an important traits of person to employ in new venture. In present study it was found that the post-graduate students who had higher level of entrepreneurial competency were having higher level of risk bearing ability. Their knowledge regarding agricultural education helped them to calculate various uncertainties in enterprise and also increased their ability to bear/ manipulate risk might be the probable reason behind highly positive significant relationship with their entrepreneurial competency. The present finding is partially in line with the findings of Modak (2014).

Agricultural business anxiety of the post-graduate students was found to be negative and significant at 5 per cent level of significance ($r = -0.166$) with their level of entrepreneurial competency. The result indicate that the post-graduates who had higher level of entrepreneurial competency had lower level of agricultural business anxiety. The higher education in post-graduation level might be

motivated to reduce the level of anxiety regarding business in deciding enterprising as a viable career opportunity. The present finding is partially in line with the findings of Patel and Chauhan (2009), Modak (2014), Darji *et al.*, (2017).

CONCLUSION

- [1] The study facilitates in knowing personal, socio-economic, situational and psychological characteristics of the post-graduate students of Sardarkrushinagar Dantiwada Agricultural University which would serve as a guideline to the policy makers to build up an adequate level of capabilities of agricultural entrepreneurship.
- [2] The findings of the study revealed that majority of the post-graduate students had medium to high level of entrepreneurial competency. So more efforts should be taken from grass root level in building enough level of entrepreneurial competency through practical entrepreneurial training, agri business exposure etc.
- [3] The personal variable, language proficiency, fathers' education, and risk orientation had positive significant relationship; but agricultural business anxiety had negatively significant with entrepreneurial competency. It has been proved that post-graduates were having characteristics to become an entrepreneur, but they need some intrinsic or extrinsic motivation.
- [4] Post-graduate students had not much positive mind set to have own agricultural enterprise. So there is crucial need to take possible efforts in generating consciousness among the students about demanding enterprising opportunities in the field of agro-allied sector.
- [5] Necessitate of undertaking survey to know attentiveness of agricultural students for investigation of agro-based enterprises.

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