



International Journal of Research in Agronomy

E-ISSN: 2618-0618
P-ISSN: 2618-060X
© Agronomy
NAAS Rating (2026): 5.20
www.agronomyjournals.com
2026; SP-9(8): 25-28
Received: 24-05-2026
Accepted: 28-06-2026

Supriya GN
Ph.D. Scholar, Dept. of
Agricultural Extension and
Communication, AAU, Anand,
Gujarat, India

GR Patel
Assistant Registrar (Academic),
SDAU, Sardarkrushinagar,
Gujarat, India

Profile analysis of students in relation to agripreneurship development in Sardarkrushinagar Dantiwada Agricultural University, Sardarkrushinagar

Supriya GN and GR Patel

DOI: <https://www.doi.org/10.33545/2618060X.2026.v9.i8Sa.6180>

Abstract

India, with its predominantly agrarian economy faces a widening disparity between rural and urban livelihoods. Despite industrial and service sector advancements, agricultural growth remains limited, constraining rural prosperity. In this context, agripreneurship emerges as a transformative solution to revitalize agriculture and rural communities. This study was undertaken to evaluate the agripreneurial attitude among agricultural students, analyse the contributing personal and psychological factors and assess the support systems necessary to foster entrepreneurial orientation. The research was conducted among agricultural students at Sardarkrushinagar Dantiwada Agricultural University, with the objectives of understanding their attitude towards agripreneurship development. Purposive sampling techniques was followed for selection of the respondents. Thus, total 176 respondents were selected as sample size. The data were collected through personal interview then after tabulated and analyzed to get proper answer with the help of various appropriate statistical tools. The majority of respondents were male (57.39%) and belonged to the unreserved category (65.91%). Most students achieved a second-class grade (53.41%) and (58.52%) have medium level of innovativeness, (61.93%) displayed a medium level of self-confidence. (42.61%) of the agricultural student's father had high school level education and (35.23%) of the student's father engaged in farming as a main occupation. (46.59%) of the agricultural students had medium level of risk-taking ability and (62.50%) of the agricultural students had medium level of decision-making ability. (68.75%) of the students showed medium level of exposure to mass media contact. Recommendations for future research include expanding the sample across disciplines and institutions and including additional variables to deepen the understanding of agripreneurial behaviour among youth.

Keywords: Agripreneurship, agripreneurial attitude, development, and innovativeness

Introduction

India is primarily an agrarian economy. India's rural population comprising of around 70%, relies heavily on agriculture and allied sectors for their livelihood. Despite significant growth in manufacturing and services, the agriculture sector has seen limited development, directly impacting rural livelihoods. A substantial gap exists between rural and urban living standards, with rural populations struggling to benefit from India's progress. To bridge this divide and revitalize rural India, promoting agripreneurship is now crucial (Rao and Kumar, 2016) ^[12].

A transition from agriculture to agribusiness is a critical step to revitalize India's agricultural sector, making it more attractive and profitable. Agripreneurship serves as a powerful tool to revitalize the socio-economic status of rural communities, focusing on key areas such as employment generation, income enhancement, poverty alleviation and improved health, nutrition and food security within the Indian economy (Bairwa *et al.*, 2014) ^[2].

(Kalam, 2007) ^[5] said that agricultural graduates have vast opportunities for empowerment through ventures like dairy, poultry, fishery, food processing, floriculture and greenhouse enterprises, enabling them to become job creators. However, it's concerning that few students aspire to become entrepreneurs. Therefore, it is essential to cultivate an entrepreneurial mindset among students, transforming them from job seekers to employment providers. The economic success of developed countries can be attributed to numerous small-scale entrepreneurs. To replicate this model, India needs to foster a large number of entrepreneurs to develop and

Corresponding Author:
Supriya GN
Ph.D. Scholar, Dept. of
Agricultural Extension and
Communication, AAU, Anand,
Gujarat, India

transform rural areas into thriving economic hubs.

Methodology

The study was conducted in Sardarkrushinagar Dantiwada Agricultural University, Sardarkrushinagar. The study was confined to “Ex-post-facto” research design and purposive sampling procedure was used to select respondents for the investigation. For the study total 176 agricultural students were taken as respondents. The respondents were selected from different agricultural colleges comes under Sardarkrushinagar Dantiwada Agricultural University viz., C. P. College of Agriculture, College of Agriculture, Tharad and College of Agriculture, Bhuj. The respondents were interviewed personally and their responses were recorded in the interview schedule prepared for the purpose. Before conducting an interview, the aim and objectives of the study was explained to them in order to get whole hearted response and correct information from the respondents. The selection of the variables included in the study was done on the basis of an extensive review of literature on the subjects, its discussion with the experts and previous studies taken up on the related subjects. Only those variables which were having relevance with the study were finally selected.

Results and Discussion

Gender

Table 1: Distribution of Agricultural students according to their gender n=176

Sl. No.	Gender	Number	Per cent
1	Female	75	42.61
2	Male	101	57.39
	Total	176	100.00

The data depicted in the table 1 indicates that 57.39 per cent of the agricultural students were male, whereas 42.61 per cent of the students were female. The data depicted that majority of the students were male. The probable reason might be that traditional societal expectations may encourage men to pursue higher education and careers in certain field compared to girl child.

Caste

Table 2: Distribution of Agricultural students according to their caste n=176

Sl. No.	Category of caste	Number	Per cent
1	Schedule caste	10	5.68
2	Schedule tribe	11	6.25
3	Other backward class	39	22.16
4	Unreserved category	116	65.91
	Total	176	100.00

It is observed from table 2 that 65.91 per cent of the agricultural students were from unreserved category, whereas number of agricultural students belonged to other backward caste, schedule caste and schedule tribe were 22.16 per cent, 10.00 per cent and 11.00 per cent, respectively.

The findings suggest from the above results that most of the agricultural students came from unreserved category, likely due to their parents' higher literacy rates, socioeconomic status and greater access to educational opportunities, enabling them to

pursue higher education.

Academic achievement

Table 3: Distribution of the Agricultural students according to their academic Achievement n=176

Sr. No.	Academic achievement	Number	Per cent
1	Pass class (5.00 to 5.99 OGPA)	13	7.39
2	Second class (6.00 to 6.99 OGPA)	94	53.41
3	First class (7.00 to 7.99 OGPA)	50	28.41
4	Distinction (8.00 and above OGPA)	19	10.79
	Total	176	100

Table 3 indicate that 53.41 per cent of the agricultural students were in second class category, followed by 28.41 per cent of the agricultural students were in first class category, 10.79 per cent of the student's secured distinction and 7.39 per cent of the agricultural students were in pass class category.

On the basis of the results presented above, it can be concluded that majority (53.41%) of the agricultural students had second class.

Innovativeness

Table 4: Distribution of Agricultural students according to their innovativeness n= 176

Sl. No.	Level of innovativeness	Number	Per cent
1	Low (≤ 12.35 score)	34	19.32
2	Medium (in between 12.35 to 18.50 score)	103	58.52
3	High (≥ 18.50 score)	39	22.16
		176	100.00

Mean=15.43

S. D.= 3.08

It is evident from the data reported in table 4 that 58.52 per cent of the agricultural students had medium level of innovativeness followed by high and low level of innovativeness with 22.16 per cent and 19.32 per cent, respectively. Most agricultural students exhibited medium level of innovativeness, which may be attributed to the limited availability of alternative income sources in agricultural enterprises, potentially limiting their willingness to experiment with new ideas.

Self-confidence

Table 5: Distribution of Agricultural students according to their self-confidence n= 176

Sr. No.	Category	Number	Per cent
1	Low (≤ 12.52 score)	40	22.73
2	Medium (in between 12.52 to 18.33 score)	109	61.93
3	High (≥ 18.33 score)	27	15.34
	Total	176	100.00

Mean=15.43

S. D. =2.91

It is clear from the data presented in table 5 that the majority of agricultural students (61.93%) exhibit medium level of self-confidence, while 22.73 per cent have low self-confidence and 15.34 per cent have high self-confidence.

This might be due to the factors such as the relatively low educational attainment of their fathers and the moderate occupational status of their families.

Father's education

Table 6: Distribution of the agricultural students according to their fathers' education n = 176

Sl. No.	Educational Category	Number	Per cent
1	Illiterate	22	12.50
2	Literate (can read and write)	12	6.82
3	Primary school	38	21.59
4	High school level	75	42.61
5	Higher secondary school level	16	9.09
6	Graduate	11	6.25
7	Post graduate	2	1.14
	Total	176	100

It is concluded from the table 6 that 42.61 per cent of the agricultural student's father had high school level education followed by 21.59 per cent, 12.50 per cent, 9.09 per cent, 6.82 per cent, 6.25 per cent and 1.14 per cent of the agricultural student's father had primary school, illiterate, higher secondary education, literate (can read and write), graduates and above graduates level education respectively.

Above results clearly indicates that majority of the agricultural student's father were educated up to high school level of education. This might be due to the limited access to education and family responsibilities.

Father's Occupation

Table 7: Distribution of the agricultural students according to their father's occupation n = 176

Sl. No.	Category	Number	Per cent
1	Farming	62	35.23
2	Farming + Business	17	9.66
3	Business	31	17.61
4	Govt. Service	37	21.02
5	Private sector	22	12.50
6	Labour	7	3.98
	Total	176	100

The data in table 7 reveals that 35.23 per cent of the student's father were engaged in farming followed by, government service, business, private sector, farming and business together and labour which accounted 21.02 per cent, 17.61 per cent, 12.5 per cent, 9.66 per cent and 3.98 per cent, respectively.

It can be concluded from the discussion that high percentage of student's father were in the field of farming because farming might be a traditional occupation in the family, passed down through generations.

Risk taking ability

Table 8: Distribution of Agricultural students according to their risk-taking ability n= 176

Sl. No.	Level of risk -taking ability	Number	Per cent
1	Low (≤ 12.60 score)	36	20.45
2	Medium (in between 12.60 to 19.37 score)	82	46.59
3	High (≥ 19.37 score)	58	32.96
	Total	176	100.00

Mean=15.98

S. D. =3.38

It is evident from the data depicted in table 8 that 46.59 per cent of the agricultural students had medium level of risk-taking ability, whereas 32.96 per cent and 20.45 per cent of the students

were having high and low risk-taking ability, respectively.

The probable reason might be that agricultural entrepreneurs have limited alternative income sources, leading them to make calculated assumptions about market demand, pricing and other factors to mitigate risks in their business ventures.

Decision making ability

Table 9: Distribution of Agricultural students according to their decision-taking ability n=176

Sl. No.	Level of decision-making ability	Number	Per cent
1	Low (≤ 12.72 score)	21	11.93
2	Medium (in between 12.72 to 19.58 score)	110	62.50
3	High (≥ 19.58 score)	45	25.57
	Total	176	100.00

Mean=16.15

S. D. =3.43

As it is evident from table 9 that 62.50 per cent of the agricultural students had medium level of decision-making ability, while 25.57 per cent of the agricultural students had high level of decision-making ability and 11.93 per cent had low level of decision-making ability. It could be concluded that majority (62.50%) of the agricultural students had medium level of decision-making ability.

The probable reason for the above finding might be that they were analysing the situation carefully before taking the decision.

Mass media exposure

Table 10: Distribution of Agricultural students according to their mass media exposure n= 176

Sl. No.	Level of mass media exposure	Number	Per cent
1	Low (≤ 10.72 score)	20	11.36
2	Medium (in between 10.72 to 13.63 score)	121	68.75
3	High (≥ 13.63 score)	35	19.89
	Total	176	100.00

Mean=12.18

S. D. =1.46

The above findings from the table 10 reveals that 68.75 per cent of the students had medium level of exposure to mass media contact followed by 19.89 per cent of students had high level of exposure to mass media and 11.36 per cent of students had low level of exposure to mass media contact.

The possible reason might be that students are aware of the potential impact of mass media on their thoughts and behaviours, leading them to maintain a moderate level of exposure.

Conclusion

The majority of respondents were male (57.39%) and belonged to the general category (65.91%). Most students achieved a second-class grade (53.41%) and (58.52%) have medium level of innovativeness (61.93%) displayed a medium level of self-confidence. (42.61%) of the agricultural student's father had high school level education and (35.23%) of the student's father engaged in farming as a main occupation. (46.59%) of the agricultural students had medium level of risk-taking ability and (62.50%) of the agricultural students had medium level of decision-making ability. (68.75%) of the students showed medium level of exposure to mass media contact. It is true that findings of single study are not adequate to make any generalizations. Even though an attempt has been made to

suggest some topics for the future studies, which are considered important by the investigator.

References

1. Bai C. Attitude of agriculture graduates of S.K.N. College of Agriculture, Jobner towards agriculture entrepreneurship. Jobner (Rajasthan): Sri Karan Narendra Agriculture University; 2016.
2. Bairwa SL, Lakra K, Kushwaha S, Meena LK, Kumar P. Agripreneurship development as a tool to upliftment of agriculture. *Int J Sci Res Publ.* 2014;4(3):1-4.
3. Dharamkar K, Arunmozhi Devi MCA, Subash S, Dixit PK, Ramesha KP, Jayaraj Rao K, *et al.* Profile characteristics of youth in dairying in Telangana State, India. *The Pharma Innovation Journal.* 2021;10(3):215-219.
4. Gadhvi BG. Study on agribusiness anxiety of postgraduate students of State Agricultural Universities of Gujarat. Anand (Gujarat): Anand Agricultural University; 2012.
5. Kalam APJ. Empowerment through entrepreneurship. *Kisan World.* 2007;34(1):6-8.
6. Karthik D, Devi MCA, Subash S. Constraints in dairy entrepreneurship among youth in Telangana State. *Agric Update.* 2017;12(4):623-627.
7. Kerlinger FN. Foundation of behavioural research. Delhi: Surjeet Publications; 1976. p. 129.
8. Krishna MB, Sharma GRK. Preferred career paths of undergraduate veterinary students in Andhra Pradesh. *Int J Sci Environ Technol.* 2016;5(6):4396-4400.
9. Patel VB. A study of attitude and occupational aspiration of B Tech Dairy Science students of Gujarat State. Anand (Gujarat): Anand Agricultural University; 2005.
10. Pradhan K, Talukdar P. Empowering the rural people through entrepreneurship development and management. *J Crop Weed.* 2014;10(2):135-140.
11. Priyanka. Entrepreneurial attitude of agricultural students. Parbhani (Maharashtra): Vasant Rao Naik Marathwada Krishi Vidyapeeth; 2019.
12. Rao M, Kumar K. Agripreneurship for sustainable growth in agriculture and allied sectors: A conceptual model. *Man India.* 2016;96(5):1633-1641.
13. Thakur NB, Prajapati JD, Rupapara K. Attitude of postgraduate students towards agriculture entrepreneurship. *Gujarat J Ext Educ.* 2017;28(2):293-295.
14. Zeffane R. Gender and youth entrepreneurial potential: Evidence from the United Arab Emirates. *Int J Bus Manag.* 2013;6:60-72.