



Relationship between the Profile of Agricultural Students and their Career Aspiration about Prospects of Agripreneurship

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Authors' contributions

This work was carried out in collaboration among all authors. All authors read and approved the final manuscript.

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ABSTRACT

Career aspiration refers to a long-term professional aim or goal that a person sets for themselves in their chosen career or profession.

Aims: To ascertain the relationship between the profile of students and their career aspiration about prospects of agripreneurship.

Study Design: *Expost facto* research design.

Place and Duration of Study: The study was taken at four State Agricultural Universities of Gujarat. August 2023 – March 2024.

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Methodology: The study was conducted among the students from the agriculture faculty in four State Agricultural Universities of Gujarat which are Navsari Agricultural University, Junagadh Agricultural University, Anand Agricultural University and Sardarkrushinagar Dantiwada Agricultural University. The respondents were M.Sc. (Agri.), Ph.D. (Agri.) and final year B.Sc. (Agri.) students from the main campus of each university. *Expost facto* research design was used. By simple random sampling technique, 25 students from each degree from four universities were selected. Thus, the total sample is 300. By interview method, responses were collected using an interview schedule. The relationship between the independent and dependent variable were analysed using statistical tools such as correlation and stepwise regression.

Results: The variables such as age, source of information, risk taking ability, achievement orientation, leadership ability, critical thinking, self-confidence and innovativeness were significantly correlated with the level of career aspiration about prospects of agripreneurship at 1 per cent level of significance. The variables such as the source of information, achievement orientation, critical thinking, innovativeness and age were accounting influences and 41.00 per cent variation in career aspiration of the students.

Conclusion: Hence, these variables should be taken care and need to improve for the change in career aspiration.

Keywords: Agriculture; career aspiration; students; profile; correlation; stepwise regression.

1. INTRODUCTION

Career aspiration refers to a long-term professional aim or goal that a person sets for themselves in their chosen career or profession. It entails determining the ideal degree of accomplishment, success, or standing one aspires to attain in the future. Career aspirations represent a learner's orientation towards a particular professional or occupational goal [1]. It was reported that it can be influenced by gender, socioeconomic status and family support. During adolescence, aspirations are especially important because they allow teenagers to evaluate the degree to which various choices help or hinder their chances of attaining desired goals. The career aspirations of adolescents have been viewed as significant determinates of both short-term educational and long-term career choices. They have also been regarded as important career motivational variables which are predictive of later career attainment levels [2]. Parcel and Sykuta [3] expressed that students who have aspirations to own their own business have a personal connection to someone who is already an entrepreneur. The authors also reported that students feel more comfortable with risk-taking, where they have witnessed the independence associated with self-employment. Agribusiness entrepreneurship has evolved into one of the major drivers of economic growth in the setting of the energetic and highly competitive global marketplace. In developing countries, the agribusiness sector in particular is crucial to the growth of rural economies [4].

The objective of the present study is

- To ascertain the relationship between the profile of students and their career aspirations about future prospects of agripreneurship.

2. METHODOLOGY

The study was conducted among the students from the agriculture faculty in four State Agricultural Universities of Gujarat which are Navsari Agricultural University, Junagadh Agricultural University, Anand Agricultural University and Sardarkrushinagar Dantiwada Agricultural University. The respondents were M.Sc. (Agri.), Ph.D. (Agri.) and final year B.Sc. (Agri.) students from the main campus of each university. *An expost facto* research design was used. By simple random sampling technique, 25 students from each degree from four universities were selected. Thus, the total sample is 300. By interview method, responses were collected using an interview schedule. The profile of the students were independent variables which are age, gender, area of residence, monthly family income, type of family, size of family, parents education, parents occupation, business background, size of land holding, spending leisure time, family support, source of information, trainings underwent, risk taking ability, achievement orientation, leadership ability, critical thinking, self-confidence and innovativeness. The dependent variable is career aspiration. Career aspiration responses were collected on four categories such as Job

aspiration, self-employment aspiration, economic aspiration and professional aspiration. The relationship between the independent and dependent variables were analysed using statistical tools such as correlation and stepwise regression.

3. RESULTS AND DISCUSSION

The relationship between the profile of the students and their career aspiration about prospects of agriprenurship is presented in Table 1.

The data in Table 1, revealed that age (0.197**), source of information (0.510**), risk taking ability (0.465**), achievement orientation (0.492**), leadership ability (0.407**), critical thinking (0.396**), self-confidence (0.302**) and innovativeness (0.392**) were significantly correlated with the level of career aspiration about future prospects of agriprenurship at 1 per cent level of significance. The findings were similar to the findings of Yomgam and Tekale [5], Reddy [6] and Ansari [7]. Yomgam and Tekale [5] found that achievement motivation was positively significant with the aspiration of students at 1 per cent level of significance. Reddy [6] reported that self-confidence and risk orientation were positively significant with aspiration of the students at 1 per cent level of

significance. Ansari [7] reported that achievement motivation was positively significant with career aspiration of agriculture students.

The results indicate, as students grow older, they may gain more exposure to different career options, leading to increased clarity and ambition in their career choices. Students who have access to diverse sources of information about various career options might have a better-informed perspective on their career choices, influencing their aspirations positively. Students with a higher risk-taking ability might be more open to exploring unconventional or challenging career paths, leading to stronger career aspirations. Leadership skills might aspire to careers that allow them to utilize and further develop these skills. Critical thinking skills might enable students to analyze career options, make informed decisions and set ambitious goals. Students with innovativeness might aspire to careers that allow them to apply and develop their creative skills.

The variables such as gender (0.044^{NS}), area of residence (0.046^{NS}), monthly family income (0.080^{NS}), size of family (0.022^{NS}), parents education (0.054^{NS}), business background (0.105^{NS}), spending leisure time (0.052^{NS}), family support (0.102^{NS}) and training undergone (0.090^{NS}) were non-significantly correlated, while

Table 1: Relationship between the profile of students and their career aspiration about future prospects of agriprenurship (n=300)

Sr. No.	Independent Variables	Coefficient of correlation (r)
1.	Age	0.197**
2.	Gender	0.044 ^{NS}
3.	Area of residence	0.046 ^{NS}
4.	Monthly Family Income	0.080 ^{NS}
5.	Type of family	-0.034 ^{NS}
6.	Size of family	0.022 ^{NS}
7.	Parents education	0.054 ^{NS}
8.	Parents occupation	-0.045 ^{NS}
9.	Business background	0.105 ^{NS}
10.	Size of Land holding	-0.032 ^{NS}
11.	Spending leisure time	0.052 ^{NS}
12.	Family support	0.102 ^{NS}
13.	Source of information	0.510**
14.	Trainings undergone	0.090 ^{NS}
15.	Risk taking ability	0.465**
16.	Achievement orientation	0.492**
17.	Leadership ability	0.407**
18.	Critical thinking	0.396**
19.	Self confidence	0.302**
20.	Innovativeness	0.392**

**Significant at 0.01 level probability

Table 2. Stepwise multiple regression analysis of independent variables and career aspiration about prospects of agripreneurship (n=300)

Sr. No.	Independent variables	Partial regression coefficient (b)	Standard error	Multiple Correlation Coefficient 'R'	Adjusted R ²
	(Constant)	32.852	5.914	0.648	0.410
1.	Source of information (X ₁₃)	0.984**	0.148		
2.	Achievement orientation (X ₁₆)	0.748**	0.176		
3.	Critical thinking (X ₁₈)	0.507**	0.159		
4.	Innovativeness (X ₂₀)	0.596**	0.207		
5.	Age (X ₁)	1.293**	0.600		

**Significant at 0.01 level probability

type of family (-0.034^{NS}), parents occupation (-0.045^{NS}) and size of land holding (-0.032^{NS}) had negative and non-significant correlation with the their career aspiration about future prospects of agripreneurship.

Stepwise multiple regression analysis with 20 independent variables and career aspiration was carried out. The findings are presented in Table 2.

Data presented in Table 2, reveals that out of 20 independent variables, five variables namely source of information (0.984**), achievement orientation (0.748**), critical thinking (0.507**), innovativeness (0.596**) and age (1.293**) were accounting influence on career aspiration about future prospects of agripreneurship. These five independent variables together accounted 41.00 per cent variation in career aspiration of the students.

By following model, a result of stepwise regression analysis is as;

$$Y_2 = a + b_{13}X_{13} + b_{16}X_{16} + b_{18}X_{18} + b_{20}X_{20} + b_1X_1$$

Where,

Y₂ = Career aspiration

a = the intercept i.e., 32.852

b₁₃ = Coefficient of partial regression of Y₂ on X₁₃ i.e. 0.984

b₁₆ = Coefficient of partial regression of Y₂ on X₁₆ i.e. 0.748

b₁₈ = Coefficient of partial regression of Y₂ on X₁₈ i.e. 0.507

b₂₀ = Coefficient of partial regression of Y₂ on

X₂₀ i.e. 0.596

b₁ = Coefficient of partial regression of Y₂ on X₁ i.e. 1.293

X₁₃ = Source of information
 X₁₆ = Achievement orientation
 X₁₈ = Critical thinking
 X₂₀ = Innovativeness
 X₁ = Age

Therefore, the fitted equation would be as under:

$$Y_2 = 32.852 + (0.984) X_{13} + (0.748) X_{16} + (0.507) X_{18} + (0.596) X_{20} + (1.293) X_1$$

It showed that a unit increase in source of information would increases the career aspiration by 0.984 units, achievement orientation would increase 0.748 units, critical thinking would increase 0.507 units, innovativeness would increase 0.596 units and unit increase in age would increase 1.293 units. These variables should be taken care by the educational institutions for improving the career aspiration of the students.

4. CONCLUSION

An aspiration is anything that one aspires to do [8]. A student with a clear aspiration has a clearer picture of the future, which typically indicates how prepared they are to handle different obstacles. Career aspiration, according to a particular definition, is the decision to pursue a career for which one must complete specialized training and education over time in order to increase one's competences in terms of the knowledge and abilities needed for a given position [9]. From the study, it can be concluded that the variable such as age, source of

information, risk taking ability, achievement orientation, leadership ability, critical thinking, self confidence and innovativeness were significantly correlated with the level of career aspiration about future prospects of agripreneurship at 1 per cent level of significance. the variables such as source of information, achievement orientation, critical thinking, innovativeness and age were accounting influence and 41.00 per cent variation in career aspiration of the students. hence, these variables should be taken care and need to improve for the change in career aspiration. Bora and Barman [10] recommended that to create an environment that supports learning and development, appropriate interventions are required on both an individual and a group level. Students should receive career counselling beginning with their bachelor's degree. They should be questioned analytically about their needs and desires, and they should then be advised and encouraged to pursue their goals in accordance with the answers they receive. Finding the right career for an individual from a young age can be incredibly motivating because it helps to maintain focus and determination.

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COMPETING INTERESTS

Authors have declared that no competing interests exist.

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