



ENTREPRENEURIAL INTENTION OF AGRICULTURAL STUDENTS- AN ACADEMIC PERSPECTIVE

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Introduction

Agricultural students' entrepreneurial attitudes are molded by a blend of individual characteristics, educational backgrounds, and external factors. Nurturing this mindset is crucial for preparing agricultural students to succeed in a fast-paced and competitive environment. By endorsing qualities like initiative, creativity, perseverance, and leadership, both educational institutions and society can prepare students with the entrepreneurial mindset essential to drive innovation and contribute to economic growth.

Agricultural Students' entrepreneurial intentions are shaped by a dynamic mix of personal motivations, educational backgrounds, social factors, and how they perceive market opportunities. Nurturing these intentions is decisive for developing the future generation of entrepreneurs who will fuel economic growth, innovation, and social advancement. By spotting and encouraging students' entrepreneurial goals, educational institutions and policymakers can considerably contribute to creating a more entrepreneurial and adaptable future.

Subjective norms refer to the social pressures or influences individuals perceive from people who are important to them, such as family, friends, mentors, and society at

large. These norms can significantly impact an individual's decision-making process, including the intention to engage in entrepreneurial activities. When students perceive that their significant others (such as family, friends, and mentors) support entrepreneurial endeavors, they are more likely to develop entrepreneurial intentions.

Exploring the entrepreneurial attitude of agricultural students from an academic perspective involves understanding how their education, environment, and exposure to entrepreneurship shape their mindset toward starting and running agribusinesses. The various factors playing major role are,

1. Educational Influence

- **Curriculum Design:** Many agricultural universities have started integrating entrepreneurship courses into their curricula. These courses often focus on agribusiness management, innovation, and startup culture. The aim is to build a foundation that provides students with the skills needed to identify and seize opportunities in the agricultural sector.
- **Practical Exposure:** Field visits, internships, and live projects are crucial in providing students with hands-on experience. Academia plays a pivotal role in linking hypothetical

knowledge with practical application, encouraging students to consider entrepreneurship as a workable career path.

2. Institutional Support

- **Incubation Centers:** Many agricultural institutions have established incubation centers and innovation hubs. These centers provide students with access to resources, mentorship, and funding opportunities. Such support systems are essential for nurturing entrepreneurial ideas and turning them into viable business models.
- **Research and Development:** Academia often facilitates R&D that can lead to innovative agricultural practices and products. Students engaged in such research are more likely to develop an entrepreneurial mindset, seeing the commercial potential of their innovations.

3. Cultural and Environmental Factors

- **Peer Influence:** The entrepreneurial attitude is often influenced by peer networks. If a significant portion of the student body is engaged in entrepreneurial activities, it creates a culture that values and supports entrepreneurship.
- **Faculty Role Models:** Faculty members who have entrepreneurial experience or actively engage in consultancy and industry projects can serve as role models. Their real-world insights can inspire agricultural students to pursue similar paths.

4. Challenges and Opportunities

- **Risk Aversion:** Traditionally, agriculture students might be more risk-averse due to the uncertain nature of farming and agribusiness. However, academia's role in teaching risk management and innovation can help mitigate this mindset.
- **Access to Capital:** While institutional support is growing, access to capital remains a challenge for many aspiring agricultural entrepreneurs. Academia can bridge this gap by facilitating connections with investors and providing platforms for pitching ideas.

5. Outcomes

- **Start-up Success Stories:** Successful agri-startups founded by alumni can serve as case studies and motivators for current students. Academia should highlight these success stories, showcasing the potential impact of agricultural entrepreneurship.
- **Contribution to the Economy:** Graduates with an entrepreneurial mindset contribute not only by starting businesses but also by innovating within existing agricultural enterprises, driving sectoral growth.

Conclusion

From an academic perspective, fostering an entrepreneurial attitude among agricultural students requires a multifaceted approach. Generally, a high need for achievement is characterized by strong planning, resilience, willingness to sacrifice for goals, and openness to innovation. High level of self-efficacy among respondents, with strong beliefs in their ability to learn from failure, pursue challenging goals, desire high

earnings, continuously learn new skills, and solve problems. Strong entrepreneurial intention among respondents, with high levels of agreement on key aspects such as customer satisfaction, innovation, competitive strategy, risk-taking, contingency planning, and dual focus on customer satisfaction and company growth. By equipping agricultural students with the necessary skills, knowledge, and mindset, academia plays a crucial role in shaping the future of agribusiness.