STUDY ON AGRIBUSINESS ANXIETY OF POSTGRADUATE STUDENTS OF STATE AGRICULTURAL UNIVERSITIES OF GUJARAT

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IN
AGRICULTURAL EXTENSION

BY
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B. Sc. (Agri.)

DEPARTMENT OF EXTENSION EDUCATION
B. A. COLLEGE OF AGRICULTURE
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ANAND - 388 110
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ABSTRACT

Agribusiness includes not only those who farm the land but also the people and firms that provide inputs, process the outputs, manufacture the food products and transport and sell the food products to consumers. Knowing something about how agribusinesses came about makes it easier to understand how this system operates today and how it is likely to change in the future. Producers, input suppliers, handlers and processors will have to align with each others to establish an unbroken chain of quality from the generic base to the food table. Agriculture students must be prepared for the management environment they will face in agribusinesses, including management of technology, team building in a contractually integrated agricultural system and decision making in information – incentive field. As new firms, new products and new services emerge, old one will pass away.
Abstract

Product differentiation and management intensity will demand new talents from agribusiness.

In India, there is a vast potential for the production of tropical, sub-tropical and temperate agricultural commodities and therefore, there exists a great scope of agribusiness. Three areas of agribusiness industry appear to have above average potential for growth- aqua culture, bio technology and pharmaceuticals and agribusiness services. The green revolution has increased the food production many folds but the level of living of farmers has not increased and the percentage of population dependent on agriculture is still about 65 percent. Agribusiness management is an opportunity and challenge. Future agribusiness brings in value addition, logistics and supply chain management activities which will pave way for the processing, packaging, transport, a cold storage distribution and retailing to meet the changes in tastes and preferences of different categories of population. Exposure on agribusiness management at all levels of Agriculture graduates will meet human resource need of the future.

As a result of remarkable scope of agribusiness, agripreneurship has become an important ingredient of professionally qualified agricultural graduates and post graduates, at the same time
Abstract

it is also seen that due to some fear and lack of confidence, consciousness and awareness many qualified agricultural students retard to craft prolific usages of agricultural resources to create self employment. Such behavior in a broad sense is known as agribusiness anxiety or nervousness.

To identify genuine level of agribusiness anxiety of post graduates, it was important to know their feelings and concern towards this self employment oriented, and agricultural growth oriented agribusiness system. Besides this, there are various circumstances, personal interest and variables affecting to the level of post graduates towards agribusiness anxiety. Looking to this fact, present study entitled “Study on agribusiness anxiety of postgraduate students of State Agricultural Universities of Gujarat” was undertaken with following objectives.

1. To study profile of the postgraduate students of State Agricultural Universities (SAUs) of Gujarat.
2. To find out level of agribusiness anxiety of postgraduate students of SAUs of Gujarat.
3. To ascertain relationship between profile of the postgraduate students and their level of agribusiness anxiety.
Abstract

4. To identify constraints perceived by the postgraduate students in acceptance of agribusiness and their suggestions to overcome such constraints.

The present study was carried out on proportional random sample of total 120 postgraduate students studying either in the final year of Masters or in any year of PhD in Agriculture faculty of State Agricultural Universities of Gujarat. The data were collected through interview schedule contacting postgraduates personally. Ex-Post-Facto research design was applied for the study. The level of agribusiness anxiety of postgraduate students of SAUs of Gujarat was measured with the help of reliable and valid scale by developed Patel (2008). 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 finding meaningful. The statistical tools, such as percentage, frequency, mean score, standard deviation and coefficient of correlation were used.

MAJOR FINDINGS

4
Abstract

The important findings of the study are summarized as below:

1. Slightly less than two-third (65.00 per cent) of respondents had age up to 23 years, pursuing M.Sc. degree (70.00 per cent), second class of academic performance (62.50 per cent), were residents of urban area (59.17 per cent), knowledge of three languages (68.33 per cent), had agriculture and animal husbandry as their family occupation (31.67), had up to three lakh rupees of family annual income (46.67 per cent), had the fathers having up to SSC level of education (83.34 per cent) and mothers having education level up to SSC level (78.33 per cent), utilizing library facility every day (55.00 per cent), had medium to high level of knowledge of internet (83.33 per cent), medium level of self confidence (56.67 per cent), medium level of risk orientation (55.00 per cent) and medium level of achievement motivation (73.33 per cent).

2. Slightly more than half (55.00 per cent) of the agricultural postgraduates had medium level of agribusiness anxiety, followed by 26.67 and 18.33 per cent of them who had high and low level of agribusiness anxiety, respectively.
Abstract

3. The level of agribusiness anxiety of postgraduates was observed positive and non-significant with their age, education, native, family income, fathers education, mothers education and library exposure, while variables like family occupation, basic knowledge of internet, self confidence, risk orientation and achievement motivation were observed negatively significant with their level of agribusiness anxiety and academic performance and knowledge of different languages had negatively non-significant relationship with their level of agribusiness anxiety.

4. Major constraints perceived by agricultural postgraduates were; bank loan procedure is extensive (rank I), lack of consciousness to have agribusiness (rank II), inadequate technical knowledge regarding agribusiness (rank III), the dominant logic that only experienced person can run the agribusiness (rank IV ) and lack of support from the family (rank V ).

5. Major suggestions offered by post graduates to overcome constraints perceived by them in acceptance of agribusiness were need to promote link between the training institutes with financial institutions (rank-I), need to provide right approaches to get in touch with various key agricultural business supporting
services (rank-II), need to organize area specific agribusiness training on technical knowhow (rank-III), need to disseminate knowledge regarding potentiality of emerging agribusiness market (rank-IV) and need to promote implant training of agribusiness during study for imperative experience (rank-V).
Dr. Meena C. Patel
Asst. Professor
Institute of Distance Education.
Anand Agricultural University, Anand

CERTIFICATE

This is to certify that the thesis entitled STUDY ON AGRIBUSINESS ANXIETY OF POSTGRADUATE STUDENTS OF STATE AGRICULTURAL UNIVERSITIES OF GUJARAT submitted by GADHVI BHANUPRATAP G. in partial fulfillment of requirements for the award of the degree of Master of Science (Agriculture) in the subject of Agricultural Extension by the Anand Agricultural University is a record of bonafide research work carried out by him under my guidance and supervision and the thesis has not previously formed the basis for the award of any degree, diploma or other similar title.

Place : Anand
DECLARATION

This is to certify that whole of the research work reported in the thesis in partial fulfillment of the requirements for the award of the degree of **Master of Science (Agriculture)** in the subject of **Agricultural Extension** is the result of investigation done by undersigned under the direct guidance and supervision of **Dr. M. C. Patel**, assistant professor, institute of distance education, Anand Agricultural University, Anand and no part of research work has been submitted for any other degree so far.

**Place** : Anand (GADHVI B. G.)
**Date** : /09/2012

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I. INTRODUCTION

Agribusiness is a business that earns most or all of its revenues from agriculture. In agriculture, agribusiness is a generic term for the various businesses involved in food production including farming and contract farming, seed supply, agrichemicals, farm machinery, wholesale and distribution, processing, marketing and retail sales. Agribusiness encompasses just about every business and professional activity one can think of, from basic farm labour to food processors, packagers, distributers, sales and marketing people, engineers, scientists and researchers, accountants and administrators, international trade experts and others. Technology is being increasingly applied to achieve higher yields and improved production and distribution. The industry needs managers and executives who are entrepreneurially-oriented with creative thought. People in developing countries have an opportunity to be the “tip of the sword” in developing their own country’s agribusiness (Walsh, 2010).

Indian agriculture is known for multi-functionaries of providing employment, livelihood and ecological securities. Agriculture and allied activities play a vital role in Indian economy; we can make it possible through the proper deployment and utilization of specially trained manpower of our agricultural graduates. The quality of the
agricultural graduates and the efficiency depend on the type and methods of education imparted to them. Agribusiness managers have a big role to play in Indian economy as agriculture is a main part of Indian economy. Indian agriculture is rapidly changing due to globalization, competitive environment and changing role of government. The work of agribusiness managers is to contribute substantially to the development of diverse activities in this sector. The agricultural universities in the country including the affiliated colleges of the state agricultural universities are annually producing about 11,900 graduates, out of which only around 2000 are able to avail employment opportunities in various public and private sector agencies. The remaining man power remains either utilized or unutilized. So, there is corresponding lack of employment opportunities for agricultural professional in public sector. Rising unemployment among agricultural graduates and market forces unleashed by the phenomenon of globalization and opening of world economics has necessitated that agricultural graduates should not be mere degree holders but must be professional who can measure the employment issues and concerns. It has been many times reported that only few students want to become entrepreneurs. This emphasizes the need of creating an aptitude among graduates for
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taking up entrepreneurship which will enable them to become employment providers rather than employment seekers (Katyal, 2004).

Thousands of agriculture and allied graduates passed out from universities are going unemployed. On the other hand, there is acute shortage of trained manpower. There are academic degrees in departments of agribusiness, agribusiness trade associations, agribusiness publications and so forth, worldwide. The relative proportion of agricultural graduates finding employment in the public sector in India is also shrinking gradually, more jobs should, therefore be created in the private sector, besides increasing avenues for self employment. With this objective, Ministry of Agriculture, Government of India, in association with the National Bank for Agriculture and Rural Development (NABARD), Small Farmers Agribusiness Consortium (SFAC) and the National Institute of Agricultural Extension Management (MANAGE), Hyderabad, launched a programme called “Agriclinics and Agribusiness centres scheme” (George and Bhaskaran, 2004).

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. Recent experiences indicate that the economic progress of few countries, particularly developed countries is due to the
contribution of large number of small entrepreneurs employing up in their establishment. So, large numbers of such entrepreneurs for developing and transforming village clusters into sustainable economics units needed (Kalam, A.P.J 2007).

As opposed to the increased demand for higher education, unemployment of university graduates has been rapidly increasing. 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. Hence, many universities offer entrepreneurial courses, activities and stimulate students to involve in entrepreneurial activities (Jalali, 2003).

Indian population has already crossed one billion and it has been still increasing at an alarming rate. There is an urgent need to address issues on food security, nutrition adequacy and rural income generation, employment and poverty. Despite the higher production, the per capita availability of food has not increased significantly. This fact shows that the future growth of agriculture would be necessarily come largely from increased productivity, from a shrinking natural resource base through efficient as well as scientific management. We can make it possible through utilization of specially trained manpower of our agricultural graduates and imparting field oriented practical programmes which greatly influence their
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performance in the actual field conditions. Agricultural education enables them in the scientific utilization of the available natural resources to the maximum extent to enhance the nation development.

Globalization of trade, explosion of few technologies, rapidly changing role of governments and intense competitive pressures have brought many new challenges to the Indian food and agribusiness sector. The various institutes had designed programme to develop young men and women into competent professional managers for the agriculture, food and food processing, agribusiness, rural and allied sector. Increasing the number of start-ups and business successions and improving the support for young entrepreneurs is internationally of high importance for economy and labour markets. Occupation also plays an important role in the life of an individual and plays a broader psychological importance that has been generally recognized. Based on this and other socio-economic factors like family background and encouragement received by their elders, the students attitude were building up. Along with increasing interest in direct marketing and value-added production of agricultural products is an increased awareness of the role that communities play in creating a supportive environment for such businesses to grow.

The greatest challenge of the present time is to create productive employment and income sustainability for the agricultural
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youth. India accounts for major unemployed youths of Asia. While there has been marked decline in the opportunities of jobs in the organized sectors, the employment opportunity has been shifted to other than formal sectors. In this context agribusiness is evolving to address the needs of youth, thereby providing avenues for revitalizing agriculture. Some of the agribusiness opportunities in modern agriculture are:

1. Cultivation :- Agro-forestry, bee-keeping, crop, dairy, fish rearing, flowers, fruits, goat, mushroom, ornamental plants, poultry, sericulture, vegetables and kitchen gardening.
2. Inputs marketing :- Seeds, chemical fertilizers, bio-fertilizers, agricultural chemicals, machineries, implements, plant protection appliances, animal feed, poultry hatchery, veterinary medicines, landscaping, agricultural credit, custom service, bio-control units, bio-tech units and bio-pesticides.
3. Product marketing :- Commission agent, consultancy, export, finance, retail, storage, transport and wholesale.
4. Facilitative :- Research and development in agriculture and allied fields, marketing information, quality control, crop insurance, animal insurance, wealth insurance and energy.
5. Processing and value addition :- Brewery, cashew, cattle, coir, milk, paddy, poultry, sugarcane, tannery, pulses, spices and bamboos.
Introduction

One of the important dimensions for agro-enterprise promotion is the technological backstopping. In this regards, the availability of appropriate technological options, their convincing economics and required support system are helpful in deciding which agribusiness to be chosen and promoted. Another important dimension for agribusiness promotion is mainly concentrating on aspects related to marketing, finance, credit systems, quality control etc which may be the determining factors in deciding the success or failure of the agribusiness. Lack of self confidence and knowledge regarding these aspects make graduates anxious towards agribusiness.

Of all kinds of resources; financial, natural, physical and human resources, the most critical resources for any endeavour are the human resources involved in it. Physical, natural and economic resources are important for facilitating development of any nation but the most important are the human resources. Human resources are the most significant of all the resources to convert all other resources into production and economic entities. Capable, efficient and motivated human resources can bring about the tremendous positive change towards progress (Singh, 2011).

Anxiety is a psychological and psychological state characterized by somatic, emotional, cognitive and behavioural components. Anxiety can create feelings of fear, worry, uneasiness and
Introduction

dread. Anxiety usually occurs when something new is being learned. This causes resistance to change and has negative effects on cognitive performance (Wlodkowski, 1993). Not much study has been done in India to assess the sensitivity of agricultural postgraduates towards the agribusiness and its related challenges and opportunities. Due to business anxiety, many postgraduate students are not in position to take advantages of agribusiness for their self employment. Hence it is realized to study the existing agribusiness anxiety level of agricultural postgraduate students of SAUs of Gujarat state with the help of reliable and systematically developed scale.

I.1 STATEMENT OF THE PROBLEM

The concept of agribusiness denotes the activities of agricultural sector integrated in terms of production, processing, marketing and shipments (exports/imports) under different organizational networks. It is therefore imperative to explore alternative income generating opportunities. Commercialization of agriculture calls for specialized production, post harvest management, expansion of processing, transportation and packaging activities and positioning of products both in domestic and international market.

Agribusiness is increasingly being recognized as critical to the future of rural India. Liberalization, Privatization and Globalization
of Agriculture sector demand significant structural and institutional reforms in the country’s farm sector. Sustainability of agriculture accompanied with agribusiness, value addition, market orientation and eco-friendliness is the need of the day (Amlwalrps, 2003). The liberalization policies of the government and the establishment of WTO have created more opportunities for globalizing our agriculture. The entrepreneurs or organization engaged in such ventures are on the look for competent and trained agribusiness managers (Chengappa, 2008). Encouraging agribusiness in rural community leads to stimulate the entrepreneurial culture of community and a healthy business climate will encourage potential of agricultural graduates to start business. Positivism of agricultural graduates in terms of their skill, knowledge and attitude towards agri-business is very much essential.

The higher educational programme in a variety of disciplines has been running under different universities. Till date most of the educated graduates are seeking services in their related field. Thus, there is a need to diversify them and diminish their anxious behaviour especially in projecting and managing of the agribusiness. The time is thus for SAUs to measure level of agribusiness anxiety of postgraduate students, which will suggest an idea of motivational skill to develop agri-techno manager having
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innovative, initiative and risk bearing competence in agribusiness. To understand the real gap among all these motivational and anxious factors of attitude towards agribusiness, study of level of agribusiness anxiety of postgraduate students of SAUs of Gujarat was undertaken.

1.2 SCOPE OF THE STUDY

Agribusiness explores production, marketing and trading of products related to agriculture. This investigation will be of great significance and importance in creating data based understanding of the factors responsible for the agribusiness anxiety of postgraduate students and also the course of action to be undertaken to build up them and trim down their apprehensive behaviour especially in projecting and running of the agribusiness in the future.

Hence, the study will suggest several implications to the policy makers, academicians, planners, administrators, scientists, extension workers, the research workers and change agents to boost positive approach towards agribusiness and to understand possibilities of this new venture, which will help to reframe their efforts to motivate agricultural postgraduate students to establish agro based enterprise and to reduce their anxious feelings towards agribusiness. This study will also help to identify the constraints and
valuable suggestions of postgraduate students in acceptance of agribusiness.

I.3 OBJECTIVES OF THE STUDY
1. To study profile of the postgraduate students of State Agricultural Universities (SAUs) of Gujarat.
2. To find out level of agribusiness anxiety of postgraduate students of SAUs of Gujarat.
3. To ascertain relationship between profile of the postgraduate students and their level of agribusiness anxiety.
4. To identify constraints perceived by the postgraduate students in acceptance of agribusiness.
5. Suggestion endorsed by postgraduate students to overcome such constraints.

I.4 LIMITATION OF THE STUDY

In accordance with time and resources available, the study conducted was subject to following limitations.

1. The postgraduate students of present study are restricted to only agriculture colleges of State Agricultural Universities of Gujarat state.
2. Some of the selected characteristics of postgraduate students were studied.
3. Study was carried out only on 120 postgraduate students.
4. Results were based on the responses of the postgraduate students at the time of interview.

I.5 HYPOTHESIS OF THE STUDY
Introduction

On the basic objectives of the study, the following null hypothesis was formulated.

Ho: There is no any relationship between the profile of the postgraduate students and their level of agribusiness anxiety.
II. REVIEW OF LITERATURE

The main purpose of this chapter is to recapitulate the findings of past studies which are related to the present investigation. A comprehensive review of literature is an essential part of any scientific investigation. The literature reviewed so far clearly indicated that a few studies on some of the aspects under present investigation are available. No such systematic study has so far been conducted in the areas of present investigation.

The review of literature leads the researcher to conclude his findings with reference to past studies. It is also necessary in developing conceptual framework and selection of appropriate design for the study. As the literature having direct bearing on different aspects of the present study is limited and hence, the literatures having indirect bearing were also reviewed. A brief account of such literature reviewed has been presented under the following heads:

2.1 Agribusiness.
2.2 Anxiety towards different objects.
2.3 Profile of the postgraduate students.
2.4 Relationship between profile of the students and their agribusiness anxiety.
2.5 Constraints perceived by the postgraduate students in acceptance of different agricultural aspects.
2.6 Suggestions to overcome the constraints.

2.1 AGRIBUSINESS

Gajanana (2002) indicated that majority (75 per cent) of the respondents had a medium level of market information, innovativeness, knowledge of market demand, extension participation to start their own business.

Haldar (2007) reported that environmental management, local involvement, sound legislation, sustainable marketing and realistic planning are crucial for development of agro tourism business. Agro tourism will emerge as an important agribusiness for sustainable human development including poverty alleviation, employment generation, environmental regeneration, development of remote areas and advancement of women and other disadvantaged groups in the country apart from promoting social integration and international understanding. The same author further pointed out that there are 638,691 villages in India as per the census report 2001 and the rural population is 741,660,293 with an average population 1,161 per village. Out of these villages some are very close to big cities and towns. They may have very good scenic beauty due to presence of lake, river, sea-beach, hills, mountains, paddy field or mustard field, fruit
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gardens or flower gardens. Some families glad to enjoy vacation for some days away from home, office and city life for relaxation. Indian tourist generally likes to visit the place of pilgrimage. Senior citizens have preference toward pilgrimage but also they like the concept of rural tourism. Senior citizens, especially the pension-earners like to visit those places which are good for health and have the basic medical facilities, the cost of lodging and food is reasonable. They are interested to visit those places which are very calm and quiet. All such factors help in developing agro or rural tourism in India.

Anonymous (2008) reported that a 110-hectares agro tourism park developed near Pune gives an insight about rural life amidst orchards, paddy and wheat fields, which is attracting visitors in large numbers. The agro tourism park which is around 100 kilometers from Pune was established in 1971. The park is spread over 65 acres and has different kinds of fruits like mango, coconut and guava. The park also has an animal farm where sheep are reared. This park gives an insight into rural life and is an example for farmers in villages to follow.

Lokanadhan et al. (2009) published that John H. Davis of Harvard University first used the term agribusiness in 1955. In 1980s’
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it was given three connotations: (1) synonymous with term agriculture, (2) synonymous with agricultural economics and (3) a modified concept of agriculture, excluding farming or the off farm aspects of agriculture. Thus, agribusiness is defined as all business enterprises or sells to farmers/traders/consumers. The transaction may involve either an input or a product or service and encompasses items such as: Productive resources (feed, seed, fertilizer, equipment, energy, pesticides, machinery, etc), agricultural commodities (raw and processed commodities of food and fiber) and facilitative services (credit, insurance, marketing, storage, processing, transportation, packing, distribution, consultancy, soil testing, etc).

During the past two decades, the agribusiness sector has undergone overwhelming changes that have affected every phase of industry. Some of these changes are: the liberalization of global market, changing technological and regular settings, international competition, organized marketing, modern processing and pickier consumer. He further reported that agricultural production also is changing from family based, small scale and relatively independent firms to larger firms that are more tightly designed across the production and distribution value chain. In addition to this, there has
been a marked change in make-up of inputs used in agriculture, concentration and vertical integration and effective utilization of new production processing, distribution and information technologies. Agriculture has evolved into agribusiness and has become a vast and complex system that reaches far beyond the farm gate to include those who are involved in bringing food and fiber to consumers.

Anonymous (2010) reported that the agricultural exports has risen from Rs.20.14 thousand crores in 2000-01 to 45.48 thousand crores in 2005-06. The principal agricultural exports are cereals, tea, oil cakes, cashew, kernels and spices. Among these items non basmati rice, basmati rice and tea exports from India occupy a major share of world agricultural exports. In spices segment chillies formed the major spice commodity followed by mint products, spice oils and oleoresins commodity exported to other countries from India. As far as export of floriculture products were concerned, foliage branches, grasses, cut flowers and flower buds suitable for bouquets and ornamental purposes were the major exported products. Among the fruits and vegetables fresh onion, fresh vegetables and fresh grapes were the major exported commodities. In terms of value of exports
pulses ranked first followed by mango pulp, dried and preserved vegetables.

Anonymous (2010a) reported that farms growing fruits and vegetables could be turned into tourist sites where visitors could view the actual produce, as well as view methods of production and preparation. Also, if indigenous dishes regularly appear on restaurant and hotel menus, tourists might be curious as to the preparation, content and properties, especially if these are medicinal aphrodisiac or even legendary in nature. With such policies and returns from investment, the gap that exists between urban and rural communities may be significantly reduced. As the quality of life improves within the rural sector, there could be a return to rural community living until some balance is achieved.

Anonymous (2010b) reported that the potential benefits of agribusiness for farmers are, it helps in expanding farm operations, using farm based products in new and innovative ways, improving farm revenue streams, developing new consumer market niches, increasing awareness of local agricultural products, increasing appreciation of the importance of maintaining agricultural land, channeling additional on-farm revenues directly to family members,
improving farm living conditions, working areas and farm recreation opportunities, developing managerial skill and entrepreneurial spirit and increasing the long term sustainability for farm businesses. At the same time from a community perspective, agribusiness can be a vehicle for generating additional revenue for local businesses and understanding, increasing awareness of agricultural issues and values among the public, promoting the on-going use of local agricultural products and services, helping to diversify and strengthen the rural economy via job and income creation and providing a more energetic business environment for attracting other businesses and small industries.

Taware (2010) reported that Indian tourism industry growing @ 10.1%. The World Tourism Organization has estimated that the tourism industry growing at the rate of 4% a year and that by the year 2010 there will be more than one billion tourists visiting various parts of the world. But the Indian tourism industry is growing at the rate of 10% which is 2 times more than the growth rate at global level. India has diverse culture and geography which provides ample and unlimited scope for the growth of his business. India has diverse agro-climate conditions, diverse crops, people, culture, deserts, mountains,
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coastal systems and islands which provide scope for promotion of all season, multi-location tourism products. But, adequate facilities and publicity are must to promote such centers.

Sharma and Tiwari (2011) expressed that in the present era of shrinking land holding and increasing unemployment of youth, agri-business and micro enterprise promotion has evolved as an answer the employment crisis facing the world. As a result, the emphasis on job creation has shifted to the informal sector. Generation of self employment opportunities, especially for the rural youths, is a must for ensuring true development of the rural masses.

2.2 ANXIETY TOWARDS DIFFERENT OBJECTS

Chauhan (2005) reported that the computer nervousness was observed more among young aged students computer use was positively significant with computer anxiety.

Patel (2007) reported that majority (76.67 per cent) of the computer user research scholars to be connected with internet had low to medium degree of computer nervousness followed by 23.33 per cent of them with high level of computer anxiety. The level of computer exposure to be connected with internet was significantly higher among
those agricultural research scholars who had low degree of computer anxiety.

Dahake (2009) indicated that slightly more than two-fifth (48.57 per cent) of the postgraduate students had medium level of agricultural business anxiety followed by low and high level of agricultural business anxiety with 30.00 and 21.43 per cent, respectively.

Patel and Chauhan (2009) concluded that 40.00 per cent of the respondents had low level of business anxiety followed by 32.50 and 27.50 per cent of the respondents who had medium and high level of business anxiety, respectively.

Patter (2011) concluded that majority (70.00 per cent) of the agricultural graduates were with low to medium level of agribusiness anxiety, whereas 30.00 per cent of them had high level of agribusiness anxiety.

2.3 PROFILE OF THE POSTGRADUATE STUDENTS
2.3.1 Personal variables
2.3.1.1 Age

Patel (2005) expressed that more than half (56.36 per cent) of the students were belonging to the age group between 19 to 22 years followed by 23.64 per cent of the students were belonging to the age
group less than 19 years and 20.00 per cent of the students who were belonging to the age group above 22 years.

Shingare (2005) reported that majority (82.40 per cent) of the students belonged to the age group of above 20 years, while 17.60 per cent of the students belonged to the age group below 20 years.

Patel (2007) concluded that slightly less than three fourth (74.67 per cent) of the postgraduate students of AAU had more than 23 years of age followed by 25.33 per cent of the postgraduate students who were with less than 23 years of age.

Dahake (2009) indicated that nearly two-third (65.71 per cent) of the postgraduate students were found with the age between 22 to 24 years, whereas 8.58 and 25.71 per cent students who were less than 22 years and above 24 years, respectively.

Aher (2010) indicated that slightly less than half (46.67 per cent) of the agricultural students were found in the age group of upto 22 years followed by 53.33 per cent of the students who were found in age group of above 22 years.

Dobariya (2011) showed that majority (62.00 per cent) of the postgraduate research scholars had 22 to 24 years of age followed
by 32.00 and 06.00 per cent of them who had less than 22 years and above 24 years of age, respectively.

Patter (2011) concluded that majority (81.67 per cent) of agriculture graduates were found with the age between 22 to 24 years, while 18.33 per cent of them who were with the age between 25 and 27 years.

### 2.3.1.2 Education

Patel (2007) indicated that majority (60.67 per cent) of the research scholars were pursuing master degrees, while slightly less than two fifth (39.33 per cent) of them who were studying in Ph.D. degrees.

Patel and Chauhan (2009) studied that slightly less than two third (62.50 per cent) of bakery training students were having higher secondary to graduate level of education; whereas 22.50 per cent of them who had above graduate level of education and only 15.00 per cent of them had secondary level of education.

Christian (2010) showed that majority (98.00 per cent) of respondents had education up to master degree and only 2.00 per cent of them who were pursuing doctorate study.

### 2.3.1.3 Academic performance
Shingare (2005) observed that more than half (52.00 per cent) of the students were in second class category, whereas proportion of the students in first class and distinction category were 24.00 per cent and 17.60 per cent, respectively. Only 6.40 per cent of the students had pass class.

Patel (2007) indicated that majority (63.33 per cent) of the research scholars had received their last degree with first class followed by 30.67 per cent with second class and 6.00 per cent of them did their last degree with pass class.

Dahake (2009) indicated that more than two-fifth (46.43 per cent) of the postgraduate students were in first class category, whereas postgraduate students in second class, pass class and distinction class were 27.86, 10.71 and 15.00 per cent, respectively.

Christian (2010) indicated that great majority (92.00 per cent) of woman research scholars of SAUs of Gujarat received their last degree with first class, while remaining 8.00 per cent received it with second class.

Dobariya (2011) indicated that more than half (57.00 per cent) of the postgraduate research scholars were in first category
followed by 41.00 and 02.00 per cent of them had second class and pass class academic performance, respectively.

Patter (2011) indicated that slightly more than half (51.67 per cent) of the agricultural graduates received with seven and above OGPA in their graduation, while 48.43 per cent were in the second class category and no one was found with the pass class.

2.3.1.4 Native place

Patel (2004) concluded that majority (51.66 per cent) of the postgraduate students were from rural background followed by 48.34 per cent of them who were from urban background.

Patel (2007) concluded that the respondents with urban background were 52.50 per cent and with rural background were 47.50 per cent.

Christian (2010) revealed that majority (69.00 per cent) of the woman research scholars belonged to the urban areas, while 31.00 per cent of them had their native from rural areas.

Patter (2011) said that majority (61.67 per cent) of the agricultural graduates studying in post graduation were with rural background, while 38.33 per cent of them with urban background.

2.3.1.5 Knowledge of different languages
Patel (2007) revealed that majority (63.33 per cent) of the research scholars had knowledge of three languages followed by 26.00 per cent who had knowledge of four languages and 10.67 per cent of the research scholars had knowledge of two languages.

Joshi (2009) reported that majority (90.00 per cent) of the respondents had knowledge of three languages.

Christian (2010) indicated that majority (67.00 per cent) of the woman research scholars of SAUs of Gujarat had knowledge of three languages followed by 20.00 per cent of them who had knowledge of two languages and 13.00 per cent of them were with knowledge of more than three languages.

2.3.2 Economic variables
2.3.2.1 Family occupation

Ajit (2004) found that the respondents’ father engaged in farming were 45.39 per cent, respondents’ fathers engaged in service, private sector, business and labour were 38.30, 7.10, 7.10 and 0.7 per cent, respectively. Only 1.14 per cent of the respondents’ fathers were not having any job.

Pise (2006) revealed that majority (70.00 per cent) of the respondents had only farming as their main occupation followed by 16.67, 7.33 and 6.00 per cent of them who had farming with animal
husbandry, farming with service and farming with business as their main occupation, respectively.

Zala (2008) indicated that majority (65.00 per cent) of the respondents were dependent on agriculture and animal husbandry followed by 17.27, 8.18 and 5.91 per cent of them who were dependent on agriculture and labour work, agriculture and business, animal husbandry and service, respectively while only 3.64 per cent were dependent only on agriculture.

Aher (2010) concluded that 27.50 per cent of the agricultural students' fathers were engaged in government service followed by business, independent profession, labour, agricultural farming and private service were 20.83 per cent, 15.00 per cent, 14.17 per cent, 13.33 per cent and 9.17 per cent, respectively.

Dobariya (2011) indicated that majority (83.00 per cent) of the postgraduate research scholars of AAU had either only farming or farming and animal husbandry as their major sources of family income, remaining only 17.00 per cent were dependent on other than agricultural occupation either on service only or only business.
2.3.2.2 Family income

Parashar (2004) observed that slightly less than half (49.33 per cent) of the respondents had Rs. 50,001/- to 1, 00,000/- of family annual income followed by 30.00 and 20.67 per cent of them who had upto Rs. 50,000/- and above Rs. 1, 00,000/- of family annual income, respectively.

Shingare (2005) indicated that majority (60.80 per cent) of the students had high level of family income, while 20.80 per cent and 18.40 per cent of them who had medium and low level of family income, respectively.

Dahake (2009) concluded that slightly more than half (57.46 per cent) of the postgraduate students' family had income above Rs. 1.51 lakh and 32.14 per cent of the postgraduate students had family income in between 1.1 lakh to 1.5 lakh. Rests 10.00 per cent of them were having family income upto Rs. 1.0 lakh.

Aher (2010) concluded that slightly less than two-fifth (37.50 per cent) of the agricultural students’ family had income in between Rs. 1.01 lakh to 1.5 lakh followed by 32.50 per cent of the agricultural students had family income above Rs. 2.0 lakh. Rests
10.83 per cent of the students’ family were having income upto Rs. 1.0 lakh.

2.3.3 Situational variables
2.3.3.1 Fathers’ education

Ajit (2004) showed that 36.17 per cent of the students’ fathers were graduates; whereas 14.89 per cent students’ fathers were postgraduates. Students’ father with education qualification of higher secondary level, high school level, primary school level and literate were 21.28 per cent, 14.18 per cent, 6.38 per cent and 4.26 per cent, respectively.

Shingare (2005) observed that more than one fourth (27.60 per cent) of the students’ father were graduate followed by the students’ father who had higher secondary school education were 20.00 per cent, high school 15.20 per cent, above graduate 14.40 per cent, primary school to middle school 12.80 per cent, literate 5.60 per cent and illiterate 2.40 per cent.

Patel (2007) revealed that majority (83.33 per cent) of the research scholars’ father had more than S.S.C level of education followed by 10.00 per cent of them were with upto primary level of education while 6.67 per cent of them were illiterate.
Dahake (2009) indicated that 39.28 per cent of the postgraduate students’ father had higher secondary level of education followed by 25.00 per cent of students’ father were graduate and above, while 17.86, 10.00 and 6.43 per cent of the postgraduate students’ father had high school level, primary school level and literate level of education, respectively. Only few (1.43 per cent) of the postgraduate students’ father were illiterate.

Aher (2010) indicated that slightly less than one-third (31.00 per cent) of agricultural students’ father had high school level of education followed by 25.83, 23.33, 10.83 and 9.01 per cent of the agricultural students’ father had above high school, primary school, literate (can read and write) and illiterate level of education, respectively.

Dobariya (2011) reported that majority (70.00 per cent) of the postgraduate research scholars had their fathers’ education above SSC level followed by 17.00 per cent and 7.00 per cent of them had their fathers’ education upto SSC and upto primary level, respectively. It was also noticed that 6.00 per cent of postgraduate research scholars had illiterate fathers.

Patter (2011) indicated that great majority (80.00 per cent) of the respondents were with S.S.C level of fathers’ education followed by 8.33 per cent with above S.S.C level of fathers’ education, 5.00 per
cent of them were with primary level of fathers' education and 6.67 per cent of them were with illiterate father.

2.3.3.2 Mothers’ education

Patel (2004) observed that slightly more than one-third (35.00 per cent) of the postgraduate students' mothers had either S.S.C or more than S.S.C level of education followed by 25.00 per cent of them with upto primary level of their mothers’ education and only 5.00 per cent of the postgraduate students were with illiterate mothers.

Patel (2007) indicated that three fourth (76.00 per cent) of the research scholars’ mother had S.S.C to above S.S.C level of education followed by 15.33 per cent of them with upto primary level of education and 8.67 per cent of the research scholars’ mother were illiterate.

Christian (2010) indicated that half (50.00 per cent) of the woman research scholars’ mother had upto secondary level of education followed by 28.00 per cent of them with higher secondary level of education, 9.00 per cent with graduate level of education, 7.00 per cent were upto primary level of education and 6.00 per cent of them were with illiterate mothers.
Dobariya (2011) reported that 37.00 per cent of the postgraduate research scholars had their mothers’ education above SSC level of education followed by 29.00 per cent and 16.00 per cent of them had their mothers’ education upto SSC and upto primary level, respectively. It was also noticed that 16.00 per cent of postgraduate research scholars had illiterate mothers.

Patter (2011) revealed that 45.00 per cent of the agricultural graduates were with above SSC level of mothers’ education followed by 28.33 per cent of them were with SSC level of mothers’ education, 6.67 per cent of them were with primary level of mothers’ education and 20.00 per cent of them were with illiterate mothers.

Library exposure

Patel (2004) concluded that majority (75.00 per cent) of the respondents were utilizing library facility everyday, out of which 38.34 per cent, 21.66 per cent and 19.00 per cent used it for two to three hours, one hour and for more than three hours, respectively. It was also seen that 23.34 per cent utilized library facility twice in a week and only 1.66 per cent of the postgraduate students utilized library facility once in a week.
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Patel (2007) disclosed that majority (56.66 per cent) of the research scholars had everyday exposure of library, 28.00 and 15.34 per cent of them had twice in a week and once in a week exposure of library, respectively.

Christian (2010) revealed that nearly half (48.00 per cent) of woman research scholars of SAUs of Gujarat were utilizing library facility everyday, 26.00 and 9.00 per cent of the woman research scholars were utilizing library facility twice in a week and once in a week, respectively.

Dobariya (2011) indicated that exactly half (50.00 per cent) of the postgraduate research scholars of AAU utilized library facility every day, out of which 26.00 per cent, 19.00 per cent and 5.00 per cent of them used it for one hour, two to three hours and for more than three hours, respectively.

Patter (2011) said that slightly less than two-fifth (38.40 per cent) of the agricultural graduates had low level of library exposure followed by 31.70 per cent of them who were with medium and 30.00 per cent of them were with high level of library exposure.

2.3.4 Psychological variables
2.3.4.1 Basic knowledge of Internet
Patel (2004) concluded that exactly half (50.00 per cent) of the postgraduate research scholars had above three years of exposure of internet followed by 26.67 per cent with one year, 13.33 per cent with upto three years and one tenth of them with upto two year of exposure of internet.

Patel and Chauhan (2005) indicated that slightly less than half (49.33 per cent) of the research scholars had medium level of knowledge of internet followed by 29.34 per cent of them with high level of knowledge of internet and 21.33 per cent of them with low level of knowledge of internet.

Patel (2007) reported that more than one third (36.00 per cent) of the postgraduate students had medium level of overall internet exposure followed by 32.67 and 31.33 per cent of the postgraduate students who had high and low level of internet exposure, respectively.

Christian (2010) reported that majority (70.00 per cent) of the postgraduate woman research scholars had more than three years of experience of computer for internet and other usages.

Dobariya (2011) reported that majority (65.00 per cent) of the postgraduate research scholars had practice to use internet every
Review of literature

day, while 21.00 per cent of them made use of internet twice in a week and once in a week (7.00 per cent).

2.3.4.2 Risk orientation

Patel (2005) reported that majority (70.00 per cent) of the respondents were found to have medium risk orientation followed by high and low risk orientation with 16.00 per cent and 14.00 per cent, respectively.

Thorat (2005) reported that majority (67.27 per cent) of the respondents had medium level of risk orientation, while 22.73 per cent had high and 10.00 per cent had low level of risk orientation.

Patel and Chauhan (2009) revealed that nearly half (47.50 per cent) of the respondents had medium level of risk orientation followed by 27.50 and 25.00 per cent with low and high level of risk orientation, respectively.

Aher (2010) indicated that two-third (66.67 per cent) of the agricultural students had medium level of risk orientation, whereas 17.50 and 15.83 per cent of students who were with low and high level of risk orientation, respectively.
2.3.4.3 **Self confidence**

Patel (2007) indicated that slightly more than two-fifth (42.00 per cent) of the research scholars had medium level of self confidence followed by 31.34 per cent with low and 26.66 per cent of them with high level of self confidence.

Dahake (2009) indicated that slightly less than half (48.57 per cent) of postgraduate students were in category of medium level of self confidence followed by high and low with 33.57 and 17.86 per cent, respectively.

Christian (2010) revealed that majority (63.00 per cent) of woman research scholars had medium level of self confidence followed by 24.00 per cent with high and 13.00 per cent of them with low level of self confidence.

Patter (2011) concluded that slightly less than half (45.00 per cent) of agricultural graduates had medium level of self confidence followed by 28.30 per cent of them were with high and 26.70 per cent of them were with low level of self confidence.

2.3.4.4 **Achievement motivation**

Rani (2005) reported that slightly less than three-fourth (74.81 per cent) of the respondents had medium level of achievement
motivation, whereas 17.77 per cent and 7.42 per cent of them had high and low level of achievement motivation, respectively.

Patel (2007) revealed that less than half (45.30 per cent) of the research scholars had low level of achievement motivation followed by 31.37 per cent of the research scholars with high level and 23.33 per cent of them were with medium level of achievement motivation.

Aher (2010) revealed that majority (67.50 per cent) of agricultural students belonged to medium achievement motivation category followed by 21.67 per cent and 10.83 per cent had low and high level of achievement motivation, respectively.

Christian (2010) revealed that majority (69.00 per cent) of the woman research scholars of SAUs of Gujarat had medium level of achievement motivation followed by 16.00 per cent with high level and 15.00 per cent with low level of achievement motivation.

Patter (2011) concluded that 36.70 per cent of the agricultural graduates had high level of achievement motivation followed by 31.70 per cent and 31.60 per cent of them had medium and low level of achievement motivation.

2.4 RELATIONSHIP BETWEEN PROFILE OF THE STUDENTS AND THEIR LEVEL OF AGROBUSINESS ANXIETY TOWARDS DIFFERENT ASPECTS
Since the research on agribusiness anxiety is of novel type and the researcher has not come across any references of such work, it is quite difficult to quote the references. However agribusiness anxiety, as a psychological characteristic, may be considered to be under domain of attitude. Hence, the reviews related to attitude towards different aspects are presented here.

### 2.4.1 Age

Sai (2002) reported that age had negative and non-significant relationship with the attitude of the respondents towards fruit and vegetable preservation.

Ajit (2004) worked out that there was non-significant relationship between age of the respondents and their attitude towards agricultural education.

Rani (2005) revealed that there was non-significant relationship between age and attitude of the respondents towards fruit and vegetable training.
Shingare (2005) reported that age of the veterinary students has non-significant relationship with their attitude towards veterinary science.

Patel (2007) concluded that there was non-significant relationship between age and attitude of research scholars towards use of information technology for self employment.

Christian (2010) concluded that there was non-significant relationship between age of the woman research scholars and their attitude towards the use of computer for their empowerment.

Patter (2011) concluded that there was negative non-significant relationship between age of agricultural graduate and their degree of attitude towards agrotourism as an enterprise.

2.4.2 Education

Chauhan (2004) indicated that education of the respondents has significant relationship with their opinion regarding the use of computer oriented internet for agricultural extension.

Shah (2006) revealed that there was no relationship between academic qualification of the AAU teachers and their attitude towards computer oriented internet.
Review of literature

Patel (2007) observed significant relationship between education and attitude of research scholars towards information technology for their empowerment.

Patel and Chauhan (2009) revealed that there was no significant relationship between education of trainees and their level of entrepreneurial attitude.

Jat (2010) reported that there was negatively non-significant relationship between academic qualification of agricultural teachers and their degree of attitude towards application of computer linked multimedia in higher agricultural education.

Patel and Chauhan (2010) revealed that there was positive significant relationship between education of agricultural graduates and their attitude towards information technology.

2.4.3 Academic performance

Patel (2004) reported that the degree of internet exposure of the postgraduate students was non-significantly related with their academic performance.
Patel and Chauhan (2005) reported that there was non-significant relationship between academic performance and attitude of the postgraduate agricultural students.

Chauhan (2006) concluded that academically less active students were more active in computer and had less computer nervousness.

Patel (2007) found that academic performance of the research scholars was positively related with their attitude towards information technology.

Jat (2010) reported that there was negatively non-significant relationship between academic qualification of agricultural teachers and their degree of attitude towards application of multimedia in higher agricultural education.

Patter (2011) concluded that there was negative significant relationship between academic performance of agricultural graduate and their degree of attitude towards agrotourism as an enterprise.

2.4.4 Native place

Patel (2004) observed that there was non-significant relationship between attitude and native place of the students.
Review of literature

Patel and Chauhan (2005) reported that the relationship between internet exposure of the postgraduate students and their native place was observed negatively non-significant.

Patel (2006) reported non-significant association between native of the teachers and their opinion regarding application of multimedia in agricultural education.

Shah (2006) observed that there was non-significant relationship between native of the AAU teachers and their attitude towards computer oriented internet.

Patel (2007) found that there was non-significant relationship between the native place and the attitude of the research scholars towards information technology.

Jat (2010) reported that there was negatively non-significant relationship between native of teachers and their attitude towards application of multimedia in higher agricultural education.

2.4.5 Knowledge of different languages

Patel (2007) found that knowledge of different languages of the research scholars was positively related with their internet exposure.
Review of literature

Joshi (2009) concluded that there was non-significant relationship between knowledge of different languages of the extension educationists and their attitude towards computer application.

Christian (2010) concluded that there was positive significant relationship between knowledge of different languages of the woman research scholars and their attitude towards the use of computer for their empowerment.

Patel and Chauhan (2010) revealed that there was positive significant relationship between knowledge of different languages of agricultural graduate and their attitude towards information technology.

2.4.6 Family occupation

Sai (2002) found that occupation had positive and significant relationship with attitude of the respondents.

Chauhan (2005) observed that there was non-significant relationship between fathers’ occupation and computer anxiety of the agricultural students.

Shingare (2005) reported non-significant association between occupational status of family and attitude towards veterinary education.
Review of literature

Chauhan (2006) observed that there was non-significant relationship between family occupation and computer anxiety of the agricultural students.

Shah (2006) reported non-significant relationship between the background of the teachers and their level of computer associated internet exposure.

Joshi (2009) concluded that there was significant relationship between fathers’ occupation of the extension educationists and their attitude towards computer application.

2.4.7 Family income

Mohanty and Patel (1998) reported that annual income of the family had significant relationship with attitude of the respondents towards vocational education.

Patel (2005) observed that family income was positively and significantly related with the attitude of the students towards dairy science education.

Shingare (2005) reported non-significant association between family income and attitude towards veterinary science education.
Shah (2006) studied that attitude towards computer oriented internet was observed non-significant with family income of AAU teachers.

Zala (2008) observed that family annual income played significant role in forming attitude of an individual towards agricultural modern practices of crop.

Jat (2010) reported that there was non-significant relationship between annual income of AAU teachers and their attitude.

Patter (2011) concluded that there was positive and significant relationship between annual income of agricultural graduates and their attitude towards agrotourism as an enterprise.

2.4.8 Fathers' and Mothers’ education

Chauhan (2004) signified that degree of attitude to shape internet exposure of postgraduate students was not affected by the degree of their fathers’ and mothers’ education.

Patel (2004) reported that there was non-significant relationship between degree of fathers’ and mothers’ education of the postgraduate students and their degree of attitude to figure internet exposure.
Patel (2007) reported that there was non-significant relationship between degree of fathers’ and mothers’ education of the postgraduate students and their degree of attitude to figure internet exposure.

Patel and Chauhan (2010) reported that there was non-significant relationship between the fathers’ and mothers’ education of the research scholars and their attitude towards information technology.

Patter (2011) concluded that there was negatively non-significant relationship between the education levels of the parents of agricultural agrotourism as an enterprise.

### 2.4.9 Library exposure

Chauhan (2006) concluded that there was negatively non-significant relationship between library exposure and computer nervousness of the students.

Patel (2007) observed insignificant relationship between attitude of research scholars towards information technology and their library exposure.
Joshi (2009) found that there was significant relationship between library exposure of the extension educationists and their attitude towards computer application.

Jat (2010) reported that there was non-significant relationship between library and other facilities available in the departments of teachers of AAU and their attitude towards application of multimedia in higher agricultural education.

Patel and Chauhan (2010) reported that there was significant relationship between the library exposure and the attitude of the research scholars towards information technology.

Patter (2011) concluded that there was positive significant relationship between library exposure of agricultural graduates of AAU and their attitude towards agrotourism as an enterprise.

2.4.10 Basic knowledge of internet

Shah (2006) observed that mass media liveliness of AAU teachers had significant relationship with their level of exposure of computer to be associated with internet.
Joshi (2009) disclosed that there was positive and significant relationship between mass media liveliness of the extension educationists and their level of computer inclination.

Patel and Chauhan (2010) showed that the basic knowledge of internet of the agricultural research scholars did played significant role in forming the attitude towards information technology.

2.4.11 Self confidence

Anonymous (2004) reported that to succeed in a web based course students should be motivated and self discipline, self-reliance and self-direction are the minimum required items to complete the course work at a distance successfully through internet.

Shah (2006) stated that there was non-significant relationship between the AAU teachers’ level of confidence during teaching as opined by their students and their attitude towards internet.

Patel (2007) reported that level of self confidence of the research scholars did not play any role in their level of internet exposure.
Joshi (2009) concluded that relationship between self confidence of extension educationists and their level of computer inclination was non-significant.

Christian (2010) concluded that relationship between self confidence of research scholars and their level of computer proximity was significant.

Patter (2011) concluded that there was positive and significant relationship between level of self confidence of agricultural graduates and their degree of attitude towards agrotourism as an enterprise.

### 2.4.12 Risk orientation

Pise (2006) revealed that there was positive and significant association of risk orientation with the attitude of the respondents towards banana cultivation technology.

Patel and Chauhan (2009) reported that there was significant relationship between risk orientation and entrepreneurial attitude of youth.

Aher (2010) indicated that risk orientation of the agricultural students had positive and highly significant correlation with their attitude towards agricultural entrepreneur.
Review of literature

Patel and Chauhan (2010) reported that there was significant relationship between level of risk orientation and their attitude of the research scholars towards information technology.

Vidhyadhri and Prabhakara Shastry (2010) furnished that risk orientation of prawn growers had significant relationship with their entrepreneurial behavior.

2.4.13 Achievement motivation

Sai (2002) found that achievement motivation had significant association with attitude of the respondents towards vocational agricultural training.

Shah (2006) concluded that there was non-significant relationship between level of aspiration and internet exposure of AAU teachers.

Patel (2007) found that there was non-significant relationship between achievement motivation and the attitude of the research scholars towards information technology.

Aher (2010) indicated that achievement motivation of the agricultural students had positive and highly significant correlation with their attitude towards agriculture entrepreneurship.
Christian (2010) concluded that achievement motivation of the woman research scholars was found positively and significantly related with their level of attitude towards the use of computer.

Patter (2011) concluded that there was positive non-significant relationship between achievement motivation of agricultural graduates and their degree of attitude towards agrotourism as an enterprise.

2.5 Constraints faced by the students in acceptance of different agricultural aspects

Shingare (2005) reported that major constraints faced by the students during their education in Veterinary Science and Animal Husbandry college of Anand Agricultural University were, less practicable knowledge, important courses are not completed within 5 years, shortage of scientific instruments, less numbered of visit/tour, no campus interview, limited extracurricular activities and lack of library facilities.

Patel (2007) reported that major problems faced by research scholars of Anand Agricultural University during their exposure of computer to be connected with internet were lack of institutional motivational atmosphere, inadequate time provided by
cyberary authority to each student to use internet, slow speed of server, all sites are not available on university server and lack of knowledge of minor repairing of different parts. The additional problems faced by them were, lack of all the facilities available on internet on the server of university, scholars are not permitted to download useful materials from the internet on CD, lack of detailed knowledge and skill to create own site to documents department works, lack of time, time consuming and lack of sufficient numbers of computers. The study also concluded that the research scholar were facing some other problems like lack of knowledge of software, inconsonance while researching for a topic, absence of vocational expertise, non availability of system to take guidance to make best use of internet and lack of enough infrastructures.

Dahake (2009) reported that the major constraints faced by the postgraduate students were courses are not completed within 2 years, less number of visits/tours of various enterprises, limited extracurricular activities related to entrepreneurship, less practical knowledge about entrepreneurship, capital requirement, market oriented education, market crashes and raw materials and no campus interview of different agricultural enterprises.
Karjagi et al. (2009) reported that major constraints faced by students of agriclinics and agribusiness centers in starting their agri ventures were the high rate of interest, lack of hand holding support from training institutes, banker’s resistance to finance, NABARD and other commercial banks will not give correct pictures about rate of interest, subsidy and collateral security. The other problems faced by agripreneurs in starting their agriventures were bankers not responding to the proposals, high margin money, lack of support from family and fear of collection of money. He further reported regarding problems faced by Agripreneurs who have already established their agriventures that heavy competition from well established and other old dealers in the business, farmers require the products on credit basis, lack of support from family, marketing and infrastructure, low investment, no direct dealership from the company and non possession of land for demonstration.

2.6 Suggestions to overcome the constraints

Haldar (2007) reported that government should recognize importance of rural tourism at priority and help in creating healthy competitive business environment. Government should try to generate data for decision making bodies investing for developing the human resources, create adequate facilities and suitable infrastructure like
accommodation, roads, airport facilities, local transport, communication links and other essential amenities and all that become essential for the development of the rural tourism. Some of the essential services required for rural tourism are build confidence in safety and security, plan for sustainable growth of rural tourism, invest in new technology, business must balance economics with people, culture and environment, develop rural tourism protecting natural resources, local heritage and lifestyles and fill the narrow gaps between the ‘haves’ and ‘have-nots’ in addition to these, he also pointed out that there is a need to promote traditional tourism products, improve quantity, value of rural tourism, give quality standards of services at all levels, transfer skills and best practice, share information to make better business decisions, communicate more effectively, share the pursuit of long-term growth and prosperity, set environmental policy goals, develop and deploy skills effectively and develop confidence on all sides.

Patel (2007) reported that the most valuable suggestions offered by the research scholars to make best use of internet were, more number of computers should be provided in cyberary: in each faculty, non credit course on IT to train students should be started,
Review of literature

scholars should be permitted to download useful materials from the internet on CD, 24 hours permission to the students to operate internet at department and cyberary should be given and adequate facilities to use internet should be created. The other valuable suggestions offered by the research scholars to make best use of internet were: The speed of university server should be improved, all the facilities obtainable on internet should be made available on university server, each department should be given all advanced IT facilities, the high speed of internet should be constantly maintained and all the sites available on internet should be accessible on university server. The research scholars realized that training on the minor repairing of different parts should be organized, separate arrangement should be provided for male and female for most excellent use of internet.

Dahake (2009) reported that the important suggestion suggested by postgraduate students was course should be more practical and market oriented. Other suggestions were maximum number of visits/tours for students should be kept to various enterprises, there should be more extracurricular activities related to entrepreneurship, more practical knowledge about policy of
government about agribusiness should be given, courses should be completed within 2 years and provision of campus interview of different agricultural enterprises be made.

Karjagi et al. (2009) Furnished that most important suggestion given by trained agripreneurs to start agriventure were to link the training institute with financial institutions for loan sanction which were followed by the guidelines of RBI, subsidy component should be included in the scheme, AC and ABCs should be treated on par with government agriclinics (Raita samparka Kendra) in distribution of seeds and other inputs to the farmers on subsidized rate. The other suggestions given by them were to concentrate more towards providing training on need based economically viable projects by imparting in plant training, training should not be free of cost and Government should promote agricultural graduates to start agriclinics at every gram Panchayat level.

Patter (2011) disclosed that most valuable suggestions offered by the agricultural graduates to popularize agrotourism among agricultural graduates as a business venture were field visits for the students should be arranged to the booming agrotourism spots during RAWE program, the financial assistance should be provided to the
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agricultural graduates by banks, latest information for creating awareness about the importance of tourism industry combining with agriculture should be provided by the department of extension education, training about agrotourism should be arranged for the students, the successful agri-entrepreneurs should be invited to inform about agrotourism, the agrotourism as an enterprise among agricultural students should be encouraged to financial assistance by the ministry of tourism and SAUs should take up initiatives to popularize the concept of agrotourism among agricultural graduates.
III. RESEARCH METHODOLOGY

This part deals with the research design, tools and techniques of scientific investigation employed in the light of objectives of the study. It describes and clarifies methods for measuring the dependent and independent variables. It includes sampling procedure for data collection and statistical technique used for data analysis. The methodology adopted for conducting the study is presented as under.

3.1 Plan of study
3.2 Local of the study
3.3 Sample size and selection of the respondents
3.4 Research design
3.5 Tools for the study
3.6 Selection of variables
3.7 Operationalization and Measurement of variables
3.8 Statistical framework used for analysis of the data

3.1 PLAN OF STUDY

Agriculture is the mainstay of the Indian economy because of its high share in employment and livelihood creation. It supports more than half a billion people providing employment to 52 per cent of the workforce. It is also an important source of raw material and demand for many industrial products, particularly fertilizers, pesticides, agricultural implements and a variety of consumer goods. Department of Agriculture and Cooperation under the Ministry of Agriculture is the nodal organization responsible for development of the agriculture sector through optimum utilization of land, water, soil and plant of the country.
Advanced education in agriculture is an important pathway and also needs to respond effectively. With the rising demand of trained manpower for agricultural development activities, ICAR took over leadership and encouraged the setting up of exclusive State Agricultural Universities (SAUs) with mandates to create intelligent human resources for agricultural development activities.

All round development of agriculture is possible only with effective exploitation of agribusiness behaviour, skills as well as material resources. As average size of land holding declining with day by day increases population. Agricultural production alone is not able to provide adequate income and employment. India is scare of material resources but abundant of human resources. Recent interest in agriculture development coupled with the problems of poverty and unemployment and opening of markets has brought the concept of Agricultural entrepreneurship to the front. Many farm businesses combine agricultural production with other income generating activities and such multiplicity of activities has always been an important and distinctive feature of the farming business sector. The goal may be achieved by promotion of industrial and business ventures created by initiative and enterprise of entrepreneur class and
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agri-business is managed by professionally qualified integral agricultural scholars.

As a result of tremendous scope of agribusiness, entrepreneurship has become an important ingredient of professionally qualified agricultural graduates and post graduates, at the same time it is also seen that due to some fear and lack of confidence and consciousness many qualified graduates do not want to craft abundant usages of agricultural resources to create self employment. Such behaviour in a broad sense is known as agribusiness anxiety or nervousness.

Agribusiness anxiety is a common emotional response to agribusiness characterized by the fear that many people exhibit. Fear and anxiety toward subject matter are "conditions that tend to support negative learner attitude and repel person's interest".

Anxiety usually occurs when something new is being done. This causes resistance to change and has negative effects on cognitive performance. Anxiety by definition is intense dread, apprehension, or nagging worry.

To recognize genuine level of agribusiness anxiety of post graduates, it was important to know their feelings towards this self employment oriented, economic expansion oriented and agricultural
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growth oriented system. Besides this, there are various situations, circumstances and personal interest and variables affecting to the level of post graduates towards agribusiness anxiety. Hence it was felt essential to study actual level towards agribusiness anxiety among the post graduates students of agriculture faculty of state agricultural universities of Gujarat.

3.2 LOCAL OF THE STUDY

The present study was carried out only in agriculture colleges of State Agricultural Universities of Gujarat state. The agriculture faculty of State Agricultural Universities of Gujarat state was purposively selected for the study considering following reasons.

1. None of the systematic effort has been made so far to study the level of agribusiness anxiety of postgraduate students of agriculture faculty of State Agricultural Universities of Gujarat.
2. Numbers of students are doing their post graduation in various subjects in four agriculture colleges of SAUs of Gujarat.
3. There is a good scope of development of agribusiness by professionally qualified agricultural postgraduate students in Gujarat.
4. Investigator was able to cover this area within time limit.
Thus, present study was an attempt to understand the level of agribusiness anxiety of postgraduate students of SAUs of Gujarat, which is to some extent novel work in this direction.

### 3.3 Sample Size and Selection of the Respondents

The present study was conducted on a random sample of total 120 postgraduate students, studying either in the final year of Masters or in any year of PhD in Agriculture faculty of State Agricultural Universities of Gujarat.

First of all the list of the postgraduate students studying in masters and Ph.D. in agriculture college of SAUs of Gujarat was collected from the concerned authorities. Based on the total number of postgraduates students available in each agriculture college, proportional number of students was selected as respondents. Thereafter, 40 postgraduates from agriculture college of Anand Agricultural University, 29 from agriculture college of Sardarkrushinagar Dantiwada Agricultural University, 28 from agriculture college of Junagadh Agricultural University and 23 from agriculture college of Navsari Agricultural University were selected for the study. Thus, a random sample of 120 postgraduate students was
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selected for the present study. The college wise selected post graduate students for the study are presented below.

**College wise selected post graduate students for the study.**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>College</th>
<th>Total available post graduate students as per selections criteria</th>
<th>Selected post graduate students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Anand Agricultural University</td>
<td>362</td>
<td>40</td>
</tr>
<tr>
<td>2.</td>
<td>Sardarkrishinagar Dantiwada Agricultural University</td>
<td>262</td>
<td>29</td>
</tr>
<tr>
<td>3.</td>
<td>Junagadh Agricultural University</td>
<td>254</td>
<td>28</td>
</tr>
<tr>
<td>4.</td>
<td>Navsari Agricultural University</td>
<td>210</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>1088</strong></td>
<td><strong>120</strong></td>
</tr>
</tbody>
</table>

**3.4 RESEARCH DESIGN**

As the study was concerned with understanding the level of agribusiness anxiety of postgraduate students, ex-post-facto research design was used for this study. This design was used because the researcher did not have any control on the independent variables of selected respondents. Ex-post-facto research design is systematic experimental investigation in which control on independent variable is very weak and in this study all most no control was possible. Kerlinger (1976) stated that ex-post-facto research design is worthy to apply when the independent variables have already acted upon.
3.5 **TOOLS FOR THE STUDY**

The crucial method used in collecting data was a interview schedule. The interview schedule was used as a tool for collection of requisite information.

3.5.1 **Construction and pre-testing of interview schedule**

To cover all pertinent aspects in light of the objectives of the study, an interview schedule with question on all dependent and independent variables was prepared for collection of data. In preparing the schedule, investigator had secured guidance from the major guide, staff of Department of Extension Education, Extension Education Institute, Director of Extension Education and available literature. The suggestions were incorporated in the schedule. The interview schedule was pre tested on the twenty non-sampled respondents. On the basis of pre testing, necessary modifications were made in the final draft and used as the instrument for data collection.

3.5.2 **Collection of data**

The basic information regarding the study was obtained from concerned agriculture colleges of State Agricultural Universities of Gujarat through personal interview. Before, the interview, the investigator introduced him to the respondents and aims and objectives of the study were explained to them with a view to facilitating free responses. Every possible care was taken to establish
good rapport with the respondent postgraduates to secure full cooperation for gathering reliable and valid information. The respondents were contacted personally either at college classroom, library or at their residence. Secondary data and other relevant information related to the study were gathered from the reference books, bulletins, reports and periodicals, journals, paper published by different authors and postgraduate thesis pertaining to more or less similar study.

3.6 SELECTION OF THE VARIABLES

The variables under study were selected on the basis of extensive review of literature related to the subject are as under.

3.6.1 Dependent variable

Level of agribusiness anxiety of postgraduate students

3.6.2 Independent variables

3.6.2.1 Personal variables
1. Age
2. Education
3. Academic performance
4. Native place
5. Knowledge of different languages

3.6.2.2 Economic variables
6. Family occupation
7. Family income

3.6.2.3 Situational variables
8. Fathers’ education
9. Mothers’ education
10. Library exposure

3.6.2.4 Psychological variables
11. Basic knowledge of internet
12. Self confidence
3.7 OPERATIONALIZATION AND MEASUREMENT OF VARIABLES

3.7.1 Measurement of dependent variable

3.7.1.1 Measurement of level of agribusiness anxiety of postgraduate students

Agribusiness anxiety is a common emotional response to agribusiness characterized by the fear that many people exhibit. Agribusiness anxiety was measured with the help of agribusiness anxiety scale developed by Patel (2008). This scale consists of eighteen statements, with nine positive and nine negative statements. The responses were collected in five continuums viz., strongly agree, agree, undecided, disagree and strongly disagree and scores 5, 4, 3, 2 and 1 were assigned respectively for the negative statements. The reverse scoring was given for positive statements. To know level of business anxiety score of each statement were summed up. (Higher the score higher was the business anxiety and lower the score, lower was the business anxiety). The respondents were classified into three groups; viz., low (below mean score – S.D), medium (mean ± S.D), high (above mean + S.D).

3.7.2 Measurement of independent variables

3.7.2.1 Personal variables
3.7.2.1.1 Age

It refers to actual age of the postgraduate students in completed years. i.e. Chronological age of the postgraduate students. Age of the respondents was measured in completion of year of the respondents at the time of interview. One score was assigned to each year of age to quantify this variable. The respondents were classified into two groups viz., up to 23 years and above 23 years.

3.7.2.1.2 Education

Level of education of the respondents was measured in number of formal education in year completed by the respondents; one score was assigned to each year of formal education to quantify this variable and they were classified into two groups e.g. 1) pursuing M.Sc. (agri.) study and 2) pursuing doctoral study.

3.7.2.1.3 Academic performance

The academic performance of the respondents was measured in term of Over All Grade Points (OGPA) obtained by them in their last degree. OGPA itself was considered as a score to quantify academic performance of the respondents. The respondents were classified into three following groups; viz., respondents with first class
(more than 6.90 OGPA), second class (6.00 to 6.89 OGPA) and pass class (below 6.00 OGPA).

3.7.2.1.4 Native of the student

The native of the student was measured by their urban or rural background from where they have taken their primary education and passed their childhood. The respondents were classified into two groups viz., rural and urban and scores of 1 and 2 were given, respectively to quantify it.

3.7.2.1.5 Knowledge of different languages

It was measured in terms of number of languages known by the postgraduate students. They were classified into four groups like one, two, three and four languages known and to quantify this variable one score was given to each language known by the respondents.

3.7.2.2 Economic variables

3.7.2.2.1 Family occupation

It was measured in terms of respondents’ family members' involvement in various income-generating activities. To quantify this variable the respondents were classified into five groups based on their family member's involvement in various occupations viz., agriculture, agriculture plus animal husbandry, agriculture plus service, only
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service and only business and one score was given for each occupation.

3.7.2.2 Family income

It was measured in terms of the total family income obtained annually by the family members of the respondent. To quantify this variable the respondents were classified into three groups based on their family annual income viz., below 1.5 lakh, 1.5 to 3.0 lakh and above 3.01 lakh and one score was given for each.

3.7.2.3 Situational variables
3.7.2.3.1 Fathers’ education

Level of fathers’ education of respondents was measured in year of formal education completed by the father of the respondents. The scoring was done on the basis of number of formal education in year completed by the father of the respondents. For each completed formal year one score was assigned and for illiteracy ‘0’ score was assigned. The respondents were classified into four groups viz., respondents with no any formal education of father, respondents with education of father upto primary level, respondents with education of father upto SSC and respondents with education of father above SSC.
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3.7.2.3.2 Mothers’ education

Level of mothers’ education of respondents was measured in year of formal education completed by the mother of the respondents. The scoring was done on the basis of number of formal education in year completed by the mother of the respondents. For each completed formal year one score was assigned and for illiteracy ‘0’ score was assigned. The respondents were classified into four groups viz., respondents with no any formal education of mother, respondents with education of mother upto primary level, respondents with education of mother upto SSC and respondents with education of mother above SSC.

3.7.2.3.3 Library exposure

The library exposure of the respondents and scoring procedure followed as per the following criteria.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Frequency of library use</th>
<th>Up to 1 hour</th>
<th>2 to 3 hours</th>
<th>Above 3 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Everyday</td>
<td>8 score</td>
<td>16 score</td>
<td>24 score</td>
</tr>
<tr>
<td>2.</td>
<td>Twice in a week</td>
<td>7 score</td>
<td>14 score</td>
<td>21 score</td>
</tr>
<tr>
<td>3.</td>
<td>Once in a week</td>
<td>6 score</td>
<td>12 score</td>
<td>18 score</td>
</tr>
<tr>
<td>4.</td>
<td>Once in a fortnight</td>
<td>5 score</td>
<td>10 score</td>
<td>15 score</td>
</tr>
<tr>
<td>5.</td>
<td>Once in a month</td>
<td>4 score</td>
<td>08 score</td>
<td>12 score</td>
</tr>
<tr>
<td>6.</td>
<td>Once in a three month</td>
<td>3 score</td>
<td>06 score</td>
<td>09 score</td>
</tr>
<tr>
<td>7.</td>
<td>Once in a six month</td>
<td>2 score</td>
<td>04 score</td>
<td>06 score</td>
</tr>
<tr>
<td>8.</td>
<td>Once in a year</td>
<td>1 score</td>
<td>02 score</td>
<td>03 score</td>
</tr>
</tbody>
</table>
3.7.2.4 Psychological variables

3.7.2.4.1 Basic knowledge of internet

It was measured by considering the knowledge of internet connected three areas viz., (1) knowledge of computer software (2) knowledge about internet (3) knowledge of internet service providers. The responses of the respondents were collected in “yes” and “no” and scores of 1 and 0 were assigned respectively. The total knowledge score for each postgraduate student was obtained by summing up scores of all items in the three areas obtained by the respondents with the help of following formula.

\[
K_i = \frac{[X_1+X_2+\ldots+X_n]}{N} \times 100
\]

Where,

\(K_i\) = knowledge index

\(N\) = Total no. of items

\(X_1 + X_2 + \ldots + X_n\) = Total no. of correct answer

3.7.2.4.2 Self confidence

It is degree of self-independence or self-reliance of any individual about his or her own abilities, talent, capacity and understanding to accomplish desired outcome. To measure self
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confidence of the respondents, scale developed by Heartheton and Polivy (1991) was used. This scale contains twenty statements. The responses for each statement were collected in 5-point categories in terms of “extremely”, “very much”, “somewhat”, “a little bit” and “not at all”, with scores of 5, 4, 3, 2 and 1, respectively. The respondents were classified into three groups viz., low (below mean score – S.D), medium (mean ± S.D) and high (above mean + S.D).

3.7.2.4.3 Risk orientation

It was measured with the help of risk orientation scale developed by Patel (2009). This scale consists of ten items with seven positive and three negative statements. The positive statements 1, 3, 4, 6, 8, 9 and 10 were scored as 5, 4, 3, 2 and 1 for strongly agree, agree, undecided, disagree and strongly disagree, respectively, whereas, the scoring system was reversed in case of negative items 2, 5 and 7. To know level of risk orientation, score of each statement was summed up. The respondents were classified into three groups; viz., low (below mean score – S.D), medium (mean ± S.D) and high (above mean + S.D).

3.7.2.4.4 Achievement motivation

It is defined as the respondents’ realistic estimate of the pre decided goals he had achieved in life over last ten years. This was measured with the help of scale developed by Singh (1974). This scale
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consisted of six statements. The scholars had to check one of the alternates out of five to each statement. For the statements no. 1, 4 and 6 the scoring pattern was 5, 4, 3, 2, and 1 for the alternatives in that order. For the remaining statements, the reverse scoring pattern was followed. Thus, possibility to get the scores was ranged from 6 to 30 for an individual. To know level of achievement motivation, score of each statement was summed up. The respondents were classified into three groups; viz., low (below mean score – S.D), medium (mean ± S.D) and high (above mean + S.D).

3.7.3 Constraints perceived by the respondents

Constraints perceived by the postgraduate students in acceptance of agribusiness were asked to the respondents and were recorded on a three point continuum i.e. most important, important and least important, which was assigned 3, 2 and 1 scores, respectively.

To find out the priority of each constraint frequencies of the respondents under different categories of response were calculated and multiplied with the respective scores. The sum of score under each category of response gave overall score on the basis of which all the constraints were arranged in descending order and ranked accordingly, on the basis of mean value.

3.7.4 Suggestions
Considering the constraints perceived by the respondents in availing benefits of agribusiness and to overcome the same in availing benefits of agribusiness, they were asked to give their valuable suggestions. The suggestions were recorded on a three point continuum i.e. most important, important and least important, which was assigned 3, 2 and 1 scores, respectively. On the basis of mean value, rank was given to each of the suggestion.

3.8 STATISTICAL FRAMEWORK USED FOR ANALYSIS OF DATA

The data were classified, tabulated and analyzed in order to make the findings meaningful for interpretation and drawing inferences. For this, different statistical methods were used. Some of the data were subjected to analyze in terms of frequency, whenever necessary. At some places, mean score and standard deviation were calculated. The Person’s coefficient of correlation was used to measure the relationship between independent and dependent variables.

3.8.1 Statistical tools used

Following statistical tools were used in the present study.

3.8.1.1 Frequency and percentage
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Simple comparisons were made on the basis of frequency and percentage.

3.8.1.2 Arithmetic mean

These estimates were used for classification of the respondents into different categories. The mean was obtained by dividing total score by the number of respondents. Mean was calculated by using following formula:

\[
\bar{X} = \frac{\sum X_i}{n}
\]

Where,

\( \bar{X} \) = Mean

\( n \) = Number of respondents

\( X_i \) = Value of the \( i^{th} \) respondent

3.8.1.3 Standard deviation (S.D.)

This technique was used for classification of respondents into different categories. It was obtained by the square root of the average of the square deviation from mean using following formula:

\[
S.D. = \sqrt{\frac{\sum_{i=1}^{n} (X_i - \bar{X})^2}{n-1}}
\]

Where,

S.D. = Standard deviation
3.8.1.4 Coefficient of correlation (r)

Coefficient of correlation was calculated to find out the relationship between each of the independent variable and dependent variable. The correlation coefficient gives two kinds of information (i) indication of the magnitude of the relationship and (ii) information about the direction of the relationship (whether positive or negative). It can be denoted by:

$$r = \frac{\sum XY - \frac{\sum X \sum Y}{n}}{\sqrt{\left[\frac{\sum X^2 - \left(\frac{\sum X}{n}\right)^2}{n}\right] \left[\frac{\sum Y^2 - \left(\frac{\sum Y}{n}\right)^2}{n}\right]}}$$

Where,

- $r = \text{Correlation coefficient}$
- $\Sigma = \text{Summation}$
- $X = \text{Independent variable}$
- $Y = \text{Dependent variable}$
- $n = \text{Total number of respondents}$

3.8.1.5 Conceptual model
Research Methodology

The conceptual framework given in the preceding section may be presented paradigmatically which has been developed during the course of the study. The model shown in fig.1 is a tentative and generalized one. The final format of such a model suggested at the end of this dissertation in the chapter of “Summary and Conclusions.” The model shows postulated relationship between traits based on discussion and assumption made earlier. The model explains that the selected characteristic of respondents, which influence their level towards agribusiness anxiety.
IV. RESULTS AND DISCUSSION

The information related to this study was collected from the postgraduate students by means of personal interview schedule. The collected information was classified, tabulated and analyzed in light of the objectives of the study. The facts and findings derived after analyzing the information have been presented in this chapter under following major heads:

IV.1 Profile of the postgraduate students.

IV.2 Level of agribusiness anxiety of the postgraduate students.

IV.3 Relationship between profile of the postgraduate students and their level of agribusiness anxiety.

IV.4 Constraints perceived by the postgraduate students in acceptance of agribusiness.

IV.5 Suggestions to overcome such constraints perceived by the postgraduate students in acceptance of agribusiness.

4.1 PROFILE OF POSTGRADUATE STUDENTS:

Anxiety of postgraduate students towards agribusiness was influenced by different characteristics of postgraduate students. It was beyond the scope of the present study to include all the characteristics of the respondents. However, some important characteristics of the postgraduate students were selected and classified into four groups viz., personal, economic, situational and
Results and Discussion

psychological characteristics. The findings of these characteristics have been presented in the following sections:

4.1.1 Personal characteristics:

4.1.1.1 Age:

Physical as well as psychological development of an individual is related to his age. It influences the interest and needs of an individual. It also plays vital role in acquiring knowledge about different areas of agribusiness and helps in developing positive approach towards agribusiness, which finally results in less level of anxiety towards agribusiness. Data with respect to age are presented in Table – 1.

Table – 1 : Distribution of postgraduate students according to their age

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Categories</th>
<th>Frequency</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Up to 23 years</td>
<td>78</td>
<td>65.00</td>
</tr>
<tr>
<td>2.</td>
<td>Above 23 years</td>
<td>42</td>
<td>35.00</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>120</td>
<td>100.00</td>
</tr>
</tbody>
</table>

The data presented in Table – 1 indicate that slightly less than two-third (65.00 per cent) of postgraduate students had age up to 23 years, while the remaining 35.00 per cent of them were with the age above 23 years. Thus, it can be concluded that majority (65.00 per cent) of the respondents pursuing their post graduation were found to
be in the age group of up to 23 years. The reason might be that the respondents selected for the present study were either studying in masters or doctorate degree.

This finding derives support from the results reported by Dahake (2009), and Dobariya (2011).

4.1.1.2 Education:

Education is the most essential for bringing desirable changes in human behavior. Formal education is most essential for postgraduate students, as it provides them with wide exposure, helps to understand new agribusiness technologies in the right perspective and equips them to face the upcoming challenges in employment. The data with respect to education are presented in Table – 2.

Table – 2: Distribution of the postgraduate students according to their level of education

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Categories</th>
<th>Frequency</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Pursuing M.Sc. Degree</td>
<td>84</td>
<td>70.00</td>
</tr>
<tr>
<td>2.</td>
<td>Pursuing Ph.D. Degree</td>
<td>36</td>
<td>30.00</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>120</td>
<td>100.00</td>
</tr>
</tbody>
</table>
It is evident from the data in Table – 2 that majority (70.00 per cent) of the postgraduate students were pursuing M.Sc. degree, followed by 30.00 per cent of them were pursuing Ph.D. degree.

From the above facts, it can be concluded that 70.00 per cent of the postgraduate students were pursuing M.Sc. degree. As explained earlier, the criteria of selection of the postgraduate students was done on the basis of their existing educational involvement either in final year of their master degrees or in any semester of Ph.D. degrees. The reason might be due to more number of postgraduate students studying in master degrees as compared to doctorate degrees in all the SAUs of Gujarat.

This finding of the study was in agreement with the finding reported by Patel (2007).

4.1.1.3 Academic performance:

Academic performance of agricultural postgraduate reflects his capability or expertise in agriculture and allied fields and also his knowledge, sincerity, involvement and intelligence about the innovative agribusiness. It is also an important variable of the respondents which may have association with their degree of attention and attachment to self employ them in economic oriented vocation of agriculture. Understanding this fact academic performance of
postgraduate students was studied and data are presented in table – 3.

**Table – 3 : Distribution of the postgraduate students according to their academic performance.**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Categories</th>
<th>Frequency</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>First class (more than 6.90 OGPA)</td>
<td>37</td>
<td>30.84</td>
</tr>
<tr>
<td>2.</td>
<td>Second class (between 6.00 to 6.90 OGPA)</td>
<td>75</td>
<td>62.50</td>
</tr>
<tr>
<td>3.</td>
<td>Pass class (below 6.00 OGPA)</td>
<td>08</td>
<td>06.66</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Data in Table – 3 indicates that slightly more than three-fifth (62.50 per cent) of the postgraduate students had second class followed by 30.84 and 06.66 per cent of them who had first class and pass class, respectively.

It is evident from the data in Table – 3 that great majority (93.34 per cent) of the postgraduate students had OGPA more than 6.00 i.e. second and first class. The elevated scholastic performance is resulted in any person, when he or she involves more to become expert through every possible effort to be able to achieve well defined target fabulously. It indicates that they had good knowledge of agriculture, which might have result in low level of nervousness towards agribusiness to compete with others in adverse situation of employment options successfully.
This finding was in line with Patter (2011) and not in procession with the results reported by Chauhan (2004) and Christian (2010).

4.1.1.4 Native place:

Native place refers to the place from where postgraduate has passed their childhood and completed their primary education; it may be either urban or rural areas. It is believed that persons, who want to take up agribusiness for their self employment, should have minimum knowledge and practical experience of agriculture, proper availability of resources, feasibility of implementing new concepts and access of the nearest market area. It directly affects respondents’ feelings and anxiety towards agribusiness. Further the respondents must have enough level of self confidence and better information of relevant matter, and it can be obtained from where person belongs to. Thus, data with regards to native place of respondents are given in table – 4.

**Table – 4: Distribution of the postgraduate students according to their native place.**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Categories</th>
<th>Frequency</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Urban</td>
<td>71</td>
<td>59.17</td>
</tr>
<tr>
<td>2.</td>
<td>Rural</td>
<td>49</td>
<td>40.83</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>120</td>
<td>100.00</td>
</tr>
</tbody>
</table>
The data presented in Table – 4 reveal that considerably less than three fifth (59.17 per cent) of the respondents were the urban residents indicating that majority of them were with wider exposure to outside world. The result also indicates that slightly more than two-fifth (40.83 per cent) of agricultural postgraduate students studying in post graduation was from the rural background. Thus, it can be said that agricultural students studying in post graduation with urban background might have less nervousness towards agribusiness and had encouraging location to go for agribusiness.

The finding is in line with the findings of Patel (2007).

4.1.1.5 Knowledge of different languages:

To be good businessmen it is necessary to have good communicational ability and proficiency of different languages. Knowledge of different languages plays vital role in communication ability of individual. Keeping this in view knowledge of different languages of postgraduate students was studied and results are discussed in below mention table – 5.

Table – 5 : Distribution of the postgraduate students according to their knowledge of different languages.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Categories</th>
<th>Frequency</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>One language</td>
<td>00</td>
<td>00.00</td>
</tr>
<tr>
<td>2.</td>
<td>Two languages</td>
<td>21</td>
<td>17.50</td>
</tr>
</tbody>
</table>
It is observed from the data presented in Table – 5 that more than two-third (68.33 per cent) of the postgraduate students had knowledge of three languages followed by less than one-fifth (17.50 per cent) and a meagre number (14.17 per cent) of them had knowledge of two and more than three languages, respectively.

Discussion leads to conclude that a great majority (85.83 per cent) of the postgraduate students had knowledge of two to three languages. The ability to communicate and understand in different languages, which was additional talent to talk in other than their own mother tongue among majority of the post graduates, might have made them able to look at agribusiness culture. In addition to this, majority of the post graduates with knowledge of more languages might have received opportunity to interact, interpret, understand and formulate essential concepts of the agribusiness available in different languages. This might be the possible reason to have knowledge of more than one language in majority of the post graduates.

The result of this study is in agreement with the result reported by Patel (2007) and Christian (2010).

<table>
<thead>
<tr>
<th></th>
<th>Three languages</th>
<th></th>
<th>More than three languages</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>82</td>
<td>68.33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>17</td>
<td>14.17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4.1.2 Economic variables
4.1.2.1 Family occupation:
Family background affects mentality of postgraduate students towards self-employment oriented ventures. Postgraduate students having already established agribusiness as their family occupation might have more willingness to join for expansion of their family agribusiness or motivated to pertain their education towards new agriventure based on their knowledge and self-confidence. To analyze this data were collected and presented in Table 6.

**Table – 6 : Distribution of the postgraduate students according to their family occupation.**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Categories</th>
<th>Frequency</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Agriculture</td>
<td>32</td>
<td>26.67</td>
</tr>
<tr>
<td>2.</td>
<td>Agriculture + Animal husbandry</td>
<td>38</td>
<td>31.67</td>
</tr>
<tr>
<td>3.</td>
<td>Agriculture + Service</td>
<td>18</td>
<td>15.00</td>
</tr>
<tr>
<td>4.</td>
<td>Only service</td>
<td>21</td>
<td>17.50</td>
</tr>
<tr>
<td>5.</td>
<td>Only business</td>
<td>11</td>
<td>09.16</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

It can be concluded from the data presented in Table – 6 that 31.67 per cent of the respondents had agriculture and animal husbandry as their family occupation followed by 26.67, 17.50 and 15.00 per cent of them had agriculture, only service and agriculture plus service as their family occupations, respectively. Only 09.16 per cent of them had only business as their family occupations.

Discussion leads to conclude that less than three-fifth (58.34 per cent) of the postgraduate students had agriculture and
animal husbandry as their main family occupation. The reason behind such finding might be that near about two third of entire population depends on agriculture related employment in a country like India.

This result is in line with Zala (2008) and Dobariya (2011).

4.1.2.2 Family income:

It is considered as the gross income of the agricultural postgraduate students’ family. It is natural that the persons with higher family income have more favourable condition to adopt the innovative agribusiness ideas. Keeping this in view, the family income of the agricultural postgraduate students was selected as an independent variable and studied. The Agricultural postgraduate students were classified into three groups; viz.- Low (up to 1.5 lakh), Medium (1.5 to 3.0 lakh), High (above 3.01 lakh). The data related to family income are presented in table – 7.

Table – 7 : Distribution of the postgraduate students according to their family income.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Categories</th>
<th>Frequency</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Low (below 1.5 lakh)</td>
<td>19</td>
<td>15.83</td>
</tr>
<tr>
<td>2.</td>
<td>Medium (1.5 to 3.0 lakh)</td>
<td>56</td>
<td>46.67</td>
</tr>
<tr>
<td>3.</td>
<td>High (above 3.01 lakh)</td>
<td>45</td>
<td>37.50</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>120</td>
<td>100.00</td>
</tr>
</tbody>
</table>

The data given in Table – 7 disclose that less than half (46.67 per cent) of the agricultural postgraduate students had
medium (1.5 to 3.0 lakh) level of annual income followed by 37.50 and 15.83 per cent of them who had high (above Rs 3.01 lakh) and low (up to Rs 1.5 lakh) level of annual income, respectively.

So, it is evident that majority (84.17 per cent) of the agricultural postgraduate students had medium to high level of family income. The reason behind this might be that majority of the respondents family members were engaged in more than one occupation.

This finding is in agreement with the result reported by Shingare (2005).

**4.1.3 Situational variables**

**4.1.3.1 Father's education**

It refers to the years of formal education completed by postgraduate's father. It is fact that well educated fathers have sensation to motivate their children to avail the best possible employable qualities. So it is assumed that the father's education of agricultural postgraduate students may play a role in determining their level of agribusiness anxiety. Keeping this in view this variable was selected. Agricultural postgraduate students were classified into four groups; viz. agricultural postgraduate students with no formal education of the father, agricultural postgraduate students with
Results and Discussion

Education of the father up to primary level, agricultural postgraduate students with education of the father up to SSC and agricultural postgraduate students with education of the father above SSC. Information related to fathers’ education was collected and results are presented in table – 8.

**Table – 8 : Distribution of the postgraduate students according to their fathers’ education.**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Categories</th>
<th>Frequency</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Illiterate</td>
<td>08</td>
<td>06.66</td>
</tr>
<tr>
<td>2.</td>
<td>Up to primary level</td>
<td>74</td>
<td>61.67</td>
</tr>
<tr>
<td>3.</td>
<td>Up to SSC</td>
<td>26</td>
<td>21.67</td>
</tr>
<tr>
<td>4.</td>
<td>Above SSC</td>
<td>12</td>
<td>10.00</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>120</td>
<td>100.00</td>
</tr>
</tbody>
</table>

It is seen in the table – 8 that the great majority (83.34 per cent) of the agriculture postgraduate students were with primary to SSC level of fathers’ education followed by 10.00 per cent of them had above SSC level of fathers’ education, while only 06.66 per cent of them were with illiterate fathers.

The result of this study is not in agreement with the result reported by Patel (2007) and Patter (2011).

### 4.1.3.2 Mother’s education

It refers to the years of official edification completed by the mother of the agricultural postgraduate students. It is well understood
Results and Discussion

that well educated mothers have tendency to inspire their kids to gain the best potential informative aptitude. So it is assumed that the mothers’ education of agricultural postgraduate students will certainly play a function in forming their positive attitude towards the inventive dealing concept like agribusiness. Keeping this in view, variable mother's education was selected as an independent variable. After collecting information, agricultural postgraduate students were classified into four groups; viz. agricultural postgraduate students with no formal education of the mother, agricultural postgraduate students with education of the mother up to primary level, agricultural postgraduate students with education of the mother up to SSC and agricultural postgraduate students with education of the mother above SSC. The collected information was tabulated and presented in table – 9.

Table – 9 : Distribution of the postgraduate students according to their mothers education.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Categories</th>
<th>Frequency</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Illiterate</td>
<td>22</td>
<td>18.33</td>
</tr>
<tr>
<td>2.</td>
<td>Up to primary level</td>
<td>64</td>
<td>53.33</td>
</tr>
<tr>
<td>3.</td>
<td>Up to SSC</td>
<td>30</td>
<td>25.00</td>
</tr>
<tr>
<td>4.</td>
<td>Above SSC</td>
<td>04</td>
<td>03.34</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>120</td>
<td>100.00</td>
</tr>
</tbody>
</table>
The result in table – 9 revealed that more than half (53.33 per cent) of the agricultural postgraduate students were upto primary level of mothers’ education followed by 25.00 per cent were having upto SSC level of mothers’ education while 18.33 per cent illiterate mothers’ and 03.34 per cent of them were with above SSC level of mothers’ education.

The result is not in procession with Christian (2010) and Patter (2011).

4.1.3.3 Library exposure:

It refers to the frequency of visit and use of the library. A person visiting library on a regular basis updates his knowledge about all around world, which results to improve their decision making ability in the field of demanding areas of agriculture for better and timely placement in the society. It also helps to build self-assurance, which reduce their anxiety towards emerging self-employable areas of agriculture. The data regarding this are categorized and presented in table – 10.

**Table – 10 : Distribution of the postgraduate students according to their library exposure.**

81
The result indicates that more than half (55.00 per cent) of the postgraduate students were utilizing library facility everyday, out of which 23.34, 16.66 and 15.00 per cent of them used it for two to three hours, for up to one hour and for more than three hours, respectively. It can also be seen that almost one third (33.34 per cent) of the postgraduate students were utilizing library facility twice in a week, out of which 16.67, 10.00 and 06.67 per cent of them used it for two to three hours, for up to one hour and for more than three hours, respectively. 11.66 per cent of the postgraduate students were utilizing library facility once in a week, out of which 08.33, 02.50 and 00.83 per cent of them used it up to one hour, for two to three hours and for more than three hours, respectively.

In the age of Information more than half (55.00 per cent) of the postgraduate students had everyday exposure of library. To find
out review of research work carried out by other postgraduate students regarding pertinent topics and collection of notes from relevant books and journals, they might have made the use of twenty four hours facility of library available at all four SAUs of Gujarat.

The result of this study is in agreement with the result reported by Patel (2007) Christian (2010) and Dobariya (2011).

4.1.4 Psychological variables
4.1.4.1 Basic knowledge of internet

Knowledge is something that exists between the ears. One could not touch, see, hear or smell knowledge. It is used for giving meaning the world and in making attribution to predict what will happen in the course of action in order to achieve any new thing. To know the basic knowledge of internet, agricultural postgraduate students were classified into three groups viz. low (below mean - S.D.), medium (mean ± S.D.) and high (above mean + S.D.) and the data are presented in table – 11.

Table – 11 : Distribution of the postgraduate students according to their basic knowledge of Internet

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Categories</th>
<th>Frequency</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Low (up to 1.35)</td>
<td>20</td>
<td>16.67</td>
</tr>
<tr>
<td>2.</td>
<td>Medium (between 1.36 to 4.07)</td>
<td>74</td>
<td>61.67</td>
</tr>
<tr>
<td>3.</td>
<td>High (more than 4.07)</td>
<td>26</td>
<td>21.66</td>
</tr>
</tbody>
</table>
Results and Discussion

Total |
| 120 |
| 100.00 |

Mean = 2.71

S. D. = 1.36

The data furnished in table – 11 indicate that less than two third (61.67 per cent) of the postgraduate students had medium level of knowledge of internet followed by 21.66 and 16.67 per cent of the postgraduate students who had high and low level of knowledge of Internet, respectively. It can be concluded that more than three fourth 83.33 per cent of the postgraduate students had medium to high level of knowledge of Internet. The probable reason might be that in the university library of SAUs of Gujarat, facility of computer with Internet connectivity is provided to the students. Thus, while visiting library they might have utilised computer to be connected with internet to find out review of research work carried out by other research workers available on internet.

The above result is in procession with the result reported by Patel (2007), Christian (2010) and Dobariya (2011).

4.1.4.2 Self confidence:

It refers to the degree of self-dependence or self-reliance of any individual about his or her own abilities, talent, capacity and understanding to accomplish desired outcome. Obviously a person with high level of confidence always has production oriented initiating virtues and willing to take risk up to a well calculated extent. This
variable bears a significant influence on anxiety of the individual towards the enterprising concepts and hence it was selected for the study. Agricultural postgraduate students were classified into three groups viz. low (below mean - S.D.), medium (mean ± S.D.) and high (above mean + S.D.) and the data are presented in table – 12.

**Table – 12 : Distribution of the postgraduate students according to their Self confidence**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Categories</th>
<th>Frequency</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Low (up to 47.05)</td>
<td>27</td>
<td>22.50</td>
</tr>
<tr>
<td>2.</td>
<td>Medium (between 47.05 to 64.83)</td>
<td>68</td>
<td>56.67</td>
</tr>
<tr>
<td>3.</td>
<td>High (more than 64.83)</td>
<td>25</td>
<td>20.83</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Mean = 55.94  
S. D. = 8.89

Data presented in table – 12 shows that more than half (56.67 per cent) of agricultural postgraduate students had medium level of self confidence followed by 22.50 per cent of them were with low and 20.83 per cent of them were with high level of self confidence.

It means that majority (77.40 per cent) of the agricultural postgraduate students under study had medium to high level of self confidence. Learning of the various technical subjects practically and enterprising exposure during field visits might have made them self confident at considerable level.
The finding is in conformity with the finding of Patel (2007) and Christian (2010).

### 4.1.4.3 Risk orientation:

Any type of business in general is characterized by many uncontrollable variables such as market uncertainty, uneven cash flows, price fluctuations and productivity etc. Studies in the developed countries have shown that individuals vary in their willingness to take risk. An educated enterprising person always has high degree of calculated risk bearing capabilities to introduce demanding novelty timely. Therefore, it was felt appropriate to study the level of risk orientation of the agricultural postgraduate students, which might have association with anxious behaviour of agribusiness. For this purpose the agricultural postgraduate students were classified into three groups viz. low (below mean - S.D.), medium (mean ± S.D.) and high (above mean + S.D.) and the data are presented in table – 13.

**Table – 13 : Distribution of postgraduate students according to their risk orientation**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Categories</th>
<th>Frequency</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Low (Up to 31.28 score)</td>
<td>26</td>
<td>21.67</td>
</tr>
<tr>
<td>2.</td>
<td>Medium (31.28 to 39.18 score)</td>
<td>66</td>
<td>55.00</td>
</tr>
<tr>
<td>3.</td>
<td>High (Above 39.18 score)</td>
<td>28</td>
<td>23.33</td>
</tr>
</tbody>
</table>

n = 120
Results and Discussion

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>35.23</td>
<td></td>
</tr>
<tr>
<td>S. D.</td>
<td>3.95</td>
<td></td>
</tr>
</tbody>
</table>

It can be seen from the data presented in table – 13 that more than half (55.00 per cent) of the respondents had medium level of risk orientation, whereas 23.33 and 21.67 per cent of the respondents had high and low level of risk orientation, respectively.

Thus, it appears that a majority (78.33 per cent) of the respondents had medium to high level of risk-orientation. Higher education, self confidence and elevated amount of family annual income of respondents might be the probable reason that majority of the postgraduate students had medium to high level of risk-orientation.

The finding is in agreement with the result of Patel (2005) and Aher (2010).

4.1.4.4 Achievement motivation

It refers to realistic estimation of the pre-decided goals of the agricultural postgraduate wants to achieve in next five years. It is natural that the person who is conscious to achieve their ambition in life will try to plan for the future and execute them well at appropriate moments. Such person tries to follow high level of discipline and able to decide merits and demerits of any new agricultural development.
concept like agribusiness. So it can be assumed that the person with high level of achievement motivation will obviously have lower level of anxiety towards agribusiness. Realizing the importance of this aspect, variable achievement motivation was selected as an independent variable to know its impact on level of agribusiness anxiety of the agricultural postgraduate students. The agricultural postgraduate students according to achievement motivation were classified into three groups viz. low (below mean - S.D.), medium (mean ± S.D.) and high (above mean + S.D.) and the data are presented in table – 14.

Table – 14 : Distribution of postgraduate students according to their achievement motivation

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Categories</th>
<th>Frequency</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Low (Up to 17.52 score)</td>
<td>10</td>
<td>08.33</td>
</tr>
<tr>
<td>2.</td>
<td>Medium (17.52 to 20.54 score)</td>
<td>88</td>
<td>73.33</td>
</tr>
<tr>
<td>3.</td>
<td>High (Above 20.54 score)</td>
<td>22</td>
<td>18.34</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>120</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Mean = 19.03

S. D. = 1.51

The data presented in table – 14 reveals that majority (73.33 per cent) of the respondents had medium level of achievement motivation, whereas 18.34 and 08.33 per cent of the respondents had high and low level of achievement motivation, respectively.

Thus, it appears that a vast majority (91.67 per cent) of the respondents had medium to high level of achievement motivation.
In other words it can be said that postgraduate students with medium to high level of realistic assessment of their pre-decided goals might have made them less edgy towards agribusiness. Traits like higher agricultural education, family income and better interactive exposure make them more knowledgeable and prompt to plan the fundamentals of agribusiness in achieving of their estimated goals.

The result is in agreement with the result reported by Christian (2010).

4.2 LEVEL OF AGRIBUSINESS ANXIETY OF POSTGRADUATE STUDENTS.

It is defined as the degree of fear and reluctance of a person to take up any profit oriented venture on a business line. It has been observed that due to anxious attitude towards agribusiness a person even having higher academic performance, good craftsmanship and a fine interactive contribution is less conscious and decisive to consider new concepts of agribusiness for their development. Realizing to understand extent of this factor, information was collected and presented in Table – 15. The agricultural postgraduate students are classified into three groups viz. low (below mean - S.D), medium (mean ± S.D.) and high level of business anxiety (above mean + S.D.).
Results and Discussion

Table – 15 : Distribution of postgraduate students according to their level of agribusiness anxiety.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Categories</th>
<th>Frequency</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Low (Up to 60.09 score)</td>
<td>22</td>
<td>18.33</td>
</tr>
<tr>
<td>2.</td>
<td>Medium (60.08 to 73.97 score)</td>
<td>66</td>
<td>55.00</td>
</tr>
<tr>
<td>3.</td>
<td>High (Above 73.97 score)</td>
<td>32</td>
<td>26.67</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>120</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Mean = 67.03

S. D. = 6.94

A fleeting look into table – 15 shows that slightly more than half (55.00 per cent) of the agricultural postgraduate students had medium level of business anxiety, while 26.67 and 18.33 per cent of the agricultural postgraduate students had high and low level of agribusiness anxiety, respectively. The probable reason for this might be that agribusiness is emerging entrepreneurial customs among youths. It is affected by many personalities of the postgraduate students and their perceived constraints. Further it is fact and widely regarded that India is rural agricultural based economic developing country, but there is lacuna of agribusiness experience and exposure among Indian youth. Also busy research based schedule in higher agricultural studies make postgraduate students less conscious and decisive to have positivism towards agribusiness. In addition to this lack of agribusiness expertise among postgraduate students at their
own home and institute, majority of the postgraduate students had medium to high level of agribusiness anxiety.

The result is in line with Dahake (2009) and Patter (2011).

4.3 RELATIONSHIP BETWEEN PROFILE OF POSTGRADUATE STUDENTS AND THEIR AGRIBUSINESS ANXIETY:

Acceptance of advanced agricultural technology is not a unique but a complex process involving sequence and thought of action. The action of an individual postgraduate is governed by personal, economic, situational and psychological factors involved in situation. Some postgraduate students adopt agribusiness more quickly than others because of the difference in personal variables.

Hence, considering the importance of these characteristics and review of past research studies, an attempt has been made in this dimension to ascertain the relationship occurs if any between personal, economic, situational and psychological characteristics of the postgraduate students and their agribusiness anxiety. This was determined and tested with help of Karl Pearson’s coefficient correlation test and results obtained are presented in Table – 16.
Table - 16: Relationship between profile of postgraduate students and their level of agribusiness anxiety.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Independent variables</th>
<th>Correlation coefficients ('r' value)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>Personal variables:</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Age</td>
<td>0.0211 NS</td>
</tr>
<tr>
<td>2.</td>
<td>Education</td>
<td>0.0652 NS</td>
</tr>
<tr>
<td>3.</td>
<td>Academic performance</td>
<td>- 0.1100 NS</td>
</tr>
<tr>
<td>4.</td>
<td>Native place</td>
<td>0.0768 NS</td>
</tr>
<tr>
<td>5.</td>
<td>Knowledge of different language</td>
<td>- 0.0426 NS</td>
</tr>
<tr>
<td>II.</td>
<td>Economic variables:</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Family occupation</td>
<td>- 0.2517 **</td>
</tr>
<tr>
<td>7.</td>
<td>Family income</td>
<td>0.0952 NS</td>
</tr>
<tr>
<td>III.</td>
<td>Situational variables:</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Fathers education</td>
<td>0.1087 NS</td>
</tr>
<tr>
<td>9.</td>
<td>Mothers education</td>
<td>0.0593 NS</td>
</tr>
<tr>
<td>10.</td>
<td>Library exposure</td>
<td>0.0251 NS</td>
</tr>
<tr>
<td>IV.</td>
<td>Psychological variables:</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Basic knowledge of internet</td>
<td>- 0.2034 *</td>
</tr>
<tr>
<td>12.</td>
<td>Self confidence</td>
<td>- 0.2697 **</td>
</tr>
<tr>
<td>13.</td>
<td>Risk orientation</td>
<td>- 0.2409 **</td>
</tr>
<tr>
<td>14.</td>
<td>Achievement motivation</td>
<td>- 0.2834 **</td>
</tr>
</tbody>
</table>

NS = Non-significant
*   = Significant at 0.05 level
**  = Significant at 0.01 level
4.3.1 Relationship between personal characteristics and their agribusiness anxiety:

4.3.1.1 Age and Anxiety:
The data given in table – 16 indicate that age of the respondents had positive and non significant relationship (r = 0.0211 NS) with their level of anxiety towards agribusiness. Thus, the null hypothesis that “there is no relationship between age of the respondents and their level of agribusiness anxiety” is accepted.

It can be concluded that positive and non significant correlation was found in case of age of respondents and their level of agribusiness anxiety reflecting that level of agribusiness anxiety of postgraduate students did not affect by their age. It can also be said that level of agribusiness anxiety found similar in irrespective level of age of postgraduate students. The understanding of possibilities and feasibilities of establishing agribusiness with available resources and reliable expectation of the benefits might have made the majority of respondents with similar level of anxiety towards agribusiness. This might be the probable explanation for the above finding.

4.3.1.2 Education and anxiety:
The data given in table – 16 clearly indicate that education of the respondents had positive and non significant relationship (r = 0.0652 NS) with their level of anxiety towards agribusiness.

It can be concluded that positive and non significant correlation was found in case of education of respondents and their
level of agribusiness anxiety. The result reflecting that level of agribusiness anxiety was observed almost similar among all postgraduate students pursuing either M.Sc. or Ph.D level of education. Post graduate studies either in M.Sc. or Ph.D is an important corridor to take effectual action to know the thrust area of research and present the results of their research work, hence post graduate students might be engaged in understanding research related literature to support their research findings and had identical level of attitude towards agribusiness. It can also be said that level of agribusiness anxiety found similar in irrespective level of education of postgraduate students.

This will provide sufficient ground to accept the null hypothesis and it can be concluded that there was non- significant relationship between education of the postgraduate students of SAUs and their level of agribusiness anxiety.

### 4.3.1.3 Academic performance and anxiety:

The data given in table – 16 clearly indicate that Academic performance of the respondents had negative and non significant relationship (r = - 0.1100 NS) with anxiety towards agribusiness. Hence, the null hypothesis that “there is no relationship between academic performance of respondents and agribusiness anxiety” was accepted.
Respondents who had secure higher percentage in their academic career were having more knowledge about modern technology and might be more confident for planning a new venture, which equipped them to have low level of anxious attitude towards novel agripreneurial ideas. Thus it can be said that postgraduate students with low level of academic performance had higher level of agribusiness anxiety but it was not up to the mark of significance. Thus it can be concluded that negative and non-significant correlation was found in case of academic performance of respondents and their level of agribusiness anxiety.

4.3.1.4 Native and anxiety:

The data given in table - 16 clearly indicate that native place of the respondents had positive and non-significant relationship($r = 0.0768$ NS) with anxiety towards agribusiness. Hence, the null hypothesis that “there is no relationship between native place of respondents and agribusiness anxiety” was accepted.

The result indicates that the level of agribusiness anxiety was almost identical between the postgraduate students coming from rural area as well as urban areas. The postgraduate students either with rural or urban background might have understood existent implication of agribusiness for their self employment. Such
understanding among the both categories of postgraduate students might have made them more familiar and positive towards innovative concept of agribusiness. This might be the reason to have non-significant relationship between agribusiness anxiety of the postgraduate students and their native place.

4.3.1.5 Knowledge of different languages and anxiety:

The data given in table - 16 clearly indicate that Knowledge of different languages of the respondents had negative and non significant relationship (r = - 0426 NS) with their level of agribusiness anxiety.

It can be concluded that negative and non significant correlation was found in case knowledge of different languages of respondents and their level of agribusiness anxiety. It is obvious that respondents who had more knowledge of different languages can confidently interpret, communicate and interact with others for self employable implication and have less fretful attitude towards agribusiness. Thus, it can be said that postgraduate students who had less knowledge of different languages had higher level of agribusiness anxiety but it was not up to the mark of significance. Hence, the null hypothesis that “there is no relationship between knowledge of
different languages of respondents and agribusiness anxiety” was accepted.

4.3.2 Relationship between economic characteristics and agribusiness anxiety:

4.3.2.1 Family occupation and anxiety

The data given in table - 16 clearly indicate that Family occupation of the respondents had negative and highly significant relationship (r = - 0.2517 **) with anxiety towards agribusiness.

It can be concluded that negative and highly significant correlation was found in case of family occupation of respondents and their agribusiness anxiety. Generally postgraduate students from a well established family background in term of economic condition have no burden of urgency of regular earning; other reason might be their family members encourage them to utilize their knowledge in income generating activities of agribusiness. Thus it can be said that postgraduate students who had higher level of family occupation were less anxious towards the agribusiness or the level of agribusiness anxiety among those post graduates were high who had less integer of family occupation. Hence, the null hypothesis that “there is no relationship between family occupation of respondents and agribusiness anxiety” was rejected.

4.3.2.2 Family income and anxiety
The data given in table - 16 clearly indicate that family annual income of the respondents had positive and non significant relationship \( (r = 0.0952 \text{ NS}) \) with anxiety towards agribusiness. Hence, the null hypothesis that “there is no relationship between annual income of respondents and agribusiness anxiety” was accepted.

It can be concluded that positive and non significant correlation was found in case of annual income of respondents and their agribusiness anxiety. It can also be said that level of agribusiness anxiety found similar in irrespective level of family annual income of postgraduate students.

4.3.3 Relationship between situational characteristics and agribusiness anxiety:

4.3.3.1 Father’s education and anxiety

The data given in table - 16 clearly indicate that father’s education of the respondents had positive and non significant relationship \( (r = 0.1087 \text{ NS}) \) with anxiety towards agribusiness. Hence, the null hypothesis that “there is no relationship between father’s education of respondents and agribusiness anxiety” was accepted.

Post graduation phase of students is such phase, where the students become more conscious, knowledgeable and self confident for their future employment. Thus, it can be understood that postgraduate students were not inspired by their highly educated and
knowledgeable fathers in execution of recent agribusiness technology for their self employment and income oriented activities.

Thus father’s education did not play any role in level of agribusiness anxiety of postgraduate students and it can be concluded that positive and non significant correlation was found in case of father’s education of respondents and their agribusiness anxiety.

4.3.3.2 Mothers education and anxiety:

The data given in table - 16 clearly indicate that mother’s education of the respondents had positive and non-significant relationship (r = 0.0593 NS) with anxiety towards agribusiness.

The result shows that like father’ education of post graduates, level of agribusiness anxiety of postgraduate students was not influenced by their mother’s education. Understanding value of agribusiness for the entrepreneurship development and collection of useful information for the agricultural related ventures, the postgraduate students were not motivated by their highly educated mothers to make constructive use of their agricultural education. Hence, it can be said that educated mothers of the research scholars did not play any role to encourage and stimulate them to employ into agribusiness for the overall improvement of their knowledge and education.

Thus, Null Hypothesis (Ho) was accepted and it was concluded that there was positive non significant relationship between
Results and Discussion

degree of mother’s education of the postgraduate students and their level of agribusiness anxiety.

4.3.3.3 Library exposure and anxiety:

The data given in table - 16 clearly indicate that library exposure of the respondents had positive and non significant relationship (r = 0.0251 NS) with anxiety towards agribusiness. Hence, the null hypothesis that “there is no relationship between library exposure of respondents and agribusiness anxiety” was accepted.

It can be concluded that positive and non significant correlation was found in case of library exposure of respondents and their agribusiness anxiety. The level of agribusiness anxiety of postgraduate students found similar in irrespective level of exposure and regularly visits of library of Postgraduate students. To have better knowledge and information regarding different area of trade and business policy of agribusiness all post graduates might have habit to visit and disclosure of library.

4.3.4 Relationship between psychological characteristics and agribusiness anxiety:

4.3.4.1 Basic knowledge of internet and anxiety

The data given in table - 16 clearly indicate that Basic knowledge of internet of the respondents had negative and significant
relationship \((r = -0.2034^*)\) with their level of anxiety towards agribusiness.

It means that high level of basic knowledge of Internet did play an important role in decreasing their degree of anxiety towards agribusiness. Some of the technical matter positively affected to the application of Internet as high level of basic operating knowledge of Internet provided some bases to the postgraduate students. It was seen that postgraduate students with favourable set of characteristics, knowledge and investigative ability to learn something new for their better self employment in agribusiness seemed to be more active in exploring Internet facility. It is natural that person with investigative nature will always try to use various sources to do so. This might be the reason to have low level of agribusiness anxiety among those postgraduate students, who had high level of basic knowledge of Internet.

Thus, Null Hypothesis (Ho) was rejected and it can be concluded that knowledge of Internet of postgraduate students was observed negative and significantly related with their level of agribusiness anxiety.

4.3.4.2 Self confidence and anxiety

The data given in table – 16 clearly indicate that Self confidence of the respondents had negative and highly significant relationship \((r = -0.2697^{**})\) with anxiety towards agribusiness. Hence,
the null hypothesis that “there is no relationship between self confidence and level of agribusiness anxiety” was rejected.

It can be concluded that negative and highly significant correlation was found in case of self confidence of respondents and their level of agribusiness anxiety. It is natural that the person with high degree of self-confidence will always try to do everything without any fear this makes him more positive in using any enterprising technology also. This might be the reason to have lower level of agribusiness anxiety among those postgraduate students, who had high level of self confidence.

4.3.4.3 Risk orientation and anxiety:

The data given in table – 16 clearly indicate that risk orientation of the respondents had negative and highly significant relationship ($r = -0.2409^{**}$) with anxiety towards agribusiness. Hence, the null hypothesis that “there is no relationship between risk orientation and agribusiness anxiety” was rejected.

It can be concluded that negative and highly significant correlation was found in case of risk orientation of respondents and their agribusiness anxiety. Risk oriented personality is an important traits of person to employ in new business. In present study it was found that those postgraduate students who had high level of risk orientation were having low level of agribusiness anxiety. Higher education and self assurance in success of business among
postgraduate students might them made more concerned towards uncertainty of risk raise in agribusiness. This might be the reason that postgraduate students who had high level of risk bearing abilities were having less anxious attitude towards agribusiness.

4.3.4.4 Achievement motivation and anxiety:

The data given in table – 16 clearly indicate that Achievement motivation of the respondents had negative and highly significant relationship \( (r = -0.2834**) \) with anxiety towards agribusiness. Hence, the null hypothesis that “there is no relationship between achievement motivation and agribusiness anxiety” was rejected.

It means that level of agribusiness anxiety of postgraduate students decreased with increase in their level of achievement motivation. The realistic estimate to reach and acquire pre-decided goal appears in any individual, when he understands all the distinctiveness of it. It is universally accepted fact that when any person is incentive for his work has positive approach towards any activity and tries to engage more and more in the same. Achievement motivation is motivating factor to make person active and firm desired to make employable towards any technology in his daily life to attain their pre formatting ambition. Such highly achievement motivated people are psychologically prepared to be an important part of any activity by which they can achieve something in life. This might be the
reason to have low level of agribusiness anxiety among those postgraduate students, who had high level of achievement motivation.

4.4 CONSTRAINTS PERCEIVED BY THE POSTGRADUATE STUDENTS IN ACCEPTANCE OF AGRIBUSINESS.

The agriculture students are regarded as the useful human resources for the overall development of agrarian country like India. They are recognized as engineers to develop rural India. The profit from such human resources is in fact resulting only when we improve their quality and skill. Thus, in acceptance of agribusiness as an enterprise, many problems were perceived by the postgraduate students. For understanding such problems of the respondents, information was collected. The data concerning this are given in table – 17.

Table - 17 : Constraints perceived by postgraduate students in acceptance of agribusiness.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Constraints perceived by postgraduate students</th>
<th>Mean score</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Bank loan procedure is extensive.</td>
<td>1.66</td>
<td>I</td>
</tr>
<tr>
<td>2.</td>
<td>Lack of consciousness to have agribusiness.</td>
<td>1.65</td>
<td>II</td>
</tr>
<tr>
<td>3.</td>
<td>Inadequate technical knowledge regarding agribusiness.</td>
<td>1.56</td>
<td>III</td>
</tr>
</tbody>
</table>
From the above table – 17 it can be seen that major constraints faced by agricultural postgraduate students were; bank loan procedure is extensive (rank I), lack of consciousness to have agribusiness (rank II), inadequate technical knowledge regarding agribusiness (rank III), the dominant logic that only experienced person can run the agribusiness (rank IV) and lack of support from the family (rank V). Constraints like huge risk involved in establishment of agribusiness (rank VI) and lack of confidence to succeed in agribusiness (rank VII), lack of decisiveness to start

<table>
<thead>
<tr>
<th></th>
<th>Results and Discussion</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>The dominant logic that only experienced person can run the agribusiness.</td>
<td>1.49 IV</td>
</tr>
<tr>
<td>5.</td>
<td>Lack of support from family.</td>
<td>1.39 V</td>
</tr>
<tr>
<td>6.</td>
<td>Huge risk involved in establishment of Agribusiness.</td>
<td>1.34 VI</td>
</tr>
<tr>
<td>7.</td>
<td>Lack of confidence to succeed in agribusiness.</td>
<td>1.34 VII</td>
</tr>
<tr>
<td>8.</td>
<td>Lack of decisiveness to start agribusiness.</td>
<td>1.20 VIII</td>
</tr>
<tr>
<td>9.</td>
<td>Lack of positive mindset regarding agribusiness.</td>
<td>0.98 IX</td>
</tr>
<tr>
<td>10.</td>
<td>Lack of awareness regarding various key agricultural business supporting services.</td>
<td>0.92 X</td>
</tr>
<tr>
<td>11.</td>
<td>Not having any specific training regarding agribusiness.</td>
<td>0.90 XI</td>
</tr>
<tr>
<td>12.</td>
<td>Difficult to get expected number of consumers.</td>
<td>0.90 XII</td>
</tr>
</tbody>
</table>
agribusiness (rank VIII), lack of positive mindset regarding agribusiness (rank IX), lack of awareness regarding various key agricultural business supporting services (rank X) not having any specific training regarding agribusiness (rank XI) and difficult to get expected number of consumers (rank XII).

4.5 SUGGESTIONS TO OVERCOME SUCH CONSTRAINTS PERCEIVED BY THE POSTGRADUATE STUDENTS IN ACCEPTANCE OF AGRIBUSINESS.

After the thorough discussion, the Agricultural postgraduate students were asked to express their valuable suggestions to generate employment and also to establish agribusiness as an economic viable enterprise. The data were analysed and presented in table – 18 with the mean value and rank order of the suggestions.


Results and Discussion

Table - 18: Suggestions offered by postgraduate students to overcome constraints perceived by them in acceptance of agribusiness

<table>
<thead>
<tr>
<th>No.</th>
<th>Suggestions</th>
<th>Mean score</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Need to promote link between the training institutes with financial institutions.</td>
<td>1.75</td>
<td>I</td>
</tr>
<tr>
<td>2.</td>
<td>Need to provide right approaches to get in touch with various key agricultural business supporting services.</td>
<td>1.57</td>
<td>II</td>
</tr>
<tr>
<td>3.</td>
<td>Need to organize area specific agribusiness training on technical knowhow.</td>
<td>1.47</td>
<td>III</td>
</tr>
<tr>
<td>4.</td>
<td>Need to disseminate knowledge regarding potentiality of emerging agribusiness market.</td>
<td>1.39</td>
<td>IV</td>
</tr>
<tr>
<td>5.</td>
<td>Need to promote implant training of agribusiness during study for imperative experience.</td>
<td>1.29</td>
<td>V</td>
</tr>
<tr>
<td>6.</td>
<td>Need to create consciousness among students in establishing of viable agri enterprise.</td>
<td>1.10</td>
<td>VI</td>
</tr>
<tr>
<td>7.</td>
<td>Need to generate self employable abilities among students.</td>
<td>1.06</td>
<td>VII</td>
</tr>
<tr>
<td>8.</td>
<td>Need to build up self confidence among students.</td>
<td>1.06</td>
<td>VIII</td>
</tr>
<tr>
<td>9.</td>
<td>Institute should create handholding skill of feasible agriventures among students.</td>
<td>0.81</td>
<td>IX</td>
</tr>
<tr>
<td>10.</td>
<td>Need to improve straightforward strategy to expand marketing of agricultural</td>
<td>0.67</td>
<td>X</td>
</tr>
</tbody>
</table>

n=120
From the above table – 18 it was depicted that most valuable suggestions offered by agriculture postgraduate students were need to promote link between the training institutes with financial institutions (rank I), need to provide right approaches to get in touch with various key agricultural business supporting services (rank II), need to organize area specific agribusiness training on technical knowhow (rank III), need to disseminate knowledge regarding potentiality of emerging agribusiness market (rank IV), need to promote implant training of agribusiness during study for imperative experience (rank V), need to create consciousness among students in establishing viable agri enterprise (rank VI).

In addition to above suggestions some other suggestions given by the agriculture postgraduate students were need to generate self employable abilities among students, need to build up self confidence among students, institute should create handholding skill of feasible agriventures among students, need to improve straightforward strategy to expand marketing of agricultural products.
V. SUMMARY AND CONCLUSION

This chapter includes the information in terms of summary, conclusions, implications of the study and suggestions for further research.

V.1 SUMMARY

V.1.1 Objectives of the Study

The general objective of this investigation was to study the agribusiness anxiety of the postgraduate students. The specific objectives of the study were as under:

1. To study profile of the postgraduate students of State Agricultural Universities (SAUs) of Gujarat.
2. To find out level of agribusiness anxiety of postgraduate students of SAUs of Gujarat.
3. To ascertain relationship between profile of the postgraduate students and their level of agribusiness anxiety.
4. To identify constraints faced by the postgraduate students in acceptance of agribusiness and their suggestions to overcome such constraints.

V.1.2 Hypothesis of the Study

On the basic objectives of the study, the following null hypothesis was formulated.

Ho: There is no any relationship between the profile of the postgraduate students and their level of agribusiness anxiety.
V.1.3 REVIEW OF LITERATURE

Keeping in view the objectives of the study, a brief account of related literature was reviewed under the following sub-heads:

1. Agribusiness.
2. Anxiety towards different objects.
3. Profile of the postgraduate students.
4. Relationship between profile of students and their agribusiness anxiety.
5. Constraints perceived by the postgraduate students in acceptance of agribusiness.
6. Suggestions to overcome the constraints.

V.1.4 METHODOLOGY

The present study was carried out on proportional random sample of total 120 postgraduate students studying either in the final year of Masters or in any year of PhD in Agriculture faculty of State Agricultural Universities of Gujarat. The data were collected through interview schedule contacting postgraduates personally. Ex-Post-Facto research design was applied for the study. The level of agribusiness anxiety of postgraduate students of SAUs of Gujarat was measured with the help of reliable and valid scale developed by Patel (2008). 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 finding meaningful. The statistical tools, such as percentage, frequency, mean score, standard deviation and coefficient of correlation were used.
V.2 CONCLUSIONS:

The following important conclusions were drawn based on findings of the study:

1. Slightly less than two-third (65.00 per cent) of respondents had age up to 23 years, pursuing M.Sc. degree (70.00 per cent), second class of academic performance (62.50 per cent), were residents of urban area (59.17 per cent), knowledge of three languages (68.33 per cent), had agriculture and animal husbandry as their family occupation (31.67), had up to three lakh rupees of family annual income (46.67 per cent), had the fathers having up to SSC level of education (83.34 per cent) and mothers having education level up to SSC level (78.33 per cent), utilizing library facility every day (55.00 per cent), had medium level of knowledge of internet (61.67 per cent), medium level of self confidence (56.67 per cent), medium level of risk orientation (55.00 per cent) and medium level of achievement motivation (73.33 per cent).

2. Slightly more than half (55.00 per cent) of the agricultural postgraduates had medium level of agribusiness anxiety followed by 26.67 and 18.33 per cent of them who had high and low level of agribusiness anxiety, respectively.
3. The level of agribusiness anxiety of postgraduates was observed positive and non-significant with their age, education, native place, family income, fathers’ education, mothers’ education and library exposure, while variables like family occupation, basic knowledge of internet, self confidence, risk orientation and achievement motivation were observed negatively significant with their level of agribusiness anxiety and academic performance and knowledge of different languages had negatively non-significant relationship with their level of agribusiness anxiety.

4. Major constraints perceived by agricultural postgraduates were; bank loan procedure is extensive (rank I), lack of consciousness to have agribusiness (rank II), inadequate technical knowledge regarding agribusiness (rank III), the dominant logic that only experienced person can run the agribusiness (rank IV) and lack of support from the family (rank V).

5. Major suggestions offered by postgraduates to overcome constraints perceived by them in acceptance of agribusiness were need to promote link between the training institutes with financial institutions (rank-I), need to provide right approaches to get in touch with various key agricultural business supporting services (rank-II), need to organize area specific agribusiness training on technical knowhow (rank-III), need to
disseminate knowledge regarding potentiality of emerging agribusiness market (rank-IV) and need to promote implant training of agribusiness during study for imperative experience (rank-V).

5.3 EMPIRICAL MODEL:
The tentative conceptual model was laid down in the beginning of this dissertation while arriving at the conceptual frame of the study (Fig. - 1). Now, the final form has been depicted through the empirical model in Fig. – 18. The model shows those characteristics of the postgraduate students which had significant and non-significant relationship with dependent variable i.e. anxiety towards agribusiness.

5.4 IMPLICATIONS:
The following implications are suggested on the basis of the findings of the study:

1. The study facilitates in knowing the characteristics of the postgraduate research scholars which would serve as a guideline to promote the agricultural business.

2. Since, the distribution of the postgraduate research scholars showed that majority of the respondents had fell under medium to high category with respect to personal, economic, situational and psychological characteristics studied. It implies that the postgraduate students of State Agricultural Universities are in transitional phase of advancement. Hence, the intensity of the efforts should be based on modifying in
Summary and Conclusions

best possible way in developing a business strategy to bring desired behavioral changes.

3. The psychological variables such as self confidence, risk orientation and achievement motivation had contributed significantly to the anxiety of postgraduate research scholars towards agribusiness. It has proved that anxiety of postgraduate research scholars towards agribusiness could be brought through change in their psychology. It is, therefore, recommended that more efforts should be made by the government, universities and other organizations so as to enable the research scholars to change their psychology in positive direction. Education, training, personal visits, effective communication through mass media and demonstrations are some of the important and effective ways of changing research scholars’ psychology from traditional to modern way of thinking.

4. The essential inputs, training or support based services should be subsidized to accelerate the adoption rate. All the possible efforts should be made to overcome the major constraints related in acceptance of agribusiness by government or universities.

5.5 SUGGESTIONS FOR FURTHER RESEARCH:
1. The present study was conducted on postgraduate students of agriculture. The similar studies may be undertaken on postgraduate students of other discipline like dairy science, veterinary, fisheries, etc.

2. Study was conducted on agriculture postgraduates. Similar study will be carried out for diploma and rural graduates also.

3. Some other personal, economic, situational and psychological characteristics other than those included in this study might be affecting the anxiety of postgraduate students towards agribusiness. Such characteristics may be identified and included in future study.

4. The area of research may be extended further and sufficiently a large number of research scholars should be studied to draw valid and general conclusions.

5. Case studies of most success and failure of agriventures should be undertaken.

6. To overcome the existing problems faced by the postgraduate research scholars, the solutions of these problems need to be investigated.

7. Such studies should be repeated after some lapse of time.


Bibliography


Bibliography


Bibliography


Bibliography


APPENDIX

INTERVIEW SCHEDULE

Level of agribusiness anxiety of post graduate students of state agricultural universities of Gujarat

1. Name of the student: ____________________________

2. Age:__________Years

3. Education: M.Sc / Ph.D.___________________________

4. Native place: Rural/ Urban

5. Academic performance: _____________(OGPA of last semester)

6. Knowledge of different languages: Which of the following languages do you know?

<table>
<thead>
<tr>
<th>Gujarati</th>
<th>Hindi</th>
<th>English</th>
<th>Any other</th>
</tr>
</thead>
</table>

7. Family Occupation

<table>
<thead>
<tr>
<th>Sr.No</th>
<th>Family Occupation</th>
<th>Yes / No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Agriculture,</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Agriculture Plus Animal Husbandry</td>
<td></td>
</tr>
</tbody>
</table>
3. Agriculture Plus Service
4. Only Service
5. Only Business

8. Family income: ____________ Lakhs (Annual)

9. Education of Father: ________________

10. Education of Mother: ________________

11. Library exposure:

<table>
<thead>
<tr>
<th>Sr.No</th>
<th>Frequency of library use</th>
<th>Up to 1 hours</th>
<th>2 to 3 hours</th>
<th>Above 3 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Everyday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Twice in a week</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Once in a week</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Once on fortnight</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Once in a month</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Once in a three months</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Once in a six months</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Once in a year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Never</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12. Basic knowledge of Internet

<table>
<thead>
<tr>
<th>1.</th>
<th>Knowledge of computer software</th>
<th>Correct (Yes)</th>
<th>Incorrect (No)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MS word operating</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Excel operating</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Power point operating</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Page maker operating</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Coral draw operating</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>D Base operating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Knowledge about internet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internet operation</td>
<td>Web camera</td>
<td>E-mail</td>
<td>Chatting</td>
</tr>
<tr>
<td>--------------------</td>
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<td>----------</td>
</tr>
</tbody>
</table>

3. **Knowledge of Internet service provider**

- BSNL
- VSNL
- ICENET
- D2V
- SATYAM
- RELIENCE
- TATA TNDICOM
- GNFC

13. **Self-confidence:** Place tick in the box to the right of the statement that indicates what is true for you at this moment: NAA=not at all, ALB=a little bit, SW=somewhat, VM=very much, Ex=extremely.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Statement</th>
<th>NAA</th>
<th>ALB</th>
<th>SW</th>
<th>VM</th>
<th>Ex</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I feel confident about my abilities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2*</td>
<td>I am worried about whether I am regarded as successful or failure.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I feel frustrated or ratted about my performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4*</td>
<td>I feel satisfied with the way my body looks right now.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5*</td>
<td>I feel that I am having trouble in understanding things that I read.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>6</td>
<td>I feel that others respect and</td>
<td></td>
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</tr>
<tr>
<td>Sr. No.</td>
<td>Statement</td>
<td>A</td>
<td>UD</td>
<td>DA</td>
<td>SDA</td>
<td></td>
</tr>
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<tr>
<td>7</td>
<td>I am dissatisfied with my weight.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>8</td>
<td>I feel self-conscious.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>I feel myself as smart as other.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>I feel displeased with myself.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>I feel good about myself.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>I am pleased with my appearance right now.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>I am worried about what other people think of me.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>I feel confident that I understand things.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>I feel inferior to others at this moment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>I feel unattractive.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>I feel concerned about the impression I am making.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>I feel that I have less scholastic ability right now than others.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>I feel like I’m not doing well.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>I am worried about looking foolish.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

14. **Risk Orientation:**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>UD</th>
<th>DA</th>
<th>SDA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I am confident on my ability to take challenges for any type of risk in Agri</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. I don’t like to use any risk creating methods in Agri business.

3. I am ready to bear risk in Agri business for high profit.

4. I like to take challenges in adopting costly methods in Agri business.

5. I like to follow only those methods which are successfully accepted by other in Agri business.

6. I feel people with in tented risk bearing capacity in Agri business are always stepping the top.

7. I feel fear that something unexpected might damage my plans of adopting new technology in Agri business.

8. I can minimize the consequence of risk by proper planning in Agri business.

9. I can reduce the effect of any risk by proper execution in Agri business.

10. I feel that accepting realistic risk in Agri business is not always hazardous resolution.

**SA** = Strongly Agree; **A** = Agree; **UD** = Undecided; **D** = Disagree; **SD** = Strongly Disagree

15. **Achievement Motivation**: Check and tick mark any one of the alternatives given under each statement.

<table>
<thead>
<tr>
<th>Sr.</th>
<th>Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Success brings relief for further determination and not just pleasant feeling</td>
</tr>
<tr>
<td>-----</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>2.</td>
<td>How true it is to say that your efforts are directed towards a goal?</td>
</tr>
<tr>
<td>3.</td>
<td>How often do you seek opportunity to excel?</td>
</tr>
<tr>
<td>4.</td>
<td>Would you hesitate to undertake something that might lead you failing?</td>
</tr>
<tr>
<td>5.</td>
<td>Do you avoid doing the thing through which others evaluate your performance?</td>
</tr>
<tr>
<td>6.</td>
<td>In how many sphere do you think you will succeed in doing as well as you can?</td>
</tr>
</tbody>
</table>

16 **Agribusiness anxiety**

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>SA</th>
<th>A</th>
<th>UD</th>
<th>DA</th>
<th>SDA</th>
</tr>
</thead>
</table>

vi
<table>
<thead>
<tr>
<th></th>
<th>Statement</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I feel tension to start business. -</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I am able to manage funding for business. +</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>In my opinion it is better to employ as serviceman rather than businessman. -</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I think without any experience, no one can start new business successfully. +</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I feel myself competent to work with other business competitor. +</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>I am able to do hard work in business. +</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I think I am not competent to be a businessman because I dislike interacting with other. -</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>I am not able to follow legal procedure of business. -</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>In my opinion one should always think over secondary sector of business. +</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>I would like to establish business if given opportunities. +</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>I think I am capable to manage credit required to start business. +</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>I think that I am not able to diversify the business. -</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>I retard to employ in business because of labor problem. -</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Business is best opportunity for unemployed youth. +</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>In my opinion business-ship is not a prestigable job -</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>I dislike establishing business because it does not permit person to live social life. -</td>
<td></td>
</tr>
</tbody>
</table>
17. I like business to fulfill family demand.  
18. I think business is not my cup of tea.  

**CONSTRAINTS AND SUGGESTIONS**

1. Please express your constraints perceived in acceptance of agribusiness.

<table>
<thead>
<tr>
<th>No.</th>
<th>Problems</th>
<th>I</th>
<th>LI</th>
<th>NI</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Lack of awareness regarding various key agricultural business supporting services.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Inadequate technical knowledge regarding agribusiness.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Huge risk involved in establishment of Agribusiness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Not received any specific training regarding agribusiness.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Lack of consciousness to have agribusiness.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Lack of confidence to succeed in agribusiness.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Difficult to get expected number of consumers</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>8.</td>
<td>Bank loan procedure is extensive.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>9.</td>
<td>Lack of positive mindset regarding agribusiness.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>10.</td>
<td>Lack of decisiveness to start agribusiness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>The dominant logic that only experienced person can run the agribusiness.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Lack of support from family</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I=Important, LI= Less Important, NI= Not Important
2. Please express your Suggestions.

<table>
<thead>
<tr>
<th>No.</th>
<th>Suggestion</th>
<th>I</th>
<th>LI</th>
<th>NI</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Need to conduct survey to know attention of agricultural students for instigation of agribusiness.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Need to provide right approaches to get in touch with various key agricultural business supporting services.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Need to disseminate knowledge by showing potentiality of opportunities of emerging agribusiness market.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Need to promote link between the training institute with financial institutions for financial support</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Need to organize area specific agribusiness training on technical knowhow.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Need to build up self confidence among students by visualizing success of agri entrepreneurs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Need to promote inplant training of agribusiness for imperative experience.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Need to create consciousness among students in establishing of viable agri enterprise.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Need to generate self employable abilities among students.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>10.</td>
<td>Need to create handholding skill of viable agriventures among students by the institute</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Need to improve straightforward strategy to expand marketing of agricultural products</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I=Important, LI= Less Important, NI= Not Important
Fig: 1: Conceptual model of the study - In general (Tentative)
Fig: 18: Empirical model of postgraduate students and their level of agribusiness anxiety.

Level of agribusiness anxiety of post graduate students

KEY TO FIGURE

DEPENDENT VARIABLE
Level of agribusiness anxiety of post graduate students

INDEPENDENT VARIABLES
X1 : Age
X2 : Education
X3 : Academic performance
X4 : Native place
X5 : Knowledge of different language
X6 : Family occupation
X7 : Family income
X8 : Fathers education
X9 : Mothers education
X10 : Library exposure
X11 : Basic knowledge of internet
X12 : Self confidence
X13 : Risk orientation
X14 : Achievement motivation

Significant relationship
Non-Significant relationship
Fig : 16 : Distribution of postgraduates according to their level of agribusiness anxiety.
Fig : 2 : Distribution of postgraduates according to their age.

- up to 23 years
- above 23 years

- Pursuing M.Sc. Degree
- Pursuing Ph.D. Degree
Fig : 3 : Distribution of the postgraduates according to their level of education.

**Academic performance**

- First class (more than 6.90 OGPA): 31%
- Second class (between 6.00 to 6.90 OGPA): 63%
- Pass class (below 6.00 OGPA): 7%

Fig : 4: Distribution of the postgraduates according to their academic performance.
Fig : 5 : Distribution of the postgraduates according to their native place.
Fig 6: Distribution of the postgraduates according to their knowledge of different languages.

Fig 7: Distribution of the postgraduates according to their family occupation.
Fig : 8 : Distribution of the postgraduates according to their family income.

Figures:

**Family income**
- Low (up to 1.5 lakhs): 15.83%
- Medium (1.5 to 3.0 lakhs): 46.67%
- High (above 3.0 lakhs): 37.5%

**Fathers education**
- Illiterate: 61.67%
- Up to primary level: 6.66%
- Up to SSC: 21.67%
- Above SSC: 10%
Fig : 9 : Distribution of the postgraduates according to their fathers education.

Fig : 10 : Distribution of the postgraduates according to their mothers education.
Fig : 11 : Distribution of the postgraduates according to their library exposure.
Fig : 12 : Distribution of the postgraduates according to their basic knowledge of Internet.

Fig : 13 : Distribution of the postgraduates according to their Self confidence.
Fig : 14 : Distribution of postgraduates according to their risk orientation.

Fig : 15 : Distribution of postgraduates according to their achievement motivation.
Figure: 17: Relationship between profile of postgraduates and their level of agribusiness anxiety.