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Identify the Attitudes of Agricultural Postgraduate Students towards Motivations on Entrepreneurial Actions from the Viewpoint of Three Universities of (Razi, Bu-Ali-Sina and Ramin) in Iran

Homaion Amiry[1*] Amirhosein Alibeigi[2] Hossein Ghassempouri[3]
1.M.Sc. student, Agricultural Extension and Education Dep. College of Agriculture, Bu-Ali- Sina University
2.Assistant professor of agricultural extension and education department, Razi University, Kermanshah. Iran
3.M.Sc. student, Agricultural Extension and Development Dep. College of Agriculture, Razi University

Abstract
This study was to identify the Attitudes of M.Sc students towards barriers of agricultural Entrepreneurship, in three Universities of (Razi, Bu-Ali-Sina and Ramin) in Iran. Statistical population of the study consisted of 650 agricultural M.Sc students in 2012 - 2013 educational year which of them 240 samples were selected through a stratified random sampling. Required data were collected by questionnaire and Validity of the research questions was verified by a panel of experts as well as reliability of the research tool was tested and the Cronbach's Alpha was calculated (α= 0.81). the Results of the frequency analysis indicated that from the students' perspective such factors as personal, social, financial and educational factors like Desire for job security, support entrepreneurs, need for achievement, contact with entrepreneurs, close relations between university and successful businesses, desire to increase income and Considering needs of the labor market by agricultural university had the greatest entrepreneurial incentives of the respondents. Results of the factor analysis revealed that personal, social, financial and educational factors influence agricultural entrepreneurial intention.
Keywords: agriculture, Entrepreneurship, incentives

Introduction

Entrepreneurship has played an important role in economic prosperity and social stability in many developed countries. Today Iran as developing country is faced with massive challenges of high levels of unemployment among the youth, especially university graduates, due to lack of work experience, low skills base and education. The formal labour market in Iran is currently saturated, unable to absorb the ever increasing number of labour force; hence, the decision by the government to priorities the development and support of small medium enterprises. Iran is a blessed country with fertile soil and right climate which is highly suitable for agriculture activities. Opportunities for agriculture-based businesses and activities are almost unlimited. but, agriculture sector in Iran is still considered as secondary as compared to other more popular sectors such as manufacturing, commercial or even the government sector. This is largely due to the conventional opinion that the agricultural sector is a rough job with low salaries and does not promise a direct good future for the people. It is considered not the right place especially for those with high level of education. The youngsters are more attracted to the glamorous jobs in factories and in commercial sectors. Above all, there is pressing need to change the paradigm of youth towards looking the agriculture sector as one of the opportunity for them to be self-employed. A better understanding of the attitudes of students towards agricultural entrepreneurship within Iran will enable role players to evaluate, reinforce and to change strategy in order to enhance entrepreneurial behavior in the country contributing to economic development, wealth creation for all and the alleviation of poverty. Thus, an investigation of the possible obstacles to students' entrepreneurship in agriculture sector is essential. Impact of entrepreneurs' motivation on their success is a widely known topic in developed countries. A number of studies were conducted to determine this relationship. Robichaud, McGraw and Roger (2001) have studied North American entrepreneurs and have grouped motivational factors into four categories. Extrinsic rewards – motivation is for economic reasons, Independence/ autonomy, Intrinsic rewards – motivation is for self-fulfillment and growth and Family security. Findings of Altinay et al (2008) indicated that having an entrepreneur family and the individual's innovativeness affect starting a new business and also stated that there is a significant positive relation between ambiguity toleration and risk taking propensity while the relationship between control source and risk taking propensity is a negative one. Eddleston and Kellermans (2008) also stated that there is a significant positive relationship between trepan to change, contribution of generations, perception of technological opportunities and entrepreneurial spirit. Gurel et al (2010) did not find any link between ambiguity toleration with predisposition to create a new business amongst British and Turkish university students. Furthermore Altinay and Daniele (2012) findings showed that there was a correlation among innovativeness, risk taking propensity, having an entrepreneur family with entrepreneurial spirit and appetency. They also pointed out that the effect of education on creation and nourishing entrepreneurial spirit is not significant. Where or not there seems to be a relation between ambiguity toleration and entrepreneurial spirit

however. Moradi and Fami (2010) also demonstrated in their research that there exist a significant difference between the skills of advancement motivation and also capacities of advancement motivation in university students of different levels and their parents' jobs with their entrepreneurial capacities. They also pointed out that there is no significant difference among female students from different majors regarding the entrepreneurial capacities, moreover no significant relation was found between parents' education levels and entrepreneurial capabilities of students. Abdullah and Sulaiman (2013) indicated that attitude, acceptance and knowledge are the factors that influence youth to become agriculture entrepreneurs.

RESULTS AND DISCUSSION

The mean age of respondents was 25.30 years (s=2.55 year). 2.1% of them were married and 87.9% were single. The demographic data collected from the subjects of this study is summarized in Table 1.

Table 1: Summary of respondents' demographic characteristics

Characteristics		Percent
Gender	Man	48.36
	Women	51.64
Marital status	Married	2.1
	Single	87.9
Field of study	Agronomy	13.2
	Horticulture	15.4
	Animal Science	21.5
	Plant Protection	16.6
	Agricultural Extension and Education	22.1
	Soil science	14.2

Respondent's perspectives about the influence of motivations factors on entrepreneurial action revealed that from the students' point of view, to increase my income, Need for achievement and being your own boss had the most influence.

1- Respondents' perspectives about the impact of each motivations on Entrepreneurial action from the viewpoint of agricultural students.

In the following table 2, the barriers to entrepreneurship in agriculture are depicted. The descriptive statistics relieved that the most important factors to influences entrepreneurship in agricultural are the financial associate with social obstacles.

Table 2: The descriptive statistics of barriers to entrepreneurship in agricultural (n 240)

Variables	Mean	SD.	C.V.
Desire for job security	3.545	1.496	0.420
Support entrepreneurs especially at early stage of their enterprises such as low tax	3.470	1.491	0.429
Desire to increase income	3.275	1.411	0.430
Wish to have a stable and happy family.	3.487	1.503	0.431
Position in society	3.245	1.406	0.433
Considering needs of the labor market by agricultural university	3.253	1.411	0.433
Seeing opportunities in the market	3.341	1.452	0.434
Attention to Teachers Training on Entrepreneurship in Agriculture	3.335	1.461	0.438
Contact with entrepreneurs in the network	3.332	1.474	0.442
Considering practical teaching in university	3.351	1.492	0.445
Money to clear debts	3.183	1.428	0.448
Support entrepreneurs especially at early stage of their	3.158	1.411	0.446
Locate entrepreneurial module in various field of agriculture	3.307	1.486	0.449
Existence of an effective capital market (families, banks)	3.300	1.489	0.451
Wish to use the knowledge and lessons learned	3.312	1.491	0.455
Being own boss	3.287	1.496	0.455
Give gifts and inheritances	3.075	1.421	0.462
Close relations between university and successful businesses	3.241	1.500	0.462
For my own satisfaction and growth	3.229	1.511	0.467
To prove himself to the community	2.966	1.389	0.468
Explore inner talent	2.912	1.373	0.471
Holding marketing courses for students	3.112	1.486	0.477
To maintain my personal freedom	3.183	1.530	0.480
To have fun	3.262	1.569	0.480
Need for achievement	3.233	1.553	0.480
Being a family background in business ownership	3.150	1.545	0.490
Emotional support from spouse and family	3.104	1.528	0.492
Target orientation of schooling	3.095	1.534	0.495
Having the ability to think and planning	3.137	1.558	0.496
Considering gender in the admission of students in agricultural collage	3.124	1.551	0.496
Boarding out of activities to others	3.000	1.547	0.515

2- Factor analysis of motivation in agricultural entrepreneurship from the viewpoint of agricultural students.

To get a deeper understanding on the relationship between the incentives to starting entrepreneurship, an exploratory factor analysis was conducted. Table 3 below shows the results from a factor analysis of the perceived motivation to entrepreneurial action. The exploratory factor analysis with a Varimax-rotation produced 4 factors, capturing a total of 65,1 percent of the variance. Before conducting factor extraction, we applied the Kaiser-Meyer-Olkin (KMO) test and Bartlett's test of sphericity (BTS) to ensure that the characteristics of exploraly our data set were suitable for factor analysis. KMO analysis yielded an index of 0.783 and BTS 922.20, $p < 0.000$. According to Kaiser's criterion, the only important components are those that have an eigenvalues of 1 or more.

The following table explains this procedure. Under the Extraction Sum of Square Loadings only factor with eigenvalues bigger than 1 is listed, the result is only 4 factors. In the table the eigenvalues of the factor after rotation are displayed. These four factors explain a total 65.16% of the overall variance after rotation (Cumulative % column after rotation).

Table 3: Total Variance Explained after rotation

Component	**% of Variance**	**Cumulative %**
Financial	21.27	21.27
Social	17.50	38.77
Personal	15.23	54.00
Educational	11.16	65.165

Table 4 shows items with their loadings related to each of the tree factors. According to items loaded we named five factors as, personal, social, financial and educational factors. Factor1: financial incentives explained 21.27 % of the variance, factor2: social incentives explained 17.50 %, factor3: personal incentives explained 15.23 %, and factor4: educational incentives explained 11.16%.

Table 4: PCA loadings for incentives of the entrepreneurship in the agriculture from the perspective of agricultural students

Factor	Variable	Loading
	Desire to increase income	.679
	Existence of an effective capital market (families, banks)	.781
	Seeing opportunities in the market	.823
Financial	Support entrepreneurs especially at early stage of their enterprises	.829
	Wish to have a stable and happy family.	.690
	Give gifts and inheritances	.760
	Money to clear debts	-.615
	Position in society	.459
	Being a family background in business ownership	-.805
	Contact with entrepreneurs in the network	.710
Social	Hope of creating a successful business for the welfare of society	
	Emotional support from spouse and family	-.837
	Boarding out of activities to others	.650
	Close relations between university and successful businesses	.350
	Need for achievement	.777
	Explore inner talent	.502
	Wish to use the knowledge and lessons learned	.816
Personal	Desire for job security	.838
	To prove himself to the community	.740
	Being own boss	.653
	For my own satisfaction and growth	.476
	Having the ability to think and planning	.539
	To have fun	.768
	Considering needs of the labor market by agricultural university	-.753
	Holding marketing courses for students	.687
Educationa	Considering practical teaching in university	.635
l	Locate entrepreneurial module in various field of agriculture	.732
	Attention to Teachers Training on Entrepreneurship in Agriculture	.564
	Considering gender in the admission of students in agricultural collage	.462

Note: Rotation method: Varimax with Kaiser Normalization. Rotation converged in five iterations (N=240) and factor loading with a value larger than 0.50 in absolute terms are shown

CUNCLUSIONS

This paper has surveyed the attitudes of M.Sc. students towards incentives of agricultural Entrepreneurship. The individual motivating factor seems to be more powerful than the other motivating factors to influence positively on the entrepreneurship ability of the students. Drawing upon the students perspectives, in terms of psychological factors, Need for achievement and Explore inner talent had the greatest impact on agricultural entrepreneurship spirit. This result is verifiable with the research result of Collins et al (2000), Kalyani and Kumar (2011), Paulose (2011) which states that high individualism is associated with more entrepreneurial behavior. As per the responses of the respondents, most of them replied that the most important social incentives are Position in society and family background in business ownership. This is consistent with the results carried out elsewhere in other areas (Kgagara, 2011; Hout and Rosen, 2000; Giannetti and Simonov, 2004). Monetary gain is found to be an important financial motivator to becoming an entrepreneur (Alstete, 2003), which is evident from the results. Monetary gain is considered to be a pull factor in the literature (Kirkwood, 2009), which is a positive sign as most of the businesses opened by entrepreneurs with pull factors tending to be successful (Kirkwood & Walton, 2010). This is consistent with the studies of (Lofstrom 2002; Carter et al, 2004; Alexandra et al, 2008). There is a strong feeling among the respondents that the university should create an environment that is supportive towards agricultural entrepreneurial activities. This result is consistent of with the research result of (Kgagara, 2011; Grundstén, 2004; Abdullah and Sulaiman, 2013). Strangely, the non-economic factors seem to be stronger than the economic factors to influence the entrepreneurship ability. Perhaps, it may be due to the lack of facilities and infrastructure, predominant of primary production sector, faulty government policies, etc.

SUGGESTION

Set high-quality standards for entrepreneurship curricula and research and ensure a consistent and adequate level of funding for entrepreneurship education programs.

To promote awareness, the university should introduce entrepreneurship as part of the curriculum across all faculties.

More support from governmental institutions, NGOs and Private institutions that take care of youth to become entrepreneurs through right education from universities and colleges.

It is hoped that this research can act as a guideline or will explore new ideas for future researcher to conduct studies in similar issue. The findings will also help to enlighten the related authorities in their effort to have more youth in agriculture field. All in all, agriculture based businesses is the future to a more self-reliance nation like Iran.

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