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# A Study on Powered Vocational Training for Agripreneurs from Learning to Earning at MABIF, Madurai

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**ABSTRACT:** This study explores the effectiveness of vocational training provided by the Madurai Agribusiness Incubation Forum (MABIF) in enabling agripreneurs to transition from "learning to earning." In a rapidly evolving agricultural sector, skill development is essential to bridge the gap between traditional farming and modern agribusiness. The training program at MABIF offers a comprehensive blend of theoretical instruction and hands-on experience, aiming to empower rural entrepreneurs with the practical knowledge, technical skills, and business acumen required to succeed in agribusiness. Through a descriptive survey design, data was collected from 103 respondents using structured questionnaires. The study evaluates key aspects such as training a participation, skill acquisition, application of knowledge, income generation, and satisfaction levels. Statistical tools including percentage analysis, chi-square tests, and correlation analysis were used to interpret the data. Findings reveal that a significant majority of trainees regularly apply their skills, generate income post-training, and express high satisfaction, particularly with hands-on learning. However, ongoing support through financial aid, market connections, and mentorship was identified as crucial for long-term success. The results suggest that MABIF's training model is not only effective in developing individual competencies but also in contributing to rural economic development.

By addressing post-training challenges and tailoring support based on experience and income levels, vocational training programs can be strategically enhanced. This research contributes valuable insights for policymakers, educators, and incubators aiming to strengthen agripreneurship in India.

**KEY WORDS:** Agripreneurship, vocational training, skill development, rural entrepreneurship, MABIF, income generation, training effectiveness, hands-on learning, mentorship, agribusiness incubation

## I. INTRODUCTION

Agriculture remains a cornerstone of many developing economies, particularly in rural areas, where it is often the primary source of livelihood. However, despite its importance, agricultural entrepreneurship referred to as agripreneurship faces numerous challenges, including limited access to modern technology, inadequate skills, and insufficient market linkages. In response to these challenges, vocational training has emerged as a key strategy to equip aspiring agripreneurs with the practical skills and knowledge necessary to succeed in the ever-evolving agricultural sector.

One such initiative is the vocational training program offered by MABIF, which is designed to bridge the gap between agricultural education and real-world entrepreneurship. MABIF (Modern Agricultural Business and Innovation Foundation) provides specialized training aimed at transforming individuals into skilled agripreneurs by focusing on both theoretical knowledge and hands-on experience. The objective is to prepare participants not only to master farming techniques but also to develop business acumen, allowing them to transition from "learning" to "earning."

This study focuses on analyzing the effectiveness of vocational training provided by MABIF to agripreneurs. It evaluates how well the training translates into skill acquisition, income generation, and the practical application of knowledge in real-world agribusiness settings. Specifically, the research investigates the role of hands-on learning in

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improving practical skills, assesses the challenges faced by participants during their transition from training to earning, and examines the retention of skills over time. The ultimate goal is to identify the best practices and strategies that can enhance the effectiveness of vocational training, thereby supporting agribusiness development and empowering rural entrepreneurs.

In this study, we aim to explore the impact of MABIF's vocational training on agripreneurs' ability to generate income and sustain their businesses. It will also evaluate the level of skill retention among participants, the role of external factors in influencing their success, and the challenges faced as they attempt to translate newly acquired knowledge into a profitable agribusiness. The findings will provide valuable insights into the strengths and areas for improvement in vocational training for agripreneurs, contributing to the broader objective of promoting sustainable rural entrepreneurship and economic development.

Through this research, we hope to highlight how vocational training can act as a transformative tool for agripreneurs, helping them not only to acquire new skills but also to overcome barriers and successfully navigate the challenges of running an agribusiness.

**Statement of the Problem**

This study examines the impact of powered vocational training at MABIF on agripreneurs‘ transition from learning to earning. It evaluates the effectiveness of hands-on training in skill acquisition and retention. The research identifies challenges faced by trainees in applying learned skills to real-world agribusiness. It also explores best practices to enhance vocational training outcomes for sustainable agribusiness success.

**Objectives of the Study**

1. To study the impact of powered vocational training for agripreneurs from learning to earning at MABIF.
2. To measure the effectiveness of hands-on training in skill acquisition.
3. To assess the retention of skills gained through practical learning.
4. To identify the challenges faced by trainees in transitioning from learning to earning.
5. To identify best practices for enhancing vocational training outcomes.

**Scope of the Study**

1. The study focuses on analyzing the effectiveness of vocational training provided by MABIF to agripreneurs, assessing how well the training translates into skill acquisition and income generation.
2. It evaluates the role of hands-on learning in improving practical skills, examines the challenges faced during the transition from training to earning, and explores the level of skill retention among participants.
3. The study also aims to identify best practices to enhance training outcomes, with the ultimate goal of supporting agribusiness development and empowering rural entrepreneurs.

**Limitations of Study**

1. The study is confined to a specific group of trainees who attended vocational training at MABIF, which may not represent all aspiring agripreneurs in the region.
2. The research is conducted within a short period, which may not capture the long- term outcomes of training and skill application.
3. Findings are based on participant responses, which may involve personal bias or incomplete recollection of the training experience.
4. External factors such as access to capital, market linkages, and government schemes influencing the learning to earning‖ transition are not deeply analyzed.

## II. REVIEW OF LITERATURE

From the study conducted by Dr. A. S. Arulsamy (2023) titled “Employee Training and Development Enhancing Employee Performance – A Study” published in Samdarshi, Vol 16 Issue 3, PP 406 – 406, it was concluded that the complex interaction between employee training and development serves as a dynamic factor that has a substantial influence on both employee performance and the overall success of a business.

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Further Study made by Christian Michaelis and Stefanie Findeisen (2022) titled "Influence of Person-Vocation Fit on Satisfaction and Persistence in Vocational Training Programs" published in Frontiers in Psychology, Vol 13, PP 001 – 016, it was concluded that individuals' interests and abilities align with their chosen vocations, analyzing its impact on satisfaction and program completion.

Yet another Study made by Liang Yu et al. (2022) titled "Exploration and Practice of Talent Training Mode of "Person-Vocation Fit and Classification Training" published in International Journal of Education and Humanities, Vol 04, Issue No. 03, PP 015 – 019, it was concluded that the quality of student salaries, employment, and entrepreneurship in school-enterprise collaboration and practical education is much higher than that of the ordinary class training mode.

In another study conducted by Indrajit Bairagya. (2021) titled "Impact of formal vocational training on the earnings of self-employed individuals in rural India" published in Journal of Business Venturing Insights, Volume 16, it was concluded that there is an increased probability of individuals engaging in self-employment businesses after training.

**Industry Scenario**

Agribusiness incubation forums have become pivotal in fostering innovation and entrepreneurship in agriculture globally. These platforms offer mentorship, funding, and networking to support start-ups in developing sustainable, technology-driven solutions for key challenges like food security, climate change, and resource efficiency. In Africa, incubators help modernize agriculture by supporting small farmers with credit, training, and market access, with notable programs in Kenya and Nigeria. Asia, particularly India and China, has seen rapid growth in agribusiness incubation, with government backing for smart farming and digital solutions. Europe, through initiatives like Horizon Europe, funds climate-resilient innovations such as alternative proteins and urban farming. In the U.S., a mature incubation ecosystem thrives through collaboration between private investors, academia, and federal programs, focusing on automation and biotech. Global trade and sustainability trends are shaping these forums, which now serve as international hubs for knowledge exchange, technology transfer, and eco-friendly innovation in agriculture.

**National Scenario**

India has built a robust network of agribusiness incubators to boost rural entrepreneurship and modernize agriculture, supported by NABARD, ICAR, and state universities. These centres help tackle issues like fragmented land, outdated farming, and weak supply chains by nurturing start-ups in precision farming, agro-processing, and digital solutions. Schemes like RKVY-RAFTAAR offer funding and mentorship. With rising agri-tech innovations and government focus on exports, incubators support start-ups—especially women-led ventures—through technical aid and global market access, promoting sustainable and eco-friendly agriculture.

**State Scenario**

Tamil Nadu has become a hub for agribusiness incubation, supported by institutions like TNAU and MABIF, government schemes, and strong agri-infrastructure. Start-ups in precision farming, organic agriculture, and digital agri-solutions thrive with mentorship, funding, and technical support. Incubators address challenges like post-harvest losses and promote sustainable practices, driving innovation, exports, and rural employment in the state's agricultural sector.

**Future Outlook**

Agribusiness incubators will increasingly adopt technologies like AI, blockchain, and IoT to boost smart farming. They'll focus on climate-resilient, sustainable solutions and eco-friendly innovations. Incubators will support D2C models, help navigate regulations, and promote global market access. Public-private partnerships and international collaboration will further drive innovation through agri-tech parks, research hubs, and expanded funding opportunities.

**MABIF – Brief Profile**

The Madurai Agribusiness Incubation Forum (MABIF), established on May 9, 2018, is a joint initiative by NABARD and TNAU to foster agribusiness in Southern Tamil Nadu. Operating as a Section 8 company, MABIF aims to transform rural areas by creating agribusiness-focused administrative units within a 75 km radius. It provides start-ups with essential infrastructure, including a food processing centre and NABL-accredited lab. MABIF also offers mentorship, training, and networking to support agripreneurs. Strategically located, it serves as a hub for regional

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development, aiming to integrate agribusiness with the food value chain and establish South Tamil Nadu as a leader in food processing.

## III. RESEARCH METHODOLOGY

Research methodology is a systematic framework that outlines the procedures and strategies used to identify, collect, analyze, and interpret data in order to address a specific research problem. It encompasses a structured approach that integrates the research design, data sources, sampling techniques, instruments for data collection, and tools for statistical analysis. This chapter presents the methodological foundation adopted to explore the impact and effectiveness of powered vocational training for agripreneurs at the Madurai Agribusiness Incubation Forum (MABIF), with the aim of assessing the transition from learning to earning.

**Research Design**

A research design is the blueprint for conducting a study with maximum control over factors that may interfere with the validity of the findings. It provides a logical structure for gathering and analyzing data. This study employs a Descriptive Survey Design, which is appropriate for capturing the existing conditions, experiences, and perspectives of agripreneurs who have undergone vocational training at MABIF. Descriptive research enables the researcher to systematically describe the characteristics, behaviors, and outcomes associated with the training program, without manipulating any variables.

**Source of Data**

The research relies primarily on primary data to achieve the study objectives. The primary data were collected directly from respondents through a structured questionnaire, both in online and offline formats. This method ensured wide participation and facilitated the collection of firsthand information from agripreneurs who participated in the MABIF training programs. While the emphasis was on primary data, relevant secondary data were also referred to, including MABIF's official reports, previous research articles, government publications, and online databases to contextualize the findings.

**Research Approach**

The study adopts a Qualitative Research Approach. This approach is suited for exploring the deeper understanding, subjective experiences, and developmental outcomes of the vocational training initiatives. Qualitative research allows for contextual interpretation and thematic insights into how participants translated their learning into economic activities.

## IV. RESEARCH INSTRUMENT

The primary research instrument used for data collection was a Structured Questionnaire, specifically designed to capture key dimensions such as training effectiveness, skill acquisition, entrepreneurial application, and income generation. The questionnaire included both closed-ended questions for statistical analysis and open-ended responses for qualitative insights. The sample plan comprises three components: the sample unit, sample size, and sampling technique. The sample unit for this study consisted of agripreneurs who attended the vocational training programs conducted by MABIF. The sample size of study included a total of 103 respondents, who were purposively selected based on their active participation in the training programs and availability during the data collection period.

**Sampling Technique:**

A Purposive Sampling method was employed. This non-probability sampling technique is used when participants are selected based on specific characteristics relevant to the research objectives—in this case, their exposure to powered vocational training and engagement in agribusiness activities.

**Tools used for Data Analysis**

Data collected from the respondents were analyzed using SPSS (Statistical Package for the Social Sciences). This software facilitated the execution of various statistical techniques to interpret and validate the research findings. The following tools were employed:

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**Percentage Analysis**

Percentage analysis was used to classify and summarize the demographic data and general response trends. It helps in identifying the proportion of respondents under different categories.

$$\text{Percentage} = \frac{\text{No.of Respondents in a Category}}{\text{Total No.of Respondents}} \text{ x } 100$$

**Chi-Square Test**

The Chi-Square Test was applied to examine the association between categorical variables. It is a non-parametric statistical test that determines whether there is a significant relationship between two attributes observed in the data.

$$\chi^2 = \frac{\sum (0i - Ei)^2}{Ei^2}$$

**Coefficient Correlation Analysis**

Correlation analysis was used to assess the strength and direction of the relationship between two continuous variables—for instance, the relationship between training satisfaction and entrepreneurial income levels. A positive or negative correlation helps in understanding the linear association between variables.

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2}}$$

**Friedman Rank Test**

The Friedman Rank Test is a non-parametric test used to identify significant differences in rankings of three or more related items. It is suitable for ordinal data and does not assume normal distribution, making it ideal for analyzing preferences or perceptions. In this study, the test was applied to examine how agripreneurs ranked key components of the powered vocational training at MABIF, such as training content, mentorship, support services, and practical application.

$$FR = [\frac{12}{nk(k+1)} \sum_{i=1}^{k} R_i^2] - 3n(k+1)$$

**Software for Analysis**

All statistical analyses were performed using SPSS software, which provided a user- friendly interface for managing large datasets, generating accurate outputs, and visualizing results through tables, charts, and graphs. The use of SPSS ensured methodological rigor and enhanced the credibility of the findings.

## V. RESEARCH PERIOD

The research was conducted over a period of four months, This timeframe included the design of the questionnaire, pilot testing, data collection, analysis, and interpretation of results.

**Data Analysis and Interpretation**

Data analysis involves systematically organizing and examining data to answer research questions, often using visual tools like tables and charts. Data, collected through various methods, is meaningless until analyzed. Analysis identifies patterns and insights through techniques like classification and comparison. Interpretation gives meaning to findings, aligns them with research goals, and generates insights for informed decision-making and future studies.

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**Table: 1 Age**

| Age | No. of Respondents | % |
|---|---|---|
| 18-27 | 10 | 10 |
| 28-37 | 32 | 31 |
| 38-47 | 39 | 38 |
| 48 & above | 22 | 21 |
| Total | **103** | **100** |

It is interpreted that 38% of the respondents are in the age group of 38–47 years, 31% are in the age group of 28–37 years, 21% are 48 years and above, and 10% are in the age group of 18–27 years.

**Table: 2 Gender**

| Gender | No. of Respondents | % |
|---|---|---|
| Male | 46 | 45 |
| Female | 57 | 55 |
| **Total** | **103** | **100** |

It is interpreted that 55% of the respondents are female and 45% are male.

**Table: 3 Occupation**

| Occupation | No. of Respondents | % |
|---|---|---|
| Farmer | 21 | 20 |
| Entrepreneur | 32 | 31 |
| Agribusiness Professional | 27 | 26 |
| Fresher entering agribusiness | 13 | 13 |
| Employed in other sectors | 10 | 10 |
| **Total** | **103** | **100** |

It is interpreted that 31% of the respondents are entrepreneurs, 26% are agribusiness professionals, 20% are farmers, 13% are freshers entering agribusiness, and 10% are employed in another sector while also involved in agribusiness

**Table: 4 Experiences**

| **Experiences** | No. of Respondents | % |
|---|---|---|
| Less than 1year | 25 | 24 |
| 1-3 years | 27 | 26 |
| 4-6 years | 32 | 31 |
| 7 years and above | 19 | 18 |
| **Total** | **103** | **100** |

It is interpreted that 31% of the respondents have 4–6 years of experience, 26% have 1–3 years, 24% have less than 1 year, and 18% have 7 years and above.

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**Table: 5 Income Level from Agribusiness**

| Income Level (Monthly) | No. of Respondents | % |
|---|---|---|
| Less than 20,000 | 26 | 25 |
| 20,000 -30,000 | 31 | 30 |
| 30,000 -40,000 | 24 | 23 |
| 40,000 and above | 22 | 21 |
| **Total** | **103** | **100** |

It is interpreted that 30% of the respondents earn between ₹20,000– 30,000, 25% earn less than ₹20,000, 23% earn between ₹30,000 – 40,000, and 21% earn ₹40,000 and above.

**Table: 6 Source of MABIF Awareness**

| Source of Awareness | No. of Respondents | % |
|---|---|---|
| Social Media | 24 | 23 |
| Friends & Peers | 21 | 20 |
| Government & NGO | 36 | 35 |
| Word of mouth | 13 | 13 |
| Mentors | 9 | 9 |
| **Total** | **103** | **100** |

It is interpreted that 35% of the respondents have awareness through government & NGOs, 23% through social media, 20% through friends & peers, 13% through word of mouth, & 9% through mentors

**Table:7 Skills required from Training**

| Skills Required | No. of Respondents | % |
|---|---|---|
| Theoretical Knowledge | 17 | 16 |
| Practical Skills | 34 | 33 |
| Farming Techniques | 11 | 11 |
| Business Management | 20 | 19 |
| Marketing & Sales | 21 | 20 |
| **Total** | **103** | **100** |

It is interpreted that 33% of the respondents gained practical skills, 20% marketing and sales, 19% business management, 16% theoretical knowledge, and 11% farming techniques.

**Table: 8 Satisfactions on Hands-on Training**

| Hands-on Training | No. of Respondents | % |
|---|---|---|
| Highly Satisfied | 49 | 48 |
| Satisfied | 22 | 21 |
| Neutral | 18 | 18 |
| Dissatisfied | 7 | 7 |
| Highly Dissatisfied | 7 | 7 |
| **Total** | **103** | **100** |

It is interpreted that 48% of the respondents are highly satisfied, 21% satisfied, 18% neutral, and 7% each are dissatisfied and highly dissatisfied.

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**Table: 9 Long Term usefulness on Training**

| Long Term Usefulness on Training | No. of Respondents | % |
|---|---|---|
| Not useful | 19 | 18 |
| Slightly useful | 11 | 11 |
| Moderately useful | 19 | 18 |
| Highly useful | 22 | 21 |
| Extremely useful | 32 | 31 |
| **Total** | **103** | **100** |

It is interpreted that 31% of the respondents found the training extremely useful, 21% highly useful, 18% each found it moderately useful or not useful, and 11% slightly useful.

**Table: 10 Support in addition to Training**

| Additional Support | No. of Respondents | % |
|---|---|---|
| Financial Support | 23 | 22 |
| Business mentorship | 21 | 20 |
| Market Linkage | 27 | 26 |
| Digital Marketing Support | 10 | 10 |
| Equipment Usage | 22 | 21 |
| **Total** | **103** | **100** |

It is interpreted that 26% of the respondents received market linkage support, 22% financial support, 21% equipment usage, 20% business mentorship, and 10% digital marketing support.

**Table: 11 Influence of MABIF Mentors**

| Influence on MABIF Mentors | No. of Respondents | % |
|---|---|---|
| Strongly Disagree | 15 | 15 |
| Disagree | 9 | 9 |
| Neutral | 10 | 10 |
| Agree | 6 | 6 |
| Strongly Agree | 63 | 61 |
| **Total** | **103** | **100** |

It is interpreted that 61% of the respondents strongly agree, 15% strongly disagree, 10% are neutral, 9% disagree, and 6% agree about the influence of MABIF Mentors.

**Table: 12 Preferred Mode for Advanced Training**

| Mode of Advanced Training | No. of Respondents | % |
|---|---|---|
| Free | 61 | 59 |
| Paid | 42 | 41 |
| **Total** | **103** | **100** |

It is interpreted that 59% of the respondents prefer free training, while 41% prefer paid training.

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**Table: 13 Significance of Financial Assistance**

| Financial Assistance | No. of Respondents | % |
|---|---|---|
| Most Significant | 49 | 48 |
| Highly Significant | 21 | 20 |
| Significant | 3 | 3 |
| Valuable | 9 | 9 |
| Beneficial | 21 | 20 |
| **Total** | **103** | **100** |

It is interpreted that 48% of the respondents rated financial assistance as "Most Significant," 20% each as "Highly Significant" and "Beneficial," 9% as "Valuable," and 3% as "Significant."

**Table: 14 Significance of Market Connectivity**

| Market Connectivity | No. of Respondents | % |
|---|---|---|
| Most Significant | 12 | 12 |
| Highly Significant | 39 | 38 |
| Significant | 38 | 37 |
| Valuable | 11 | 11 |
| Beneficial | 3 | 3 |
| **Total** | **103** | **100** |

It is interpreted that 38% of the respondents considered market connections to be "Highly Significant," 37% rated it as "Significant," 12% as "Most Significant," 11% as "Valuable," and 3% as "Beneficial."

**Table: 15. Significance of Government Incentive**

| Government Incentive | No. of Respondents | % |
|---|---|---|
| Most Significant | 2 | 2 |
| Highly Significant | 39 | 38 |
| Significant | 17 | 16 |
| Valuable | 26 | 25 |
| Beneficial | 19 | 18 |
| **Total** | **103** | **100** |

It is interpreted that 38% of the respondents viewed government incentives as "Highly Significant," 25% as "Valuable," 18% as "Beneficial," 16% as "Significant," and 2% as "Most Significant.

**Table: 16 Significance of Ongoing Mentorship**

| Ongoing Mentorship | No. of Respondents | % |
|---|---|---|
| Most Significant | 30 | 29 |
| Highly Significant | 4 | 4 |
| Significant | 26 | 25 |
| Valuable | 7 | 7 |
| Beneficial | 36 | 35 |
| **Total** | **103** | **100** |

It is interpreted that 35% of the respondents rated ongoing mentorship as "Beneficial," 29% as "Most Significant," 25% as "Significant," 7% as "Valuable," and 4% as "Highly Significant."

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**Table: 17 Significance of Advanced Technical Training**

| Advanced Technical Training | No. of Respondents | % |
|---|---|---|
| Most Significant | 16 | 16 |
| Highly Significant | 5 | 5 |
| Significant | 16 | 16 |
| Valuable | 49 | 48 |
| Beneficial | 17 | 16 |
| **Total** | **103** | **100** |

It is interpreted that 48% of the respondents rated advanced technical training as "Valuable," 16% each as "Most Significant," "Significant," and "Beneficial," and 5% as "Highly Significant.".

**Table: 18 Interest in Future Training**

| Interest in Future Training | No. of Respondents | % |
|---|---|---|
| Interested | 75 | 73 |
| Not Interested | 28 | 27 |
| **Total** | **103** | **100** |

It is interpreted that 73% of the respondents are interested in future training, while 27% are not.

**Table: 19 Perceived Value of Post-Training Mentorship**

| Perceived Value of Training | No. of Respondents | % |
|---|---|---|
| Strongly Agree | 37 | 36 |
| Agree | 26 | 25 |
| Neutral | 20 | 19 |
| Disagree | 12 | 12 |
| Strongly Disagree | 8 | 8 |
| **Total** | **103** | **100** |

It is interpreted that 36% of the respondents strongly agree, 25% agree, 19% are neutral, 12% disagree, and 8% strongly disagree that there is a positive perception of the value of mentorship after training.

## VI. CHI SQUARE TEST–I

**Relationship between Experience in Business and Value of Post Training Mentorship**

**Null Hypothesis H0:** There is no significant relationship between experience in business and value of Post - Training Mentorship.

**Alternative Hypothesis H1:** There is a significant relationship between experience in business and value of Post Training Mentorship.

**Table 19: Result of Cross Tabulation – I**

| Experience in Business | Value of Post Training Mentorship | | | | | |
|---|---|---|---|---|---|---|
| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Total |
| < 1 year | 7 | 10 | 4 | 3 | 1 | **25** |
| 1 to 3 years | 15 | 2 | 4 | 5 | 1 | **27** |
| 4 to 6 years | 13 | 5 | 9 | 2 | 3 | **32** |
| > 7 years | 2 | 9 | 3 | 2 | 3 | **19** |
| Total | **37** | **26** | **20** | **12** | **8** | **103** |

**Source: Primary Data computed using SPSS**

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**Interpretation**

From the above table, respondents with 1–3 years of experience show the highest "Strongly Agree" responses (55.6%) toward post-training mentorship. In contrast, only 10.5% of those with 7+ years of experience strongly agree. This suggests that less experienced agripreneurs find mentorship more valuable, indicating a need for experience-based support in training programs.

**Table 20: Result of Chi Square Test I**

| Chi Square Test | | | | |
|---|---|---|---|---|
| | Value | Df | Asymptotic Significance (2-sided) | Significant/Not Significant |
| Pearson Chi-Square | 23.811 | 12 | .022 | Significant |
| Likelihood Ratio | 24.924 | 12 | .015 | |
| No of Valid Cases | 103 | | | |
| Critical value from Chi – Square Table = 21.026 (for df = 12, α = 0.05) | | | | |

**Source: Primary Data computed using SPSS**

- Calculated Value **(23.811)**
- Table Value **(21.026)**
- Calculated Value **(23.811)** > Table Value **(21.026)**
- The result is statistically significant at the 0.05 level.

**Interpretation**

From the table, the calculated Chi-Square value of 23.811 is greater than the table value of 21.026 at 12 degrees of freedom and a 0.05 significance level, indicating a statistically significant association. The p-value of 0.022 further confirms this significance. Hence, we reject the null hypothesis and conclude that experience in business influences the perceived value of post-training mentorship. This implies that mentorship should be tailored according to the experience level of trainees to maximize its impact. Such targeted support can enhance the effectiveness of vocational training programs.

## VII. CHI SQUARE TEST-II

**Relationship between Income Level From Agribusiness (Monthly) And influence of MABIF Mentors**

**Null Hypothesis – H0:** There is no significant relationship between income level from agribusiness (monthly) and influence of MABIF mentors

**Alternative Hypothesis – H1:**

There is a significant relationship between income level from agribusiness (monthly) and influence of MABIF mentors

**Table 21: Result of Cross Tabulation – II**

| Income level from a Agribusiness (Monthly) | Influence of MABIF Mentors | | | | | |
|---|---|---|---|---|---|---|
| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Total |
| < 20,000 | 5 | 1 | 5 | 0 | 15 | 26 |
| 20,001 – 30,000 | 2 | 6 | 2 | 2 | 19 | 31 |
| 30,001 – 40,000 | 7 | 0 | 0 | 1 | 16 | 24 |
| > 40,000 | 1 | 2 | 3 | 3 | 13 | 22 |
| Total | 15 | 9 | 10 | 6 | 63 | 103 |

**Source: Primary Data computed using SPSS**

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**Interpretation**

From the above table, respondents earning ₹20,001 – 30,000 show the highest "Strongly Agree" responses on MABIF mentor influence. In contrast, lower income respondents show more disagreement. This suggests a positive link between income level and perceived mentorship value.

**Table 22: Result of Chi Square Test II**

| Chi Square Test | | | | |
|---|---|---|---|---|
| | Value | Df | Asymptotic Significance (2- sided) | Significant/Not Significant |
| Pearson Chi-Square | 23.217 | 12 | .026 | Significant |
| Likeli-hood Ratio | 27.242 | 12 | .007 | |
| No of Valid Cases | 103 | | | |
| Critical value from Chi – Square Table = 21.026 (for df = 12, α = 0.05) | | | | |

**Source: Primary Data computed using SPSS**

- Calculated Value **(23.217)**
- Table Value **(21.026)**
- Calculated Value **(23.217)** > Table Value **(21.026)**
- The result is statistically significant at the 0.05 level.

**Interpretation**

From the table, the calculated Chi-Square value of 23.217 is greater than the table value of 21.026 at 12 degrees of freedom and a 0.05 significance level, indicating a statistically significant association. The p-value of 0.026 supports this significance. Hence, we reject the null hypothesis and conclude that income level from agribusiness is significantly associated with the perceived influence of MABIF mentors. This suggests that mentorship may play a critical role in helping agripreneurs achieve higher income levels, reinforcing its value in post-training support strategies.

## VIII. CORRELATION

**Relationship between Long-Term Usefulness of Training and Overall Training Satisfaction**

Factor1: Long – Term Usefulness of Training Factor 2: Overall Training Satisfaction

**Table 23 - Result of cross tabulation**

| Long-term Usefulness of Training | Overall Training Satisfaction | | | | | |
|---|---|---|---|---|---|---|
| | Not Satisfied | Slightly Satisfied | Moderately Satisfied | Highly Satisfied | Extremely Satisfied | Total |
| Not Useful | 3 | 3 | 8 | 1 | 4 | **19** |
| Slightly Useful | 4 | 3 | 0 | 1 | 3 | **11** |
| Moderately Useful | 4 | 6 | 2 | 3 | 4 | **19** |
| Highly Useful | 6 | 0 | 2 | 3 | 11 | **22** |
| Extremely Useful | 0 | 0 | 8 | 17 | 7 | **32** |
| Total | **17** | **12** | **20** | **25** | **29** | **103** |

**Source: Primary Data computed using SPSS**

**Interpretation**

From the table, the calculated Chi-Square value of 41.389 is greater than the table value of 26.296 at 16 degrees of freedom and a 0.05 significance level, indicating a statistically significant association. The p-value of 0.001 further confirms this result.

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Therefore, we reject the null hypothesis and conclude that there is a significant relationship between the long-term usefulness of the training and overall satisfaction with the training. This suggests that participants who found the training more useful over time also reported higher satisfaction levels, reinforcing the importance of delivering practically impactful and sustainable content in vocational training programs.

**Table 24. Result of Correlation**

| Correlation | | | |
|---|---|---|---|
| | | Long-term Usefulness of Training | Overall Training Satisfaction |
| Long-term Usefulness of Training | Correlation Coefficient | 1.000 | .296 |
| | Sig. (2 tailed) | .002 | . |
| | N | 103 | 103 |
| Overall Training Satisfaction | Correlation Coefficient | .296 | 1.000 |
| | Sig. (2 tailed) | .002 | . |
| | N | 103 | 103 |

**Source: Primary Data computed using SPSS**

**Interpretation**

From the above Spearman's rho correlation table, the correlation coefficient between Long-term Usefulness of Training and Overall Training Satisfaction is 0.296, with a p- value of 0.002. Since the p-value is less than 0.01, the result is statistically significant at the 0.01 level (2-tailed).

This indicates that there is a moderate positive relationship between participants 'perceptions of the long-term usefulness of the training and their overall satisfaction with the training. In other words, as the perceived long-term usefulness of the training increases, overall satisfaction tends to increase as well. Since Spearman's rho is a non-parametric test, it does not require the assumption of normally distributed variables. Therefore, this test is appropriate if your data is ordinal or not normally distributed.

**Friedman Rank correlation Test**

**Table 25 Ranking the areas where support was most needed after Training**

| S. No | Factors | Mean Rank | Rank |
|---|---|---|---|
| 1 | Financial Assistance | 2.39 | I |
| 2 | Market Connections | 2.56 | II |
| 3 | Government Incentives | 3.27 | IV |
| 4 | Ongoing Mentorship | 3.26 | III |
| 5 | Advanced Technical Training | 3.53 | V |

**Source: Primary Data computed using SPSS**

**Interpretation**

From the table above, participants ranked financial assistance as the most needed post- training support (Mean Rank = 2.39), followed by market connections (2.56) and ongoing mentorship (3.26). These were seen as the most critical areas for applying training outcomes. Government incentives (3.27) and advanced technical training (3.53) were lower priorities, suggesting less immediate need. This indicates that financial and market-related support should be the focus of follow-up interventions.

**Suggestions for Better Prospects**

1. Enhance financial assistance programs for trainees, as this was identified as the most needed post-training support.
2. Strengthen market linkage efforts, ensuring participants can commercialize their agribusinesses effectively.
3. Expand access to ongoing mentorship, which ranks high among needed support and is linked to successful transitions from training to earning.

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4. Increaseawarenessandengagementthroughdigitalplatformsandpartnerships with NGOs to boost participation.
5. Continue emphasizing hands-on training modules, which significantly contributed to participant satisfaction and skill acquisition.
6. Provide free or subsidized advanced training, as 59.2% of respondent's preferred free training opportunities.

## IX. CONCLUSION

The study concludes that the vocational training provided by MABIF has been effective in enabling agripreneurs to transition from learning to earning. Participants largely reported satisfaction with the training, particularly its hands-on components, and a majority have begun generating income as a result. The training has equipped them with relevant skills—particularly in practical and business aspects—and fostered readiness to engage in agribusiness. However, support in the form of financial aid, market access, and mentorship remains crucial for sustained success. By addressing these post – training needs and building on existing strengths, MABIF can further enhance its role as a catalyst for rural entrepreneurship and agribusiness innovation.

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