Empirical Investigation on Entrepreneurial Attitude and Skills among University Students at Mysore City.

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Abstract

Entrepreneurship is an important engine of growth in the economy. Although, there is a great change of attitude with regard to creativity of job there is still problem especially with university graduate students. It is essential to assess entrepreneurial attitude of students to achieve the economic growth through the participation of creative work force. Accordingly the study investigated the attitude of AAU school of Commerce students in creation of new business and their family and close friends attitude toward entrepreneurship since, students and especially university students form a significant portion of potential entrepreneurs with this connection this study mainly aims to assess the level of entrepreneurial awareness among the students and to analyze the entrepreneurship environment provided by the institutions and also to measure the entrepreneurial attitude among the university students. The present study has been collected from primary data was collected on the basis of questionnaire and sample size for study was only 100 students from selected university. The current focused on analysis of data based on normality test applied for parametric tests such as, mean, standard deviation, correlation and regression analysis etc. Lastly this study results majority respondents strongly agree that students are fully aware and they have positive behavioral, cognitive and affective attitude about startup ventures education provided by the selected university in Mysore city.

Key Words: *Entrepreneurship, Student Attitude, Correlation Matrix etc.*

Introduction:

Entrepreneurship is the process of creating something new with value by devoting the necessary time and effort, assuming the accompanying financial, psychic, and social risks, and receiving the resulting rewards of monetary and personal satisfaction and independence". Many researchers recognize entrepreneurship as being of fundamental importance for our economy. For both start-up companies and existing firms, entrepreneurship spurs business expansion, technological progress and wealth creation

(Lumpkin & Dress, 2007). History shows numerous examples of the importance of entrepreneurship. It also means doing something in a new and effective manner. In the context of positioning the youth entrepreneurship to the public policy space, the established influence of primary social reference group to the entrepreneurial intent might

be less interesting than studies and other general preconditions for entrepreneurial development. Entrepreneurship refers to all those activities which are to be carried out by a person to establish and to run the business enterprises in accordance with the changing social, political and economic environments.

The concept of entrepreneurship education it explains the measured combination of all formal knowledge that informs, educates, and trains anyone to start their own enterprise.EEPs promote and revitalize the entrepreneurial culture in college's student's empowerment. Firstly the entrepreneurship education was introduced in US at 1970.Nowadays, entrepreneurship courses are becoming a standard part of the curriculum of many technical and business universities offered entrepreneurship courses. Therefore the entrepreneurship education is at the crossroads of two worlds and two sets of forces, how universities, inherently hierarchical knowledge systems, can produce real entrepreneurs, susceptible of pulling an economy with their innovation, their dynamism and their flexibility in the field of entrepreneurship. In the context of entrepreneurial attitudes play a vital role in the life of a successful entrepreneur. As they build their new ventures, they are bound to overcome hurdles, solve problems, and complete the assignments. Students are focus is on the talents, capacities or characteristics of students, among which showing initiative, creativity, perseverance, independence, goal setting, opportunity recognition, and risk taking are vital. Whether all these characteristics can be learned through education, nevertheless educational institutions can promote the characteristics associated with successful entrepreneurship.

Review of Literature:

Literature for this review was identified by searching the online databases and published news papers. The two sets of literature were then compared disagreements on the inclusion or exclusion of literature were resolved through discussion. The review applied a systematic and rigorous search strategy to retrieve relevant articles according to the research objectives. This research summarizes scientific foundations, identifies literature gaps, and suggests some evidence for future research directions as follows:

*(Abirami, 2014)*conducted a study on awareness level of the college students to become an entrepreneur after completing their studies. The researcher has also highlighted some aspects that needs some attention to the student provided suggestions for further improvement to the students to become an entrepreneur.*(Buba Musa,2015)*, this paper examines the differences of attitude towards entrepreneurship education among students of some selected universities in north eastern Nigeria. Students are holding strong positive attitude towards entrepreneurship education. The findings revealed that there is no significant difference of attitude between male and female students towards entrepreneurship education.

(Norman Rudhumbu, 2016), examine a study on attitudes of undergraduate fourth year students towards entrepreneurship education. This study showed that challenges that may affect students' interest in entrepreneurship education and entrepreneurship as a career include difficulty in accessing funding, lack of technical support at start-up, and inadequate business opportunities in Botswana.

(Tariq Hussain,2018), explore a study on attitude of technology education students towards entrepreneurship. The results reveal that the students of technology education demonstrate positive attitude towards entrepreneurship. It is concluded that there is no significant difference in students' attitude towards entrepreneurship in terms of gender and session.

(Abdelraheem, 2019), explores a study on students at Princess Sumaya University for Technology have significant differences as to their attitudes towards entrepreneurship based on demographic characteristics in addition to a high level of awareness towards entrepreneurship.

OBJECTIVES OF THE STUDY

1. To examine demographic profile of the students in selected university at Mysore City
2. To assess the level of entrepreneurial awareness among the university students.
3. To analyze the entrepreneurship environment provided by the selected university.
4. To measure the entrepreneurial attitude among the college students in selected university.

RESEARCH METHODOLOGY:

The primary data was collected on the basis of issuing questionnaire for college students in Mysore City. The total sample size is 100 PG college students selected from the University of Mysore. The secondary data was gathered from different sources such as, Internet, website, Professional Magazines, refereed journals related chosen topic. Therefore the data is normally distributed we applied parametric test mentioned, mean, standard deviation, chi square Test, one sample T-test, correlation and regression analysis etc.

Analysis and Interpretation

Proposed Hypothesis:

H0: There is no significant difference between demographic profiles of respondents
H1: There is a significant difference between demographic profiles of respondents.

Table No.1 depicts that demographic profile of the PG students in selected universities at Mysore City. The overall respondents numbering, 100 students out of that 60% respondents are belongs to male category and 40% respondents are belongs female category respectively. In the context of age pattern, majority of the respondents numbering, 40% and 30% students belongs to age group of between 20-22 years and around 20 years respectively. Further, class studying for the students, majority of the students numbering, 70% respondents are belongs to II years students. Lastly in the context of residential area of the respondents, numbering 50% and 30% students they are staying in urban and semi-urban areas respectively.

Table No.1
Demographic Profile of the Respondents

Variables	Classification	Frequency
Gender	Male	60%
	Female	40%
	Chi Square= 2.21 *P=0.000* *(H0 Significant)*	
Age Pattern	Around 20 years	30%
	Between 20-22 years	40%
	Between 22-24 years	30%
	Chi Square= 1.43 *P=0.003* *(H0 Significant)*	
Residential Area	Rural	20%
	Urban	50%
	Semi-Urban	30%
	Chi Square= 1.81 *P=0.512* *(H0 In Significant)*	
Class for studying	I year	30%
	II Year	70%
	Chi Square= 3.07 *P=0.001* *(H0 Significant)*	

Source: Field Survey.

To calculate, chi square test for data of age pattern, gender profile, age pattern, class for study of the respondents, the P value (Sig 2-tailed) is 0.000, 0.003 and 0.001, which is less than the Alpha value of 0.05, it was found to be significant. Therefore the results indicate that the stated null hypothesis to be rejected and alternative hypothesis is accepted. Further the data of residential area of the respondents, the P value (Sig 2-tailed) is 0.512, which is more than the Alpha value of 0.05, it was found to be Insignificant. Therefore the results indicate that the stated null hypothesis to be accepted and alternative hypothesis is rejected.

2. Proposed Hypothesis:

H0: There is no significant difference between levels of entrepreneurial awareness among the PG students

H2: There is a significant difference between levels of entrepreneurial awareness among the PG students

Table No.2 shows that level of entrepreneurial awareness among the students in selected university at Mysore City. The highest mean values and standard deviation was recorded 4.83 and 1.775.This shows majority of

the respondents strongly agree that students are fully aware about start up ventures and entrepreneurship education provided by the institutions.

Tables No.2
Level of Entrepreneurial Awareness

Variables	Mean	S.D	Variance	Skewness	Kurtosis
Fully Aware	4.83	1.775	1.208	-1.835	1.4131
Partially Aware	4.31	1.152	1.474	-0.220	-0.784
Less Aware	3.78	1.208	1.489	-1.092	-0.536

Source: Field Survey.

The correlation analysis result shows that fully aware about entrepreneurship has significantly affected on entrepreneurship education provided by the university with positive correlation of *0.888 (Strong Correlation)* and partially aware about entrepreneurship has not significantly affected on entrepreneurship education provided by the university with negative correlation of *-0.111 (Weak Correlation)* respectively.Therfore lastly the overall results shows that students are fully aware about entrepreneurship education provided by the selected university in Mysore City.

Table No.2 (b)
Results of Correlation Matrix

Variables		Fully Aware	Partially Aware	Less Aware
Fully Aware	Pearson Correlation	1	0.888[**]	-0.115
	Sig.	-	0.000	0.002
	N	99	99	99
Partially Aware	Pearson Correlation	0.772[**]	1	-0.111
	Sig.	.000	-	0.033
	N	99	99	99
Less Aware	Pearson Correlation	0.617	-0.557	1
	Sig.	0.071	0.041	-
	N	99	99	99

Source: Field Survey. Significant Level at 5%.

3. Proposed Hypothesis:

H0: There is no significant difference between entrepreneurship environments provided by the selected university.
H3: There is a significant difference between entrepreneurship environments provided by the selected university.

Table No.3 indicates that entrepreneurship environment created for the students in institutions. The highest mean was recorded 4.77 and 1.73, this assigned value indicates majority of the respondents they strongly agree with seed grant will provide from the ED cells and entrepreneurship creates employment, these are major entrepreneurship environment created in the selected university in Mysore City.

Table No.3
Entrepreneurship environment provided by the selected University

Variables	Mean	S.D	T-test	P-Value	Sig-H0
Entrepreneurship creates employment	4.66	1.67	2.11	0.001	*Significant*
Seed grant will provide from the ED cells	4.77	1.73	2.15	0.588	*Not-Significant*
Interaction with successful business man	4.01	1.55	2.70	0.000	*Significant*
Soft skill training	3.80	1.43	3.30	0.612	*Not-Significant*
Idea generation programs	2.10	1.30	1.05	0.774	*Not-Significant*
Business plan competition	2.88	1.11	2.11	0.000	*Significant*
Interaction with Entrepreneurs	2.94	1.01	3.01	0.000	*Significant*

Source: Field Survey

From the view point of statistical inferences, there is no significant relationship between seed grant will provide from the ED cells, soft skill training and idea generation programs, these variables are more than p value therefore null hypothesis should be accepted. Further there is a significant relationship between entrepreneurship creates employment, interaction with successful business man, business plan competition and interaction with entrepreneurs, these variables are less than p value therefore null hypothesis should be rejected.

Proposed Hypothesis:

H0: There is no significant difference between entrepreneurial attitude among the college students
H4: There is a significant difference between entrepreneurial attitude among the college students

Table No.4 depicts that to student attitude towards entrepreneurship education provided by the selected university in Mysore City. The following are the below table shows the major variable to identify significant the relationship between independent variables to dependent variables. The below model summary shows that r-value shows the predictor explains 87.10% of the variation in cognitive attitude among students *(Model-II)*.It shows the college students cognitive attitude are positively influenced to the students towards entrepreneurship education provided by the university in Mysore City.

Table No.4(a)
Regression Analysis: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.668	0.660	0.0538	1.5783
II	.871	0.982	0.0974	1.5562
III	.557	0.916	0.0874	1.2381
Regression Equation				
Attitude=β_0 + β_1(BAS) + β_2 (CAS)) + β_3 (AAS)+$\text{\textEuro}$+$\alpha(\beta)$				
Whereas, BAS= Behavioral attitude among student **(MI)**				
CAS=Cognitive attitude among students **(MII)**				
AAS= Affective attitude among students **(MIII)**				

a. **Predictors: (Constant).**
b. **Source: Field Survey. Note: Significant level at 5**

From the above table no.4 (b), it shows the variation in student attitude towards entrepreneurship education. Expect other model II and Model III, the regression model-I the significant p value is more than 0.005 therefore the null hypothesis is accepted. It can be said that there exists no significant difference in behavioral attitude among students towards entrepreneurship education. Therefore, it can be concluded that the regression model-I is good and fit for proving the hypotheses of the study.

Table No. 4(b)
Students Attitude for ANNOVA Test

	Model	Sum of Squares	df	Mean Square	F	Sig.	Results
1	Regression	178.33	1	147.161	1.493	*.812*	*Accepted*
	Residual	164.67	4	12.805			
	Total	**343.05**	**5**				
II	Regression	488.30	1	270.975	1.883	*.000*	*Rejected*
	Residual	111.67	7	2.422			
	Total	**599.97**	**8**				
III	Regression	788.21	1	596.118	1.726	*.001*	*Rejected*
	Residual	100.67	4	7.438			
	Total	**888.88**	**5**				

a.   **Predictors: (Constant)**
b.   **Source: Field Survey. Note: Significant level at 5%.**

From the above regression co-efficient table 4(c) results found that r= 3.315 and r= 4.111 representing behavioral attitude among student and affective attitude among students (AAS) shows positive effects towards entrepreneurship education provided by the institutions. In the context r= -5.214 representing cognitive attitude among students (CAS) negative effects towards entrepreneurship education provided by the institutions respectively.

Table No.4(c)
Regression Analysis of Coefficients

Model	Variables	Un standardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
I	(Constant)	0.345	0.092	-	1.521	0.000
	BAS	3.315	0.412	-0.768	-3.390	*0.000*
II	(Constant)	-1.665	0.112	-	1.972	0.000
	CAS	-5.214	0.222	0.418	5.562	*0.001*
III	(Constant)	2.330	0.113	-	-3.748	0.010
	AAS	4.111	0.241	-0.471	-3.194	*0.519*

c.   **Predictors: (Constant)**
d.   **Source: Field Survey. Note: Significant level at 5%.**

Recommendations for the study:

❖ Entrepreneurship development agencies play an important role in creating awareness about entrepreneurship among the student community and the people at large.

- ❖ Most of the students are agreed that entrepreneurship can be considered as a career option in today's globalised world. However only 10 percent of the students surveyed were very much interested to start their business immediately after completing their post graduation.
- ❖ In order to create an entrepreneurial culture in campus it is necessary to create awareness about entrepreneurship and entrepreneurship development agencies.
- ❖ The institutes should demand the introduction of MBA with specialization in entrepreneurship to the university as many western universities are offering the same which will help the students prepare for entrepreneurial careers
- ❖ Extended initiatives by the government to promote ancillaries to large manufacturing firms that in turn leads to promotion and development of entrepreneurial activity.

Conclusion:

Entrepreneurship is a self-sustaining activity as creation of ventures helps in job creation and generation of wealth. The current study focused on student's attitude towards entrepreneurship and the existence of good entrepreneurial attitude among the students, however, still students are not sure that they will start their own business after graduation. In this way educational institutions at various levels can play a major role by providing entrepreneurial education and training has been recognized as one of the crucial factors that help the students to understand and cultivate entrepreneurial attitudes. Lastly this study results shows that students are fully aware about entrepreneurship education provided by the institutions and it can be concluded that the college students are holding strong positive cognitive attitude towards entrepreneurship education in selected university at Mysore City.

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