



AN EMPIRICAL STUDY ON STUDENTS PERSPECTIVE TOWARDS ENTREPRENEURSHIP

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ABSTRACT

In today's Scenario India, is facing a major problem of unemployment due to various factors. The solution to this problem is generation of entrepreneur's. The main objective of this research is to identify the perspective of graduation students towards entrepreneurs. For this the researchers has collected primary data through structured questionnaire from the UG students of science, arts and commerce from 519 students their perspective towards the entrepreneurship from colleges of Delhi / NCR. On the basis of academic marks obtained the students were divided among low achievers and higher achievers and their perspective was also measured towards entrepreneurship. The research concluded that entrepreneurship skills for lower achiever and higher achiever students are significantly different.

Keywords: Entrepreneurship, Higher Education, UG, PG, Student Perspective

1.0 INTRODUCTION

This shortage of job opportunities is creating panic among youth and hampering the economic growth of India. The major problems of unemployment are faced by the fresh graduates in the country. Due to this problem, the entrepreneurship is viewed as a solution, thus entrepreneurship is seen with great interest among youth and is encouraged by the government of India since last decade in Indian economy. Entrepreneurship is deemed is considered to be of great importance for economic development at International level and growth.

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2.0 LITERATURE REVIEW

India needs entrepreneurs. It needs them to capitalize on new opportunities to create wealth and new jobs. A recent Mckinsey –NASSCOM report estimates that India needs at least 8000 new businesses to achieve its target of \$87 billion IT sector by 2008. Similarly by 2015, 110-113 million Indian

citizens will be searching for jobs, including 80-100 million looking for their first jobs; seven times the population of Australia. This does not include disguised unemployment of over 50 percent among 230 million employed in the rural sector. Since traditional large players may find it difficult to sustain this level of employment in future, it is the entrepreneurs who will create these new jobs and opportunities.

Bhave (2008) and Chatrah (2008) have examined stress/anxiety in junior college youth and stress among high school students and medical students respectively and developed life skill programme to overcome these, whereas, Kenneth (2008) investigated the effects of life skill training on academic stress of standard tenth students and concluded that school is major contributor to students' stress. Proper management of stress in adolescent is highly essential for success in adulthood. Muñoz-Bullón (2016) in his study has given evidences for the development of entrepreneurship in last few decades; he also said that it is extremely interdisciplinary and varied. Today, the entrepreneurship is rising among the students of various streams like universities, colleges, schools etc. There are a lot many of organizations who are working as entrepreneurial agents to develop industries and entrepreneurial firms. Zaman (2013) made a study on psychological characteristics. In his study, he focused on six major entrepreneurial characteristics. The results depicted that the students who has entrepreneurial inclinations are innovative, risk takers, motivated, full of self-confidence with extreme internal locus of control.

3.0 RESEARCH METHODOLOGY

For this research various random sampling methods are used because of not possible to study whole universe.

- Sample Size: The sample size is 600 Sampling Location: Sample location is Delhi-NCR.
- Research Instrument: Structured Questionnaire.
- Contact Method: Personal contact and thru Mail

In this study the population was 519 students for the Questionnaire on student's perspective towards the entrepreneurship from colleges of Delhi / NCR.

3.1 Objectives of the Study:-

1. To evaluate the approach of students towards entrepreneurship.
2. To compare the perspective of high achiever and low achiever students of arts pedagogy towards entrepreneurship.
3. To compare the perspective of high achiever students and low achiever students of commerce pedagogy towards entrepreneurship
4. To compare the perspective of high achiever students and low achiever students of Science pedagogy towards entrepreneurship.

3.2 Hypothesis of the Study:-

1. The student-teachers possess moderate perspective towards entrepreneurship.

2. There is no significant difference between the perspectives of high and low achiever student-teachers of arts pedagogy towards entrepreneurship.
3. There is no significant difference between the perspectives of high and low achiever student-teachers of commerce pedagogy towards entrepreneurship.
4. There is no significant difference between the perspectives of high and low achiever student-teachers of science pedagogy towards entrepreneurship.

4.0 ANALYSIS

OBJECTIVE 1 : The perspective of student-teachers towards entrepreneurship will be expressed in term of mean and S.D. in process

H0: The student-teachers possess moderate perspective towards entrepreneurship.

Statistical Treatment:-

The standard deviation from descriptive statistical techniques will be used to analyze the data in order to arrive at conclusions regarding the hypothesis advanced in the present investigation:

Table 1: Descriptive Statistics

	N	Mean	Std. Deviation
It Provides Employment to self and others.	9	3.6859	1.11137
It gives advantage of using creative talent.	519	3.6802	.96952
It increases self-confidence.	519	4.1407	.99101
It generates healthy competitive spirit.	519	3.1927	.91611
It enhances tolerance.	519	3.2486	.95551
It increases risk taking ability.	519	3.6031	1.11867
It provides decision making opportunities.	519	3.6069	1.03025
It provides personal satisfaction.	519	3.4817	1.04491
It makes oneself as a manager or boss.	519	3.4393	1.02464
It creates achievement motivation.	519	3.5877	1.05794
It makes oneself financially improved.	519	3.3276	.89649
It provides security of job.	519	3.3314	1.17157
It increases ones social prestige & status.	519	3.4258	1.01237
It provides social recognition.	519	3.4952	.98614
It lacks possibility of money saving.	516	3.0194	1.10586

It provides the opportunities of using ones power and authority.	519	3.1175	1.04699
It provides the opportunities of awarding social respect and honour.	519	3.6127	1.02211
It increases production.	519	3.2177	.90728
It enhances ones organizational ability.	519	3.4393	.96246
It makes one more imaginative.	519	3.4085	.83989
It increases ones conflict resolving ability.	519	3.3044	.96051
It increases ones business dealing capacity.	519	3.3218	.92505
It makes oneself innovative.	513	3.5127	.90805
It provides opportunities of joining with other business market.	513	3.0780	.86702
It provides opportunities of obliging to others.	519	3.1792	.87692
It increases ones financial budgeting capacity.	519	3.0790	.91508
It improves ones overall personality.	519	3.6724	1.15441
It provides forum of social leadership.	519	3.3911	1.03005
It provides the better connections with banks and other financial Organizations.	519	3.1503	.99834
It improves ones communication skill.	519	3.9518	1.00366
It increases trust of people in oneself.	519	3.6840	1.13063
It provides the opportunities inspiring others.	519	3.9268	1.00694
It makes oneself a hard making person.	519	3.6474	1.10499
It makes oneself competitive in nature.	519	3.8092	1.04356
It increases oneself of using the modern ICT instruments.	519	3.6570	1.27263
It prepares ones work values.	519	3.7476	1.00379
It prepares oneself to improve his living style suitable to other entrepreneurs.	519	3.4798	1.09539

It inspires oneself for having legal knowledge related to entrepreneurs.	519	3.3931	1.06707
It prepares oneself to know about Consume Protection Forum Act and RTI etc.	519	3.4605	1.07350
It improves ones family status.	519	3.5125	1.03011
Valid N (listwise)	510		

From the above table after seeing the value of mean and standard deviation it is clear that The student-teachers possess moderate perspective towards entrepreneurship, as the values of mean in all variables is in between 3-4 except for 1 case. Hence the null hypothesis is accepted.

OBJECTIVE 2: To compare the perspective of high achiever and low achiever student-teachers of arts pedagogy towards entrepreneurship.

H₀: There is no significant difference between the perspectives of high and low achiever student-teachers of arts pedagogy towards entrepreneurship.

Table 2: Group Statistics

	type of achiever	N	Mean	Std. Deviation	Std. Error Mean
score of entrepreneurship skills	high	189	3.5625	.68717	.04998
	low	30	3.5458	.52177	.09526

Table 3: Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	T	Df
score of entrepreneurship skills	Equal variances assumed	.502	.479	.127	217
	Equal variances not assumed			.155	46.621

The p-value of Levene's test is printed as ".479" (which is higher than .05) so we accept the null hypothesis of Levene's test and conclude that the perspective of high achiever and low achiever student-teachers of arts pedagogy towards entrepreneurship is not significantly different.

Since $p > .05$ is greater than our chosen significance level $\alpha = 0.05$, we can reject the null hypothesis, and conclude that the mean entrepreneurship skills for lower achiever and higher achiever in arts students is not significantly different.

Based on the results, we can state the following:

There was a not a significant difference in mean entrepreneurship skills for higher achievers and lower achievers students ($t_{46.621} = .155, p > .05$ i.e .479).

OBJECTIVE 3: To compare the perspective of high achiever and low achiever student-teachers of commerce pedagogy towards entrepreneurship

TABLE 4: Group Statistics

	Type of Achiever	N	Mean	Std. Deviation	Std. Error Mean
Score of Entrepreneurship skills	high	250	3.4653	.54044	.03418
	low	27	3.5213	.53725	.10339

TABLE 5: Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
Score of Entrepreneurship skills	Equal variances assumed	1.665	.198	-.511	275
	Equal variances not assumed			-.514	31.953

The p-value of Levene's test is printed as ".198" (which is higher than .05) so we accept the null hypothesis and conclude that the perspective of high achiever and low achiever student-teachers of arts pedagogy towards entrepreneurship is not significantly different.

Since $p > .05$ is greater than our chosen significance level $\alpha = 0.05$, we can reject the null hypothesis, and conclude that the mean entrepreneurship skills for lower achiever and higher achiever in arts students is not significantly different.

Based on the results, we can state that there was not a significant difference in mean entrepreneurship skills for higher achievers and lower achievers students ($t_{31.953} = .514, p > .05$ i.e .198). The above results shows that there is a significant difference between the perspective of

low achievers and high achievers. It has been seen that a major difference is there. So, the null hypothesis is accepted.

OBJECTIVE 4: To compare the perspective of high achiever and low achiever student-teachers of Science pedagogy towards entrepreneurship.

	type of achiever	N	Mean	Std. Deviation	Std. Error Mean
score of entrepreneurship skills	high	269	3.4538	.74353	.04533
	low	51	3.2025	.38985	.05459

Table 7: Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
score of entrepreneurship skills	Equal variances assumed	24.989	.000	2.352	318
	Equal variances not assumed			3.543	131.111

The p-value of Levene's test is printed as ".000" (which is less than .05) so we reject the null hypothesis of Levene's test and conclude that the perspective of high achiever and low achiever student-teachers of Science pedagogy towards entrepreneurship is significantly different.

Since $p < .05$ is less than our chosen significance level $\alpha = 0.05$, we can reject the null hypothesis, and conclude that the mean entrepreneurship skills for lower achiever and higher achiever students is significantly different.

Based on the results, we can state the following:

There was a significant difference in mean entrepreneurship skills for higher achievers and lower achievers students ($t_{131.111} = 3.543$, $p < .05$ i.e .000).

5.0 DISCUSSION

Results of the study show that the overall attitude of students towards entrepreneurship education has a mean score of 3.60 which shows a positive attitude. It is also shown in the results that

students believe that their participation in entrepreneurship education helped to stimulate their interest in entrepreneurship, and this is a further demonstration of how positive the attitudes of students are towards entrepreneurship education. This result confirms earlier studies by Sonitariset al (2007) and also by Basu and Virik (2008) which found that entrepreneurship education stimulates students' subjective norms and intentions towards entrepreneurship. Ediagbonya (2013) in his study also found that by developing skills, knowledge and motivation in university students for them to be able to successfully engage in entrepreneurship activities, entrepreneurship education positively impacts on the attitudes of students towards it and towards Entrepreneurship.

A study by Pour et al (2013) however found that age did not have an influence on the attitude of students towards entrepreneurship education and entrepreneurship as a future career. The current study also showed that area of specialization did not have an influence on how students perceive entrepreneurship education which confirmed an earlier study by Pour et al (2013) that also showed that area of specialisation did not have a significant influence on the entrepreneurship inclination of students.

Results of the study also showed that there are a number of challenges that affect students' entrepreneurship intentions. It was revealed in the study that difficult in accessing funding, lack of start-up support as well as inadequate business opportunities were some of the challenges that may affect their entrepreneurship intentions despite having successfully gone through the entrepreneurship programme. Results further showed that students felt that the entrepreneurship course had given enough knowledge and skills to start their own business and the issue of knowledge and skills was not a challenge. Results also show that legal environment in Botswana is pro-business hence laws of the country are not a hindrance to their aspiration to start businesses. The above results confirm an earlier study by Mapfaira and Setibi (2014) that found that some of the challenges highlighted by students as hindrances to starting own businesses were difficult in accessing funds and lack of start-up technical support. It was found that that the mean entrepreneurship skills for lower achiever and higher achiever students are significantly different.

6.0 OUTCOME OF THE STUDY

- It was found that that the mean entrepreneurship skills for lower achiever and higher achiever students are significantly different. However it was found that the lower achievers have more inclination towards entrepreneurship.
- Entrepreneurship education stimulates students' subjective norms and intentions towards entrepreneurship.
- The main challenge highlighted by students as hindrances to starting own businesses were difficult in accessing funds and lack of start-up technical support while choosing entrepreneurship as their career.
- Entrepreneurship provides the opportunities of awarding social respect and honor to entrepreneurs who achieve success.

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