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Research Article

Entrepreneurial Awareness and Attitude among Students of selected B-Schools in Bangalore City

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Abstract

Entrepreneurship is an important engine of growth in the economy. Although, there is a drastic change with regard to creation of job, yet problem persists especially with graduates. It is essential to assess the entrepreneurial attitude of students to achieve the economic growth through the participation of creative work force. Accordingly the study investigated the attitude of students of B-Schools towards establishment of new business and the attitude of their family and close friends towards entrepreneurship. Since students and especially graduate students form a significant portion of potential entrepreneurs, the 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 college students in selected B-schools. The present study was conducted based on primary data collected through questionnaire. The sample size for study is 100 students from selected three B-schools in Bangalore City. The paper focused on analysis of data based on normality test applied for parametric tests such as mean, standard deviation, correlation and regression analysis. The results shows that majority of respondents strongly agree that students are fully aware and they have positive behavioral, cognitive and affective attitude about start up ventures education provided by the selected B-schools in Bangalore City.

Key Words: *Entrepreneurship, Entrepreneurship Education, Students' Attitude, B-Schools etc.*

Introduction:

Entrepreneurship is the process of creating something new with value by devoting the necessary time and effort, assuming the accompanying financial, psychological and social risks and receiving the resulting rewards of

monetary and personal satisfaction and independence. Many researchers have opined that entrepreneurship is of fundamental importance for our economy. For both start-up companies and existing firms, entrepreneurship encourages expansion of business, technological progress and wealth creation (*Lumpkin & Dress, 2007*).

Entrepreneurship is a dynamic activity which helps the entrepreneur to bring changes in the process of production, innovation in production, new usage of materials, creation of market etc. It is a mental attitude to foresee risk and uncertainty with a view to achieve the objective. More so, it is doing things 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, analyzing the institutional 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 is the combination of formal knowledge that informs, educates, and trains one to start their own enterprise. Entrepreneurship Education Programs promote and revitalize the entrepreneurial culture among students. Initially, the entrepreneurship education was introduced in US at 1970. At present, entrepreneurship courses have been an integral part in the curriculum of many technical and business universities. Therefore the entrepreneurship education is at the crossroads of two worlds of two sets of forces between educational Institutes and knowledge systems in producing entrepreneurs who boosts an economy with their innovation, dynamism and flexibility in the field of entrepreneurship.

The most successful form of entrepreneurship education is one which enlightens students with the skills and knowledge needed to start their own company. Provision for teaching, educating students with disciplines such as financial administration, market analysis, marketing, networking and writing business plan. Yet, entrepreneurship has not been accepted logically as a career choice. According to the *Bosma Wennekers (2002)* in his article 75% of the Indian adult population opined that the fear of failure would not prevent them from setting up a business and respect from society for those involved in new firm start-ups is significantly lower in the India, compared to European countries.

Entrepreneurial attitude 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 required to focus on talents, capacities or characteristics, among which initiative, creativity, perseverance, independence, goal setting, opportunity recognition, and risk taking are vital. Whether all these characteristics can be learned from education is debatable.

However, educational institutions are trying to develop an entrepreneurial culture, an atmosphere promoting entrepreneurial attitudes and skills, which stimulates innovation and pave the way for their future because unemployment is highly prevalent among graduates from both private and Government Institutions. In this context the study highlighted “Entrepreneurial Awareness and Attitude among Students student’s attitude toward entrepreneurship should be improved in order to achieve the development strategy of any country because now a day’s unemployment issue is highly related with graduate students from different private and government

universities. In this way this study highlighted “*Entrepreneurial Awareness and Attitude among Students of selected B-schools in Bangalore City*”.

Review of Literature:

(*Abirami, 2014*)¹ Conducted a study on level of awareness among college students to become entrepreneurs after completion of studies. The researcher also has highlighted some aspects that needs attention of students to choose entrepreneurial career.

(*Buba Musa,2015*)²The paper examines the differences in attitude towards entrepreneurship education among students of some selected universities in north eastern Nigeria. The study shows that Students have strong positive attitude towards entrepreneurship education. The findings revealed that there are no significant differences in attitude between male and female students towards entrepreneurship education.

(*Norman Rudhumbu, 2016*)³ Made a study on attitudes of 4th year undergraduate students of Botswana towards entrepreneurship education. This study showed that challenges that may affect students’ interest in entrepreneurship education and entrepreneurship as a career such as difficulty in accessing funds, lack of technical support for start-ups and inadequate business opportunities.

(*Tariq Hussain,2018*)⁴Analyzed the attitude of students of technical education towards entrepreneurship. The results revealed that the student demonstrated 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*)⁵ Conducted a study on students at Princess Sumaya University for Technology to analyze their attitudes towards entrepreneurship based on demographic characteristics and was found students have high level of awareness towards entrepreneurship. (*Adarsh(2020)* ⁶ The study depicted high interest and intention towards entrepreneurship by graduate youth but there exists certain factors that impedes them such as lack of funds, lack of business skill, fear of future, financial security etc.

OBJECTIVES OF THE STUDY

1. To understand the theoretical background of the entrepreneurial education in Indian B-schools.
2. To examine demographic profile of the students in selected B-school in Bangalore City.

¹ Kumar, V. a. (2014). Entrepreneurial Awareness among the College Students to Become anEntrepreneur with Reference to Tirupur District. *International Journal of Mangement Science* , 8-11.

² Buba Musa Pulka1, R. R. (2015). Variation of Attitude among University Students towards Entrepreneurship Education. *Journal of Business Administration and Education* , 177-193.

³ Rudhumbu, N. (2016). Attitudes of Students towards Entrepreneurship Education at Two Selected HigherEducation Institutions in Botswana: A Critical Analysis and Reflection. *Academic Journal of Interdisciplinary Studies* , 83-94.

⁴ Hussain, T. (2018). Attitude towards Entrepreneurship: An Exploration of Technology Education Students. *Bulletin of Education and Research* , 131-139.

⁵ Abualbasal, A. M. (2019). Students Attitude Towards Princess Sumaya University for Technology. *Journal of Entrepreneurship Education* , 1-19.

⁶ Adarsh A, J. (2020). Assessment of Attitude of Graduated Youth towards Entrepreneurship. *International Journal of Advanced Science and Technology* , 4439-4446.

3. To assess the level of entrepreneurial awareness among the students in selected B-school.
4. To analyze the entrepreneurship environment provided by the selected B-schools.
5. To measure the entrepreneurial attitude among the college students in selected B-schools
6. To offer suitable findings and suggestions for the light of the study.

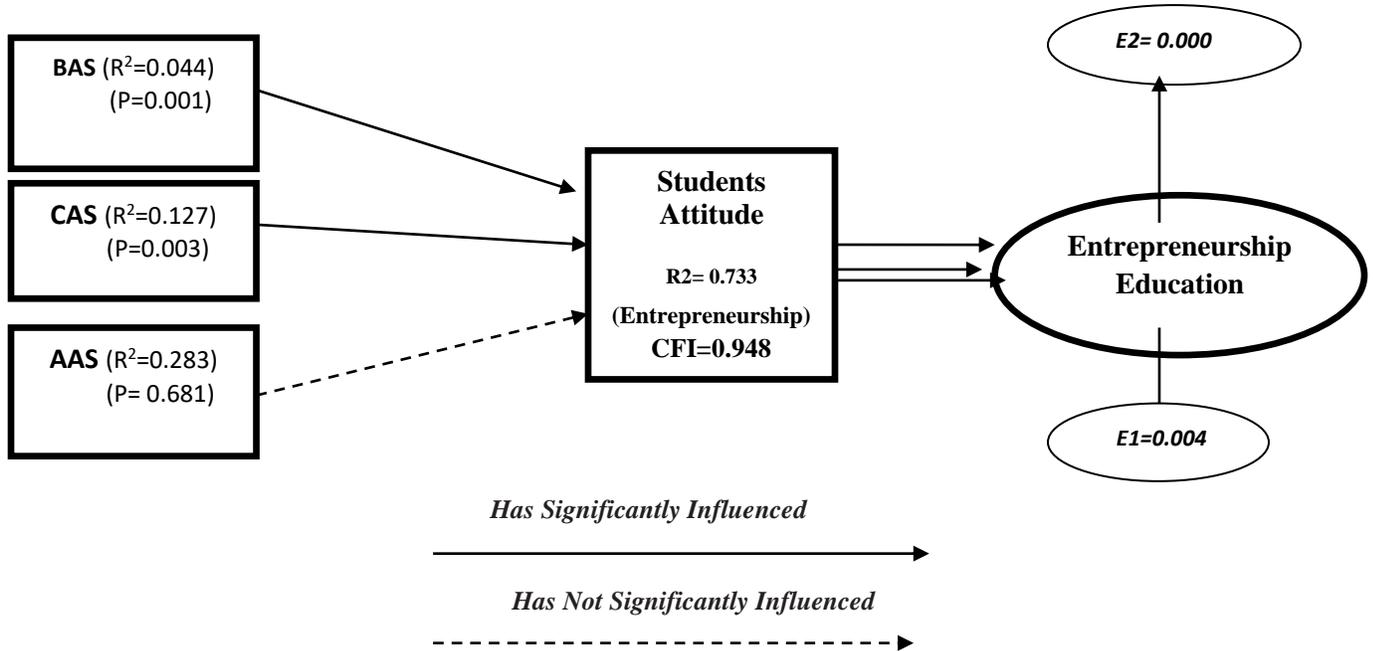
RESEARCH METHODOLOGY:

- **Primary Data:** The primary data was collected by distributing questionnaire among B-school students in Bangalore City. The total sample size is 100 college students selected from the three B-schools such as, 30 respondents from Acharya Institute of management, 35 respondents from RNSIT and 35 from Don Bosco Institute of Management of Bangalore City. The data collected is analyzed by administering **Structural Equation Model (SEM)** to identify the significant relationship between the dependent and independent variables. The Variables identified for the study is listed in Table-1.

Table -1
List of variables identified for the study

| Groups | Dependent Variables | Variables |
|---------------|---|--|
| Group -1 | <i>Behavioral attitude among student (BAS)</i> | a) ED education provides the knowledge related to business |
| | | b) Students thinks entrepreneurship a desirable career option |
| | | c) ED education helps to be innovative & decisions maker |
| | | d) Institution helped me to meet successful entrepreneurs |
| Group -2 | <i>Cognitive attitude among student (CAS)</i> | a) It helps to improve skill to become successful entrepreneur |
| | | b) Entrepreneurship enhances risk bearing capabilities |
| | | c) Entrepreneurship helps to produce new products |
| | | d) Entrepreneurship provides business opportunities |
| Group -3 | <i>Affective attitude among student (AAS)</i> | a) Entrepreneurship leads to self employment |
| | | b) Entrepreneurship helps to be economically independent |
| | | c) Entrepreneurship helps to build career |
| | | d) Entrepreneurship helps to start new venture |

Structural Equation Model



The above Structural Equation model aims to understand the students attitude towards entrepreneurship education provided by the institution. In the context of structural model, the results evidenced appropriate overall fit ($R^2=0.733$, $P=0.000$, $P=0.004$, $CFI=0.948$). In the context of behavioral attitude and cognitive attitude ($P=0.001$ and 0.003) the students are significantly influenced towards entrepreneurial education and affective attitude among students ($P=0.681$) have not significantly influenced entrepreneurship education provided by the institution.

- **Secondary Data:** Secondary data was gathered from different sources such as, Internet, website, Professional Magazines, refereed journals related to the topic.
- **Normality Test:** A significant test is one where the sample distribution is not shaped as a normal curve ($p < 0.05$). The sample size is small $N = 16$, therefore to test the normality of data *Shapiro-Wilks W test* is used ($P=0.533$). Therefore, for normally distributed data parametric test such as mean, standard deviation, one sample T-test, correlation and regression analysis etc.

Analysis and Interpretation

1. Objective:

To examine the demographic profile of the students in selected B-school:

Hypothesis:

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

H1: There is a significant difference between demographic profiles of respondents.

Table 1 depicts the demographic profile of the students of selected B-schools in Bangalore City. The details for the study is collected from 100 respondents, out of this 60 respondents belongs to Male category and 40 belongs to female category. The overall respondents numbering, 100 students out of that 60 respondents belongs to male category and 40 respondents belongs to female category. In the context of age pattern, majority of the respondents numbering, 40 and 30 students belongs to age group between 20-22 years. Further, majority of the students such as nearly 70 of them are in II year of study. In the context of residential area of the respondents, 50 students are staying in urban and 30 in semi-urban areas.

Table No.1
Demographic Profile of the Respondents

| <i>Variables</i> | <i>Cronbach's Alpha</i> | <i>Classification</i> | <i>Frequency</i> |
|-------------------------|-------------------------|---|------------------|
| Gender | 0.0221 | Male | 60 |
| | | Female | 40 |
| | | Chi Square= 2.21 P=0.000 (H0 Significant) | |
| Age Pattern | 0.0113 | 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 | 0.0443 | Rural | 20 |
| | | Urban | 50 |
| | | Semi-Urban | 30 |
| | | Chi Square= 1.81 P=0.512 (H0 In Significant) | |
| Class of study | 0.0177 | I year | 30 |
| | | II Year | 70 |
| | | Chi Square= 3.07 P=0.001 (H0 Significant) | |

Source: Field Survey.

Chi square test is applied for data on age pattern, gender profile, class of study of the respondents, for which 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 is rejected and alternative hypothesis is accepted. Further for the data on 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 rejected.

2. Objective:

To assess the level of entrepreneurial awareness among the students in selected B-school

Hypothesis:

H0: There is no significant difference between level of entrepreneurial awareness among the students H2: There is a significant difference between level of entrepreneurial awareness among the students

Table 2 shows that level of entrepreneurial awareness among the students in selected B-school at Bangalore 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.

Table-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 matrix is applied to assess the level of entrepreneurial awareness among the students in selected B-schools. The results shows that there is highly positive Correlation (0.888) on the variable Full awareness of students about entrepreneurship education provided by B-schools and partially aware about entrepreneurship has not significantly affected on entrepreneurship education provided by the B-schools with negative correlation of -0.111 (*Weak Correlation*). The overall results shows that students are fully aware about entrepreneurship education provided by the selected B-schools in Bangalore City.

Table No.2 (b)
Results of Correlation Matrix

| Variables | Fully Aware | Partially Aware | Less Aware |
|-----------|-------------|-----------------|------------|
|-----------|-------------|-----------------|------------|

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| | | | | |
|------------------------|---------------------|-----------|-----------|-----------|
| 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. Objective:

To analyze the entrepreneurship environment provided by the selected B-schools

Hypothesis:

H0: There is no significant difference between entrepreneurship environment provided by the selected B-schools.

H3: There is a significant difference between entrepreneurship environment provided by the selected B-schools.

Table No.3 indicates that entrepreneurship environment created for the students in B-schools. The highest mean was recorded 4.77 and 1.73, which indicates that majority of the respondents strongly agree with the provision of seed grant from the ED cells and entrepreneurship creates employment are two major entrepreneurship environment created in the selected B-schools in Bangalore City.

Table No.3

Entrepreneurship environment provided by the selected B-schools

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

Source: Field Survey

The statistical inferences indicates that there is no significant relationship between seed grant provision 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 significant relationship between entrepreneurship creates employment, interaction with successful business man, business plan competition and interaction with entrepreneurs, as for these variables are less than p value, therefore null hypothesis should be rejected.

4. Objective:

To measure the entrepreneurial attitude among the college students in selected B-schools.

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 4 depicts that students’ attitude towards entrepreneurship education provided by the selected B-Schools in Bangalore City. The table 4(a) shows the major variable to identify the significant relationship between independent variables to dependent variables. The Model summary shows that r-value as the predictor indicates 87.10% variation in cognitive attitude among students (**Model-II**). It shows that the students’ cognitive attitude positively influences them towards entrepreneurship education provided by the B-schools.

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

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|------|----------|-------------------|----------------------------|
| I | .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 | | | | |
| $Attitude = \beta_0 + \beta_1 (BAS) + \beta_2 (CAS) + \beta_3 (AAS) + \epsilon + \alpha(\beta)$ 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

The above table 4 (b), shows the variation in students’ attitude towards entrepreneurship education. In Model –II(CAS) and Model- III(AAS), P value is less that 0.05, so Null Hypothesis is rejected. In Model-I the significant p value is more than 0.005, so 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 |
|------------|--------------|----------------|----------|-------------|-------|-------------|-----------------|
| I | 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 below 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) shows negative effects towards entrepreneurship education provided by the institutions.

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

- ❖ Most of the students agreed that entrepreneurship can be considered as a career option in today's globalised world. However only 10 percent of the students are interested to start the business after completing their studies.
- ❖ In order to create an entrepreneurial culture in campus it is necessary to create awareness about entrepreneurship and entrepreneurship development agencies.
- ❖ The institutes/Universities to offer entrepreneurship as a separate course so that future entrepreneurs can be well prepared.
- ❖ 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. This study focused on students' attitude towards entrepreneurship and the existence of good entrepreneurial attitude among the students. However, 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, recognized as one of the crucial factors that help the students to understand and cultivate entrepreneurial attitudes. The results shows that students are fully aware about entrepreneurship education provided by the institutions and it can be concluded that the students have strong positive cognitive attitude towards entrepreneurship education in selected B-Schools in Bangalore City.

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