

Entrepreneurship Profile of Students of Higher Education

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Abstract : Education can influence young people's attitudes and aspirations towards entrepreneurship. Industrial development drives the economic growth of a country. The industrial development is based on the entrepreneurial competencies of the people. There is a great need to understand how to develop and nurture potential entrepreneurs during their university years. To empower economic growth it is essential to encourage entrepreneurial activities amongst students. The paper examines the entrepreneurship profile of students and to make an evaluation for their entrepreneurial intentions of male and female students. A comparison between entrepreneurially inclined students and non-inclined students was also made. The analysis revealed that need for achievement and need for independence are motivating factors for female students. The result showed that except for drive and determination all entrepreneurial traits are found to be higher in entrepreneurially inclined students. The paper concludes with some recommendations to improve the effectiveness of entrepreneurial courses towards the socio economic development of the country in general.

Key words: Economic Growth, Entrepreneurial Competencies, Intentions

I. Introduction

In recent years, the promotion of entrepreneurship as a promising source of job creation, empowerment, economic development and poverty reduction in a rapidly globalizing world has attracted increasing policy and scholarly attention. An *entrepreneur* is described to be an individual who owns a business or is a manager of one, whom makes money with taking risks and initiatives. This term originates from a French word and was defined initially by an economist called Richard Cantillon. Schumpeter (1950) indicates that an Entrepreneur is an individual who has the will and is capable of converting an idea into innovation. Most world entrepreneurial experts endorse the idea that education and entrepreneurship contribute to economic development since they play significant role. To achieve rapid, all around and regionally balanced growth through industrialization, entrepreneurship development is essential tool. It will solve the problem of unemployment and concentration of economic power. Education can influence young people's attitudes and aspirations towards entrepreneurship. There is a great need to understand how to develop and nurture potential entrepreneurs during their university years (Zimmer 2006). Many universities offer entrepreneurship courses today. There is little understanding of the factors that affect student's intentions of becoming entrepreneurs and the relationship between entrepreneurship education and students' entrepreneurial attitudes and intentions (Souitaris et. al. 2007). Likewise little is known about differences in entrepreneurial intentions and education among students belonging to different cultures and ethnicities (Wilson et. al. 2004). This paper pursues to contribute toward redressing the gap between entrepreneurship intention and education.

II. Research objectives

- To explore the entrepreneurship profile of students.
- To make an evaluation for the entrepreneurial intention for male students and female students.
- To find out the difference for entrepreneurial intentions between entrepreneurially inclined students and non-inclined students.

III. Literature review

Many studies had evidently proved that there is a relationship between entrepreneurial education and entrepreneurial intention. Bandura (1986; Hollenbeck 2004) suggested that entrepreneurship education can enhance an individual level of self-efficiency. Miller(1987)told that not all aspects of entrepreneurship can be taught. This has influenced the formal requirement of entrepreneurship education. Gibb (1993), Hisrich et al. (2008) explained the need of business management skills to become an entrepreneur. Dyer (1994) concluded that entrepreneurship education can also increase students, interest in entrepreneurship as a career. Kuratko and Hodgetts (2001) explains there are common characteristics (attributes) that are often inherent in an entrepreneur, such as commitment determination and perseverance, need for achievement opportunity orientation, initiative and responsibility, persistent problem solving, internal locus control, risk taking propensity, high energy level ,

tolerance for failure, creativity and innovativeness, vision, self-confidence and optimism, independence and team building. Wilson et al. (2007) pronounced that relationship between entrepreneurship education and self-efficiency is closer in female students as compared to male students. Souitaris et al. (2007) found that entrepreneurship programs significantly raised students' subjective norms and intentions towards entrepreneurship by inspiring them to choose entrepreneurial careers. Zimmerer et al. (2008) believe in his ability to succeed, desire to get immediate feedback, possess high level energy, be future oriented have organizing skills, value achievements higher than money, possess high commitment, and display tolerance for ambiguity, flexibility, and tenacity.

IV. Research methodology

The study is based on primary and secondary data. The primary data was collected by using the method of sample survey. General Enterprising Tendency Test was used as a research instrument. The Test had been used in order to measure a five individual

„propensities“ related with the entrepreneurship attitudes. GET includes, “*need for achievement*”; “*need for autonomy*”; “*creative tendency*”; “*risk taking*”; and “*drive and determination*”.

“**Need for achievement**” is shaped with whether the respondent is forward looking. “**Need for autonomy**” is shaped with doing unconventional things.

“**Creative tendency**” is shaped with to be imaginative.

“**Risk taking**” is shaped with to act on incomplete information.

“**Drive and determination**” as the last section is shaped with determination, self-control, self-confidence and grabbing opportunities.

The primary data was collected by using a structured questionnaire based on General Enterprising Tendency Test. This test contains 54 different statements. Students have to agree or disagree with the statements. The data was gathered by a sample of 200 students. 100 students were those who have taken entrepreneurship subjects and other 100 were those who have not taken entrepreneurship related subjects. 50% of students were male and rest 50% were female. Purposive sampling was used to collect data.

Table1: General Enterprising Tendency Test Results for Male and Female Students.

Variables	Male Student	Female Student	Maximum Score	Average Score
Need for achievement	9.5	9.8	12	9
Need for independence	5.7	6.0	6	4
Creativity	6.0	5.8	12	8
Risk taking	8.9	8.2	12	8
Drive and Determination	8.7	8.5	12	8
Total Mean Value	38.8	38.3		>37

Table 2: General Enterprising Tendency Test Results for Entrepreneurial Inclined Students and Non Inclined Students.

Variables	Entrepreneurial Inclined Students	Entrepreneurial Non Inclined Students	Maximum Score	Average Score
Need for achievement	8.5	7.0	12	9
Need for independence	7.4	5.1	6	4
Creativity	5.5	3.6	12	8
Risk taking	8.3	5.2	12	8
Drive and Determination	8.0	8.2	12	8

Total Mean Value	37.7	29.1		>37

Chart 1: GET Variables and Male and Female students

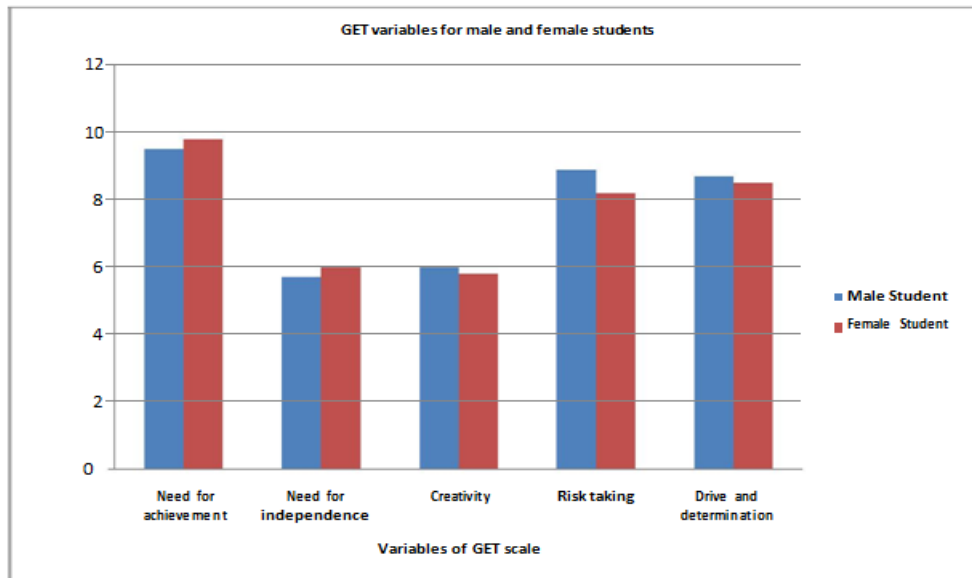
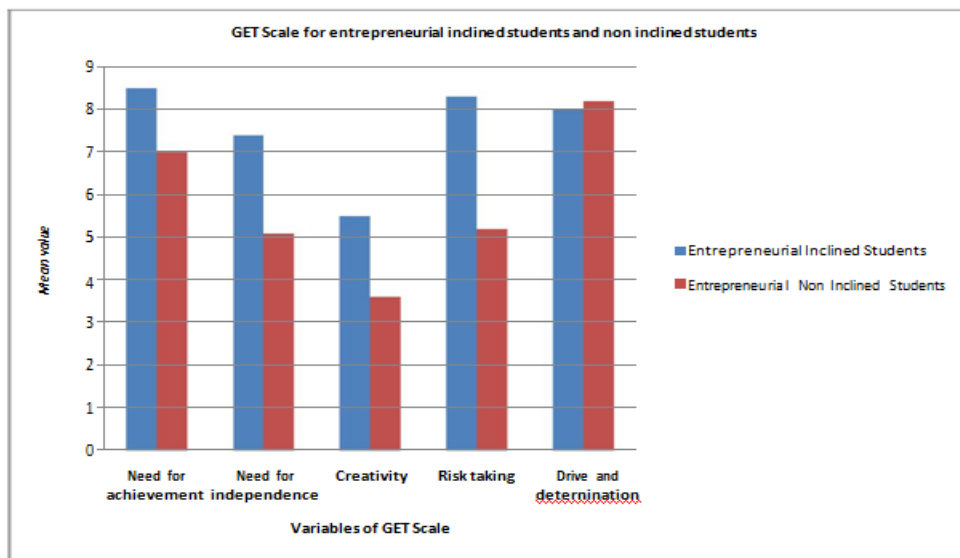


Chart 2: GET Variables and Entrepreneurial inclined and non-inclined students



V. RESULTS

Table 2 shows that need for achievement and need for independence are found higher in female students as compared to their male counterparts. Risk taking ability, drive and determination and creativity are higher in male students. Overall mean value of male students and female students is 38.8 and 38.3 respectively. Table 3 exhibits that except for drive and determination all the entrepreneurial traits are found to be higher in entrepreneurially inclined students as compared to entrepreneurially non-inclined students. Overall mean value for entrepreneurially inclined students is 37.7. Entrepreneurially non-inclined students have the mean value of 29.1.

VI. Conclusion

The study concludes that university students who have not been exposed to entrepreneurial activities have lack of desire to engage in entrepreneurial activities. The students who have been exposed to entrepreneurship education have high entrepreneurial intentions and high profile. Females who opted for entrepreneurial course expressed their desire to start new ventures. Due to the volatile environment and changing business requirements, it is the task of educational institutions to bring up such courses which will develop the skills of students according to the corporate requirement.

VII. Recommendations

The present study has shown the comparative picture of male students, female students, entrepreneurially inclined and entrepreneurially non- inclined students. The following steps if planned can help in reducing the gap between entrepreneurship intension and education.

- Industry institute interaction should be increased to fill the gap between what is being taught and what is required.
- Soft skills and personality development activities should be increased.
- Students have to be encouraged to apply their theoretical knowledge while interpreting text, developing business plans and implementing new projects.
- Involvement in “hands on” projects of opportunity identification and new venture creation should be a central part of education programs.
- Students should be encouraged to access the forefront of technological development.

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