



AN EMPIRICAL STUDY ON ENTREPRENEURIAL ATTITUDES OF COLLEGE STUDENTS WITH SPECIAL REFERENCE TO CHENNAI DISTRICT

Dr.G.THIYAGARAJAN,
Assistant Professor
Department of Business Administration
S.A. College of Arts & Science ,
Chennai-77.
Email: thyaga179@gmail.com

Dr.S.PRATHAP,
Associate Professor,
Department of Mathematics,
S.A. College of Arts & Science,
Chennai-77.
prathapmaths@gmail.com

Dr. R. KAMARAJ,
Assistant Professor
Department of Commerce
School of Arts & Science – Vinayaka Mission’s
Research Foundation
AV Campus –
Chennai.kamaraj019@gmail.com

Dr.K.JAMBERI,
Assistant Professor,
Department of Computer Science,
S.A. College of Arts & Science,
Chennai-77.
kjamberi111@gmail.com

ABSTRACT

Entrepreneurial attitudes is always viewed as a unique experience including creativity, risk-taking, hard work, dedication, commitment and resource management. As a loyal entrepreneur never considers the possibility of a breakdown or a setback in their plans. Success inspires him to become a long-term businessperson, while failures provide as an opportunity to learn how to turn an available system into a competent one. As a result, entrepreneurship is a part of obtaining or establishing economic actions that will bring beneficial results to society by conducting meeting their needs, generating employment possibilities, employing local resources, and contributing to the country's national income. In this aspects, promoting an entrepreneurial culture not only creates jobs for a huge number of people, but it also changes the country's identity by utilizing its potential, experience, and resources. The government must deal with these issues, supporting and creating awareness to new entrepreneurs to received subsidy and loans. In this view, the researcher investigates entrepreneurial attitudes and their challenges in developing economic independence and self-growth, as well as their economic and social values.

Keywords: Entrepreneur Attitudes, Hard Work, Dedication, Commitment, Subsidy, and Resources Management.

DOI Number:10.14704/nq.2022.20.8.NQ44598

NeuroQuantology 2022; 20(8): 5707-5713

INTRODUCTION



India is one of the world's major human resource producing and fastest developing countries, as evidenced by our educational system and the Indian society's mind-set. In this regards, we need more employers, not in employees, to develop long-term comprehensive entrepreneurship and their attitudes, which is the only way to achieve the country's overall socio-economic expansion goals. It is always viewed as a fresh experience that requires creativity, risk-taking, hard work, dedication, and developing their management. A true entrepreneur never considers the prospect of a failure or setback in their strategy.

REVIEW OF LITERATURE

Nugroho J. Setiadi and DevyMawarniePuspitasari (2014) discovered that business students are aware of the skills and traits that are closely linked to success in entrepreneurship. In general, they have positive views about entrepreneurs and entrepreneurship in terms of its impact on society, even though they are less effective than ideal at identifying the traits of successful entrepreneurs.

Satheesh Kumar C (2017) suggested that entrepreneurship plays a critical role in the growth of our nation by fostering in students and young businesspeople an innovative and enterprising spirit that increases their employability. 84 percent of respondents concur that entrepreneurship gives other people the chance to find employment.

WalleignWondieAbebe et, al (2020)The conceptual framework that established five explanatory factors that took into account family background, role models, government entrepreneurial assistance programmes, business environment, and university-wide entrepreneurial support has been supported empirically by the study. Additionally, the model effectively explained the variation in students' entrepreneurial attitudes, according to the causality analysis.

Shanmugam et, al (2021)conclusion that women self-help groups have become one of the most significant trends of this century for giving the rural poor self-dignity

and control over their lives. However, due to the various roles that women play in their families and in society, women business owners in rural areas face a number of challenges.

Selvaraj (2020)showed how first-generation business owners are struggling despite starting tiny manufacturing companies. When running their businesses, they deal with numerous operational issues. The issues include a lack of raw materials, finances, marketing, the government, funding agencies, rivalry, and family support.

RESEARCH GAP

According to a review of the literature, entrepreneurial attitude orientation studies were widely conducted in the United States, Germany, Malaysia, and a few other nations throughout the world. However, little effort had been made to explore entrepreneurial attitudes and purpose in India, particularly in Tamil Nadu, the geographical area where the research was conducted. In addition that, the current research focused on the examination of entrepreneurial attitudes among students enrolled in engineering and management courses. Students enrolling in various modes of institutions/colleges were not investigated in depth, and the predominant student population hailing from the arts, science, and commerce streams were not addressed thoroughly. As a result, the current study is likely to contribute to the future research.

OBJECTIVES OF THE STUDY

1. To identify the social and economic conditions of the college student in Chennai City.
2. To analyse the underlying dimensions of Entrepreneurial Attitudes (EA) Variables.
3. To examine significant between IF and other factors (SCF, AF and INF).

RESEARCH METHODOLOGY

The current research study uses both primary and secondary data and is descriptive in nature. Secondary data was gathered from numerous public and unpublished sources, while primary data was gathered using a planned interview schedule.

Study Area

Tamil Nadu's Chennai District is the subject of the study. For the purposes of data gathering and analysis, various universities and colleges are referred to as the "universe."

Sampling Techniques

Stratified random sampling techniques were applied to select the sample respondent. The primary data collected 220 questionnaires were distributed throughout Chennai City universities and colleges using a convenience sampling strategy. A total of 205 replies were received, resulting in a 93.1 percent overall response rate. Fifteen of the surveys were missing information, and three were judged unsuitable for the study because of their intriguing findings. Finally, the study's remaining 187 samples were collected.

Sample Size Calculation

Sample size was calculated according to Slovin's formula. Total population is 360, based on the formula; required sample size is 187 which is considered as sample respondents.

Statistical Tools Used

The Statistical Package for Social Science (SPSS) Version 21.0 was used to conduct a percentage analysis, descriptive statistics, a test of normality, factor analysis, and regression analysis.

Scope of Research Work

The goal of the current research is to gather information about college students' entrepreneurial attitudes and improvements to their economic status.

RESULT AND DISCUSSION

DEMOGRAPHIC PROFILE OF THE COLLEGE STUDENTS

The demographic characteristic of the college students plays an important influence on their attitudes towards entrepreneurship. The demographic profiles deals with, gender, marital status, family type, educational status, monthly family income and age were studied using simple frequency distribution analysis.

**TABLE NO. - 1
 PROFILE OF THE COLLEGE STUDENTS**

Demographic Profile			
Demographic Profile (N = 187)	Description	Frequency	Percentage
Gender	Male	146	78.1
	Female	41	21.9
Marital status	Single	184	98.4
	Married	3	1.6
Educational Qualification	UG	134	71.7
	PG	53	28.3
Monthly Income	< 20,000	104	55.6
	20,001 - 40,000	47	25.1
	40,001 – 60,000	23	12.3
	> 60,001	13	7.0
Family Type	Nuclear Family	162	86.6
	Joint Family	25	13.4
Descriptive Statistics (Age)			



Mean	19.449
Std. Deviation	2.074
Minimum	17
Maximum	28

The **Table No. 1:** shows that majority of the respondents are male (78.1%), single (98.4%), UG (71.7%), < 20K (55.6%), nuclear family (86.6%). Profile of the respondent shows that, the mean value is 19.449, standard deviation of 2.074 and age from minimum 17 and maximum 28 years.

A determination was made using factor analysis to classify the entrepreneurial attitudes of college students. The questionnaire has twenty variables, thus the data is reduced using factor analysis and the main component procedure, and the findings are obtained.

FACTOR ANALYSIS - ENTREPRENEURIAL ATTITUDES

TABLE NO.: - 2
FACTOR ANALYSIS - ENTREPRENEURIAL ATTITUDE (ENTA)

Variables (ENTA)	Mean	SD	Communalities	Variance (Eigen Value)	Loadings	Cronbach's Alpha
Innovativeness Factor (IF)						
ENTA(06)	3.369	1.516	0.797	21.432 (4.286)	0.756	0.917
ENTA(02)	3.358	1.435	0.819		0.742	
ENTA(07)	3.139	1.300	0.684		0.677	
ENTA(14)	3.203	1.430	0.698		0.635	
ENTA(03)	3.150	1.356	0.764		0.623	
ENTA(05)	2.968	1.348	0.701		0.584	
ENTA(04)	3.091	1.319	0.596		0.543	
ENTA(15)	3.219	1.422	0.547		0.470	
Self-confidence Factor (SCF)						
ENTA(18)	3.091	1.327	0.867	21.099 (4.220)	0.868	0.930
ENTA(19)	3.166	1.299	0.853		0.853	
ENTA(17)	3.128	1.346	0.842		0.822	
ENTA(20)	2.963	1.288	0.740		0.773	
ENTA(16)	3.251	1.401	0.765		0.639	
Achievement Factor (AF)						
ENTA(09)	2.989	1.376	0.750	20.456 (4.091)	0.781	0.874
ENTA(11)	3.118	1.319	0.797		0.722	
ENTA(12)	3.091	1.290	0.750		0.686	
ENTA(10)	3.171	1.305	0.591		0.671	

5710



ENTA(13)	2.979	1.379	0.639		0.648	
Intention Factor (INF)						
ENTA(01)	2.781	1.387	0.679	9.596 (1.919)	0.811	0.606
ENTA(08)	2.882	1.319	0.639		0.764	
Total Variance = 72.583%						
Cronbach's Alpha = 0.945 for 20 times						
Kaiser-Meyer-Olkin Measure of Sampling Adequacy. = 0.934 (Bartlett's Test of Sphericity Approx. Chi-Square = 2955.668; df = 190; Sig. = 0.000)						

The **Table No.: 2**, reveals that Kaiser-Meyer-Olkin Measure of Sampling Adequacy is 0.934, Bartlett's Test of Sphericity with approximate chi square value 2955.668, Df = 190 and p = 0.000 are statistically significant at 5 percent level. The factor analysis, explain that the 20 items have exhibited the communalities variances from 0.547 to 0.819. It has been labelled as **"INNOVATIVENESS FACTOR (IF)"**

Followed by factor analysis, explain that the 20 items have exhibited the communalities variances from 0.740 to 0.867. It has been labelled as **"SELF-CONFIDENCE FACTOR (SCF)"**.

Followed by factor analysis, explain that the 20 items have exhibited the communalities variances from 0.591 to 0.797.

It has been labelled as **"ACHIEVEMENT FACTOR (AF)"**.

Followed by factor analysis, explain that the 20 items have exhibited the communalities variances from 0.639 to 0.679. It has been labelled as **"INTENTION FACTOR (IF)"**.

DESCRIPTIVE STATISTICS AND TEST OF NORMALITY OF THE ENTREPRENEURIAL ATTITUDES (ENTA)

The features and normal distribution of entrepreneurial attitudes with respect to the Innovativeness Factor, Self-Confidence Factor, Achievement Factor, and Intention Factor dimensions were investigated using descriptive statistics, and the results were practical and analysed in table no. 3.

**TABLE NO.: - 3
 DESCRIPTIVE STATISTICS AND TEST OF NORMALITY**

ENT A	Mean	SD	Variance	Skewness	Kurtosis	Kolmogorov-Smirnova		Shapiro-Wilk	
						Statistic (df = 187)	Sig.	Statistic (df = 187)	Sig.
IF	25.497	8.856	78.434	-0.175	-1.040	0.102	0.000	0.962	0.000
SCF	15.599	5.890	34.693	0.016	-1.035	0.088	0.001	0.956	0.000
INF	15.348	5.439	29.583	-0.070	-0.807	0.079	0.007	0.972	0.001
AF	5.663	2.293	5.257	0.19	-0.68	0.131	0.000	0.949	0.000

Lilliefors Significance Correction

The **Table Number 3**, shows that descriptive statistics with a larger mean value and a lower standard deviation are stronger in nature, indicating that the data is normally distributed in the study area's entrepreneurial

objectives. The normality tests of Kolmogorov-Smirnova and Shapiro-Wilk show that the data is normal and acceptable for higher-order multivariate analysis. In terms of Mean, Standard Deviation, Variance,



Skewness, and Kurtosis, the dimensions of Entrepreneurial Attitudes show a normal distribution.

REGRESSION ANALYSIS

Using multiple regression analysis, the impact of entrepreneurial Attitudes on the **Innovativeness Factor (IF)** among college students was explored. Table No. 4 summarises the findings.

TABLE NO.- 4
REGRESSION ANALYSIS OF ENTREPRENEURIAL ATTITUDES (ENTA)

Dependent Variable	Significant Predictors	Mean (SD)	F-Value	R	R ²	Adjusted R ²	B (t-Value)	Sig.
IF		25.497 (8.856)	153.716	0.716	0.711	0.294		
	SCF	15.598 (5.890)					0.387 (7.763)	0.000*
	AF	15.347 (5.439)					0.547 (10.682)	0.000*
	IF	5.663 (2.292)					0.012 (0.288)	0.774
P Value of >0.05* - (F4 are Not significantly influencing the F1)								
Notes: *Significant @ 5% Level.								

The table above shows that R = 0.716, R² Square = 0.711, Adjusted R² square = 0.294. The independent variables of **SELF-CONFIDENCE FACTOR (SCF)** and **ACHIEVEMENT FACTOR (AF)** have an influence on the dependent factor of **INNOVATIVENESS FACTOR (IF)** of college students' entrepreneurial Attitudes, and that F= 153.716 and P value=0.000 are statistically significant at the 5% level, according to above table.

CONCLUSION

The growth and development of the economy, as well as innovation and advancement, depend heavily on entrepreneurship. College students are the most promising sources for business. The elements influence that, such as educational background, is a vital step in fostering more entrepreneurial initiative because attitude and intention are prior to entrepreneurial activity. In our modern entrepreneurship environment, it cannot be described by some elements that produce pleasant attitudes toward our surrounds. Positive views about the environment are becoming increasingly vital. The academic establishment should encourage students to think about starting

their own business so they can have more freedom in their personal and family lives.

REFERENCE

Website

- <https://www.msde.gov.in/en/schemes-initiatives/schemes-related-toEntrepreneurship/pradhan-mantri-yuva-yojana-PM-YUVA>
- calculator.net/sample-size-calculator

Journals

- Aljaouni, N. W., Alserhan, B., Gleason, K., & Zeqiri, J. (2020). Financial literacy programs and youth entrepreneurial attitudes: some insights from the Jordanian community. *Journal of Enterprising Communities: People and Places in the Global Economy*, 14(5), 787–810.
- Arribas, I. et al., 2012. Are social and entrepreneurial attitudes compatible? D. Ribeiro Soriano, ed. *Management Decision*, 50(10), pp.1739–1757.
- Boonsiritomachai, W., & Sud-On, P. (2021). The moderation effect of work engagement on entrepreneurial attitude and organizational commitment: evidence from Thailand's entry-level employees during the COVID-19 pandemic. *Asia-Pacific Journal of Business Administration*, 14(1), 50–71.
- Harris, M. L., & Gibson, S. G. (2008). Examining the entrepreneurial attitudes of

- US business students. *Education + Training*, 50(7), 568–581.
5. Kakkonen, M.-L. (2018). First-year business students' entrepreneurial attitudes. *Proceedings of the 4th International Conference on Higher Education Advances (HEAd'18)*.
 6. Kansheba, J. M., & Wald, A. E. (2021). Entrepreneurial ecosystems quality and productive entrepreneurship: entrepreneurial attitude as a mediator in early-stage and high-growth activities. *Journal of Small Business and Enterprise Development*, 29(2), 311–329.
 7. Nugroho J. Setiadi and DevyMawarniePuspitasari (2014). Empirical study of entrepreneurial attitudes and intentions among Indonesian business students. *DLSL Journal of Management* Volume 1 Issue 1, pp 145-158.
 8. Prahbu, J. (2021). Empirical Study of Entrepreneurial Attitude and Entrepreneurial Intentions towards Entrepreneurship among PG Diploma Students in Chennai District. *EAI Endorsed Transactions on e-Learning*, 7(20), 168651.
 9. Role of Attitude and Entrepreneurship Education towards Entrepreneurial Orientation among Business Students of Bhutan. (2019). *Special Issue*, 8(3S), 335–345.
 10. Rosairo, H. S. R., & Potts, D. J. (2016). A study on entrepreneurial attitudes of upcountry vegetable farmers in Sri Lanka. *Journal of Agribusiness in Developing and Emerging Economies*, 6(1), 39–58.
 11. Satheesh Kumar C (2017). A Study on the Entrepreneurial Attitude Level among the Commerce Students in Calicut University. *SSRG International Journal of Economics and Management Studies (SSRG – IJEMS) – Volume 4 Issue 8*, pp 43-45.
 12. Selvaraj (2020). A study on the impact of seed capital to start enterprise in TAMIL NADU with special reference to first generation entrepreneur's attitude. *ICTACT journal on management studies*, Volume: 06, Issue: 02, pp 1244-1246.
 13. Shanmugamet, al (2021). Entrepreneurial Attitude And Life Coping Skills Of Rural Women Entrepreneurs Of Self Help Groups In Dharmapuri District of Tamilnadu, India. *KalyanBarathi*, Volume-36, No.8(II), pp98-106.
 14. Soomro, B. A., Memon, M., & Shah, N. (2020). Attitudes towards entrepreneurship among the students of Thailand: an entrepreneurial attitude orientation approach. *Education + Training*, 63(2), 239–255.
 15. Sundawa, D., Ratmaningsih, N., & Anggraini, D. N. (2019). The Impact of Entrepreneurship Sustainability 4.0 on Social Learning towards Students' Entrepreneurial Attitude and Behavior. *Proceedings of the International Conferences on Information System and Technology*.
 16. WalleignWondieAbebeet, al (2020). Factors Affecting Entrepreneurial AttitudeExperience from Graduating Students of Addis Ababa Science and Technology University. *EJBMR, European Journal of Business and Management Research*, Vol. 5, No. 6, pp1-3.
 17. Wibowo, A., Widjaja, S. U. M., Utomo, S. H., Kusumojanto, D. D., Wardoyo, C., Wardana, L. W., & Narmaditya, B. S. (2021). Does Islamic values matter for Indonesian students' entrepreneurial intention? The mediating role of entrepreneurial inspiration and attitude. *Journal of Islamic Accounting and Business Research*, 13(2), 242–263.
 18. Zabelina, E., Deyneka, O., & Tsiring, D. (2019). Entrepreneurial attitudes in the structure of students' economic minds. *International Journal of Entrepreneurial Behavior & Research*, 25(8), 1621–1633.