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Influencing factors of student's Attitude towards entrepreneurship

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Abstract

Entrepreneurship is the recognition of an opportunity to create value, and the process of acting on this opportunity, whether or not it involves the formation of a new entity. Under the jurisdiction of Indira Gandhi Krishi Vishwavidyalaya, Raipur (C.G.), 15 colleges (from faculty agriculture, horticulture and agriculture engineering) were selected randomly for the present study. Out of 717, the total 362 Final year (4th year) Under Graduate students were selected randomly as respondents. The primary data were collected through pre tested semi-structured interview scheduled and collected data were analyzed by using SPSS 16.0 version software. In case of respondents from constituent colleges, majority of them (69.23%) were male, 39.42 per cent of the respondents were from OBC category, majority of the respondent's parents (34.13%) had small size of land holding, majority (53.85%) of the respondent's relatives had owned business, 48.56 per cent had annual family income upto ₹ 1,00,000/-, 53.85 per cent had medium level of leadership ability and majority of the respondents (58.17%) had moderately favorable attitude towards agricultural entrepreneurship. While in case of affiliated private colleges, majority of them (58.44%) were male, majority (48.05%) of the respondents were from OBC category, 27.27 per cent of the respondent's parents from affiliated private colleges had medium size of land holding, majority (56.49%) of the respondents informed that their relatives had owned business, majority of the respondent's family annual income (51.30%) had upto ₹ 1,00,000/-, majority (55.84%) had medium level of leadership ability and majority of the respondents (57.14%) had moderately favorable attitude towards agricultural entrepreneurship.

Keywords: Attitude, entrepreneurship, students, entrepreneurial skills, gender

Introduction

One of the most important components in the development of a country is educated entrepreneur. Unemployment rising particularly among educated people is alarming for the governments. Hence, it is to have essential, careful, comprehensive and long term planning. Today's students are graduating from colleges and universities where the environment changing rapidly (Collins *et al.*, 2004) [3]. UNESCO (2004) [12], in its global prospect of higher education for 21st Century, has described the new universities as: "A place in which the entrepreneurial skills in order to facilitate the graduates' capabilities and promoting them to job producers are developed". Graduate students' relationship with faculty is regarded by students as both the most important and most disappointing aspect of their graduate education (Hartnett and Katz, 1977) [8].

In India, the percentage of people employed in agriculture has been consistently declining, from around 60.00 per cent in 1999-2000 to 49.00 per cent in 2011-12. India has also been experiencing a similar trend in its workforce movement. But the trend has not been limited to just declining share of agriculture in total employment but also has led to a significant decline in absolute number of people employed in the agricultural sector. Job creation in the primary and secondary sector is likely to slow down as a result of lower growth expectations in the sectors. As a result, the exodus from agricultural workforce is expected to slow down in the coming years till 2019-20 compared to the earlier six year period in consideration. Nevertheless, size of the workforce in this sector is expected to shrink by another 23 million in the next eight years till 2019-20 and form only 41.00 per cent of the total workforce and this trend calls for immediate steps to improve labour productivity in agriculture sector (Anonymous, 2015) [1].

Based on all of that has been said, it is necessary before any action, that we evaluate attitude towards entrepreneurship particularly from educated people for offering strategies to enhance this. It will be helpful for economic development, job creation, and prosperity. Consequently, it is necessary for encouraging university graduates to become entrepreneurs, ready for making

decision processes and factors that lead to the entrepreneurship. Willingness of individuals to start a business or want to start a business can show level of entrepreneurship (Engle *et al.*, 2010) [5].

Specific objectives of the study

1. To assess the socio-economic background, leadership ability and entrepreneurial skills of agricultural students.
2. To assess the attitude of agricultural students towards entrepreneurship.

Research Methodology

Under the jurisdiction of Indira Gandhi Krishi Vishwavidyalaya, Raipur (C.G.), constituent and affiliated private colleges are 16 and 15, respectively (*i.e.* 31 colleges). Out of total 31 colleges, around 50 per cent *i.e.* 15 colleges (from faculty agriculture, horticulture and agriculture engineering) were selected randomly for the present study. Out of 717, the total 362 Final year (4th year) Under Graduate students were selected randomly as respondents. The primary

data were collected through pre tested semi-structured interview scheduled and collected data were analyzed by using SPSS 16.0 version software. Leadership ability was measured with the help of scale developed by Grehart *et al.* (2010) [7], Entrepreneurial Skills of Graduate students was measured with the help of scale developed by Sridevi (2013) [11] and entrepreneurial attitude of students was measured by using scale developed by Movahedi *et al.* (2013) [10] with slight modification to suit the present study.

Results and Discussion

The data given in Table 4.1 show the distribution of respondents, according to their socio personal characteristics. In case of respondents from constituent colleges, majority of them (69.23%) were male, whereas 30.77 per cent were females. While in case of affiliated private colleges, majority of them (58.44%) were male and 41.56 per cent were female. Gelen (2007) [6], Chidi (2014) [2] and Kumar (2015) [9] noted almost similar findings in their study.

Table 4.1: Distribution of the respondents according to their socio-personal characteristics

S. No.	Characteristics	Constituent college		Affiliated Private college	
		F	%	F	%
A. Gender					
1.	Male	144	69.23	90	58.44
2.	Female	64	30.77	64	41.56
	Total	208	100.00	154	100.00
B. Caste					
1.	Scheduled tribe	52	25.00	36	23.38
2.	Scheduled caste	34	16.35	23	14.93
3.	Other backward caste	82	39.42	74	48.05
4.	General caste	40	19.23	21	13.64
	Total	208	100.00	154	100.00
C. Parents land holding					
1.	Land less	34	16.35	23	14.93
2.	Marginal (up to 1 ha)	37	17.79	20	12.99
3.	Small (1.1 to 2 ha)	71	34.13	29	18.83
4.	Medium (2.1 to 4 ha)	37	17.79	42	27.27
5.	Big (above 4 ha)	29	13.94	40	25.98
	Total	208	100.00	154	100.00
D. Relative owning business					
1.	Yes	112	53.85	87	56.49
2.	No	96	46.15	67	43.51
	Total	208	100.00	154	100.00
E. Parent's annual income					
1.	Upto ₹ 1,00,000.00/-	101	48.56	79	51.30
2.	₹ 1,00,001.00/- to 2,00,000.00/-	35	16.73	21	13.64
3.	₹ 2,00,001.00/- to 3,00,000.00/-	21	10.19	15	9.74
4.	Above ₹ 3,00,000.00/-	51	24.52	39	25.32
	Total	208	100.00	154	100.00

So far as gender is concerned it is evident from the data that more and more girls are enrolling for agriculture education and are taking it as a career option. The notable feature of the study is that a higher percentage of the girls had enrolled even in affiliated private colleges for agricultural education as compared to those in constituent colleges.

Caste: Caste wise distribution of the respondents from constituent colleges show that 39.42 per cent of the respondents were from OBC category, 25.00 per cent from scheduled tribe, 19.23 per cent general caste and 16.35 per cent scheduled caste. Whereas in case of respondents from affiliated private colleges, it was found that majority (48.05%) of the respondents were from OBC category, followed by 23.38, 14.93 and 13.64 per cent from scheduled tribe,

scheduled caste and general caste, respectively.

It can be noticed from the above findings that even youth from the traditionally weaker section like SC, ST and OBC were enrolling for higher education in the field of agriculture. In case of general caste, the figure is almost less than 20 per cent. In other words, it can be concluded that less number of general caste category youths were opting for higher studies in agriculture. In case of affiliated private college, this figure was even lesser.

Parent's land holding: On separately analyzing the data, it can be seen that majority of the respondent's parents (34.13%) from constituent colleges had small size of land holding, followed by 17.79 per cent each marginal and medium size of land holding, 13.94 per cent big size of land

holding and remaining 16.35 per cent were land less. Whereas, 27.27 per cent of the respondent's parents from affiliated private colleges had medium size of land holding, followed by 25.98, 18.83 and 12.99 per cent of them had big, small and marginal size of land holding, respectively and 14.93 per cent were land less. The above data more or less reflects the picture of Chhattisgarh as well as India where most of the farmers are marginal to small.

Moreover, the data also reveals that more number of respondent's fathers from affiliated private colleges were medium to big farmers as compared to those from constituent colleges. An inference can thus be drawn that farmers with large land holdings can afford the education of their children even in affiliated private colleges which charge more fees as compared to constituent colleges.

Relative owning business: In case of constituent colleges, it was found that majority (53.85%) of the respondent's relatives had owned business and 46.15 per cent had no relatives owning business. On the other hand, majority (56.49%) of the respondents from affiliated private colleges, informed that their relatives own business and 27.27 per cent not owning business. This finding is in conformity to the

findings reported by Sridevi (2013) [11].

Parent's annual income: In case of respondents of constituent colleges and affiliated private colleges, the results were more or less on similar lines. As regards to the former, 48.56 per cent had annual family income upto ₹ 1,00,000/-, followed by 24.52, 16.73 and 10.19 per cent who had family annual incomes above ₹ 3,00,000/-, between ₹ 1,00,001/- to ₹ 2,00,000/- and between ₹ 2,00,001/- to ₹ 3,00,000/-, respectively. The average income of the respondent's parents were ₹ 193373.00/-.

Similarly in case of affiliated private colleges, majority of the respondents (51.30%) had annual income upto ₹ 1,00,000/-, followed by 25.32 per cent of the respondents had annual income above ₹ 3,00,000/-, 13.64 per cent had annual income between ₹ 1,00,001/- to 2,00,000/- and 09.74 per cent between ₹ 2,00,001/- to 3,00,000/-. The average income of the respondent's parents were ₹ 198173.00/-.

It can be inferred from the above findings that parents who have even annual income upto ₹ 1,00,000/- can afford to send their children for higher education in agriculture. Dhakre (2014) also reported similar findings.

Table 4.2: Distribution of the respondents according to their overall leadership ability

S. No.	Level of leadership ability	Constituent college		Affiliated private college	
		F	(%)	F	(%)
1.	Low (up to 105 score)	63	30.28	48	31.17
2.	Medium (106 to 123 score)	112	53.85	86	55.84
3.	High (above 123 score)	33	15.87	20	12.99
	Total	208	100.00	154	100.00
		$\bar{X}=114, SD=9.11$		$\bar{X}=114, SD=8.83$	

The presented in the Table 4.2 reveal that majority of the constituent college respondents (53.85%) had medium level of leadership ability, followed by 30.28 per cent who had low level of leadership ability and remaining 15.87 per cent had high level of leadership ability.

Regarding affiliated private college respondents the data further reveals that majority of the respondents (55.84%) had medium level of leadership ability, followed by 31.17 per cent low level of leadership ability, while 12.99 per cent of the respondents had high level of leadership ability.

Table 4.3: Distribution of the respondents according to their dimension wise entrepreneurship skills

S. No.	Entrepreneurial skill	Mean weightage score			
		Constituent college	Affiliated private college	Overall	Rank
1.	General skill	4.28	4.22	4.25	I
2.	Managerial skill	4.02	4.01	4.01	III
3.	Manufacturing skill	4.21	4.19	4.20	II
4.	Marketing skill	3.97	3.98	3.97	IV

The Table 4.3 shows the distribution of respondents according to their dimension wise entrepreneurial skills on the basis of mean weightage score. The data reveal that respondents had highest score (4.25) in general skill, followed by manufacturing skill (4.20), 4.01 mean weightage score in managerial skill and 3.97 mean weightage score was found in marketing skill.

The result showed that respondents had more inclination towards general skill which is needed for self-awareness, emotional maturity, ability and willingness to accept responsibility and creativity. But the respondents had very less skill related to marketing which is very important to identify customers, communication, negotiation, sales and marketing nuances and ethical guidelines.

Table 4.4: Distribution of the respondents according to their overall level of attitude towards entrepreneurship

S. No.	Level of attitude	Constituent college		Affiliated private college	
		F	(%)	F	(%)
1.	Less favorable (up to 35 score)	61	29.33	46	29.87
2.	Moderately favorable (36 to 43 score)	121	58.17	88	57.14
3.	Favorable (above 43 score)	26	12.50	20	12.99
	Total	208	100.00	154	100.00
		$\bar{X}=40, SD=4.01$		$\bar{X}=39, SD=4.08$	

The data depicted in the Table 4. 4 reveal that majority of the constituent college respondents (58.17%) had moderately favorable attitude towards agricultural entrepreneurship, followed by 29.33 per cent of the respondents who had less favorable attitude and remaining 12.50 per cent of the respondents had favorable attitude towards agricultural entrepreneurship.

Regarding affiliated private college respondents, the data

further reveal that majority of the respondents (57.14%) had moderately favorable attitude towards agricultural entrepreneurship, followed by 29.87 per cent of the respondents who had less favorable attitude, while only 12.99 per cent of the respondents had favorable attitude towards agricultural entrepreneurship (Fig. 4.12). Movahedi *et al.* (2013) [10] also noted similar findings in their study.

Table 4.5: Correlation analysis of independent variables with attitude towards entrepreneurship of the respondents

S.N.	Independent variables	Coefficient of correlation "r" value	
		Constituent college	Affiliated private college
		n=208	n=154
1.	Gender	0.151*	0.269**
2.	Caste	0.161*	0.106
3.	Size of land holding	0.026	0.221*
4.	Relative owning business	0.173*	0.160*
5.	Family annual income	0.190**	0.236*
6.	Leadership ability	0.299**	0.451**
7.	Entrepreneurial skills	0.385**	0.401**

** Significant at 0.01 level of probability

* Significant at 0.05 level of probability

The data depicted in the Table 4.5 regarding correlation analysis, the findings as regards to constituent college reveals that out of seven variables under the study only, three variables namely family annual income, leadership ability and entrepreneurial skills had highly significant and positive relationship with attitude towards entrepreneurship of respondents at 0.01 per cent level of significance. Three variables namely gender, caste and relative owning business had significant and positive related with entrepreneurial behavior of students at 0.05 per cent level of significance.

Regarding affiliated private college respondents, it is also noted that out of the seven variables under study, only three variables namely gender, leadership ability and

entrepreneurial skills had highly significant and positive relationship with attitude towards entrepreneurship of respondents at 0.01 per cent level of significance. Three variables namely size of land holding, relative owning business and family annual income had significant and positive relationship with attitude towards entrepreneurship of respondents at 0.05 per cent level of significance.

The positively significant relationship shows that when the level of variables *i.e.* gender, caste, size of land holding, relative owning business, family annual income, leadership ability and entrepreneurial skills increases, the attitude towards entrepreneurship of the respondent will also increase.

Table 4.6: Multiple regression analysis of independent variables with attitude towards agricultural entrepreneurship of the respondents

S.N.	Independent variables	Regression Coefficient "b" value	
		Constituent college	Affiliated private college
1.	Gender	1.163*	0.151*
2.	Size of land holding	0.065	0.144*
3.	Caste	0.032	0.049
4.	Relative owning business	0.179*	0.489*
5.	Family annual income	0.138*	0.091
6.	Leadership ability	0.276**	0.421**
7.	Entrepreneurial skills	0.149**	0.131*
		R²=0.641	R²=0.582

** Significant at 0.01 level of probability

* Significant at 0.05 level of probability

Regarding constituent college respondents, the data presented in the Table 4.6 reveal that out of the seven variables under the study, only two variables namely leadership ability and entrepreneurial skills had highly significant and positive contribution towards entrepreneurial attitude of the respondents at 0.01 per cent level of significance. Three variables namely gender, relative owning business and family annual income had significant and positive contribution towards entrepreneurial attitude of the respondents at 0.05 per cent level of significance.

As evident from the significant 't' value of the variables, we can infer that if there is one unit increase in gender, relative owning business, family annual income, leadership ability and entrepreneurial skills, there would be 1.163, 0.179, 0.138,

0.276 and 0.149 unit increase, respectively in entrepreneurial attitude of agricultural students. The R² value of 0.641 indicates that all the seven independent variables jointly contributed towards entrepreneurial attitude of the respondents to the extent of 64.10 per cent.

In case of affiliated private college respondents, the data reveal that out of the seven variables under study, only one variable namely leadership ability had highly significant and positive contribution towards entrepreneurial attitude of the respondents at 0.01 per cent level of significance. Four variables namely gender, size of land holding, relative owning business and entrepreneurial skills had significant and positive contribution towards entrepreneurial attitude of the respondents at 0.05 per cent level of significance.

As evident from the significant 't' value of the variables, we can infer that if there is one unit increase in gender, size of land holding, relative owning business, leadership ability, and entrepreneurial skills, there would be 0.151, 0.144, 0.489, 4.21 and 0.131 unit increased, respectively in entrepreneurial attitude of the respondents. The R^2 value of 0.582 indicates that all the seven independent variables jointly contributed towards entrepreneurial attitude of the respondents to the extent of 58.20 per cent.

Conclusions

From the above results, an inference can be drawn that the students of I.G.K.V., Raipur had less favorable to moderately favorable attitude towards entrepreneurship. If they are groomed properly at the graduation level itself, many of them may become successful entrepreneurs/agripreneurs. The state Government of Chhattisgarh as well as the Government of India should develop suitable policies for such youths so that they can be attracted towards entrepreneurship rather than running after civil services or private sector jobs which are very scarce.

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