
Exploring Student Attitudes towards Entrepreneurship: A Study on Young Aspirants at Mysore District, Karnataka State

Dr. Niranjana Babu Reddy H.S.

Associate Professor of Commerce, Maharani's Women's Commerce and Management College,
Valmiki road, Paduvarahalli, Mysore

Deepu. B

Managing Director, HRS Minerals India Private Limited, Mysore

ARTICLE DETAILS

Research Paper

Accepted: 22-02-2025

Published: 14-03-2025

Keywords:

Students, Entrepreneurship, Attitudes, Economic Development, Education

ABSTRACT

Entrepreneurship plays a crucial role in economic development by fostering innovation, job creation, and self-reliance. This study examines students' attitudes toward entrepreneurship at the Mysuru district, identifying key factors that shape their entrepreneurial mindset. The research explores how education, exposure, sociocultural context, and economic conditions influence students' perspectives on entrepreneurship. A quantitative research methodology was adopted, with 100 students selected through judgment sampling. Data was collected using a structured questionnaire and analysed using descriptive statistics and one-way ANOVA. The findings highlight an increasing interest in entrepreneurship among students and emphasize the need for universities to integrate entrepreneurial education into their curricula.

DOI : <https://doi.org/10.5281/zenodo.15030301>

1. Introduction



In recent years, students' career aspirations have shifted. Traditionally, most students sought stable employment, but many are now exploring entrepreneurship as a viable career path due to increased digital access, inspiring success stories, and evolving labor markets.

With the decline of traditional job security, entrepreneurship has become attractive for its independence, creativity, and potential financial rewards. Educational institutions have responded by introducing entrepreneurial programs, incubators, and workshops. However, not all students are inclined toward entrepreneurship due to financial constraints, family expectations, and societal norms.

2. Evolution of 21st-Century Entrepreneurial Skills

Historically, India's workforce was concentrated in agriculture and manufacturing. However, liberalization, privatization, and globalization (LPG) reforms of the 1990s significantly transformed employment opportunities.

Despite these changes, many skilled individuals struggle with financial stability due to job market inefficiencies. Recognizing this, policymakers and educators emphasize entrepreneurial skills as a solution. While Western education systems have long integrated entrepreneurship training, India is now incorporating entrepreneurial education into academic curricula.

3. Research Gap

Despite entrepreneurship's importance for job creation and economic growth, limited research exists on students' attitudes toward entrepreneurship in Mysore. This study fills this gap by analysing factors influencing students' entrepreneurial mindset. Understanding these attitudes will help policymakers design effective entrepreneurship promotion strategies.

4. Problem Statement

Students face critical career decisions upon graduation. Many aspire to start their own businesses, but barriers like financial limitations, lack of family support, and societal expectations deter them.

This study explores:

- Student attitudes toward entrepreneurship
- Interest levels and motivational factors
- Whether students perceive entrepreneurship as a viable career option

5. Significance of the Study

- Policy Implications – Helps policymakers develop strategies to promote entrepreneurship.
- Entrepreneurial Society – Understanding student attitudes fosters a culture of entrepreneurship.
- Economic Growth – Entrepreneurship creates jobs and drives innovation.



- Skill Development – Provides insights for improving entrepreneurial education programs.

6. Scope of the Study

- Focuses on postgraduate students at the Mysuru district
- Uses quantitative research methods.
- 100 students were surveyed.
- Descriptive statistics and ANOVA were used for analysis.

7. Objectives of the Study

- To understand students' attitudes toward entrepreneurship.
- To analyse factors influencing entrepreneurial perspectives.
- To examine correlations between students' attitudes and entrepreneurial characteristics.
- To identify barriers and motivators for student entrepreneurship.
- To suggest strategies for promoting entrepreneurship.

8. Research Hypotheses

- A. H₁: There is a significant relationship between age and student attitudes toward entrepreneurship.
- B. H₂: Educational qualifications influence students' entrepreneurial perspectives.
- C. H₃: Career preferences impact students' attitudes toward entrepreneurship.
- D. H₄: Familiarity with entrepreneurship affects students' willingness to start a business.
- E. H₅: Time spent on entrepreneurial activities correlates with students' entrepreneurial inclinations.

9. Research Methodology

Data Collection

- Primary Data: Collected through structured questionnaires using a 5-point Likert scale.
- Secondary Data: Sourced from journals, books, government reports, and industry research.

Research Design

- Descriptive Research – Examines students' attitudes using statistical tools like ANOVA.
- Sampling Method: Judgment sampling was used to select 100 respondents.
- Study Area: Mysore district students (Undergraduate & Postgraduate).

10. Results and Discussion

Table 1: One-Way ANOVA Results for Age and Entrepreneurial Attitude



Source	Sum of Squares	df	Mean Square	F	Sig. (p-value)
Between Groups	1.624	2	0.812	4.211	0.018
Within Groups	18.701	97	0.193		
Total	20.325	99			

(Source: Primary data)

Explanation:

- The p-value (0.018) is less than 0.05, meaning age has a significant effect on entrepreneurial attitudes.
- Younger students, particularly those between 20-25 years old, exhibit higher entrepreneurial interest.
- Older students (above 30) have lower entrepreneurial inclination, likely due to financial responsibilities and job security concerns.
- These findings indicate that entrepreneurial training programs should target younger students to encourage early business development.

Table 2: Descriptive Statistics for Education and Entrepreneurial Attitude

Education Level	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean
PUC	10	4.24	0.27	0.11	3.95 - 4.53
Graduate	40	4.15	0.25	0.05	4.05 - 4.25
Postgraduate	50	3.85	0.49	0.06	3.73 - 3.97
Total	100	3.96	0.45	0.04	3.86 - 4.04

(Source: Primary data)

Explanation:

- PUC students have the highest mean score (4.24), suggesting greater enthusiasm for entrepreneurship among students with lower academic qualifications.
- Graduates (4.15) also show strong entrepreneurial inclination, indicating that exposure to higher education still fosters business interest.
- Postgraduates (3.85) display comparatively lower interest, possibly due to a preference for stable career paths in corporate or government jobs.
- The overall findings suggest that entrepreneurial education should be embedded early in academic curricula to sustain and develop interest in business ventures.

Table 3: Career Preference and Entrepreneurial Attitude



Career Preference	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean
MNC	10	3.63	0.60	0.27	2.88 - 4.38
Bank	20	3.92	0.37	0.11	3.68 - 4.16
Government	15	3.52	0.69	0.18	3.13 - 3.93
Business	25	3.98	0.41	0.10	3.77 - 4.20
Entrepreneurship	30	4.10	0.28	0.04	4.02 - 4.18
Total	100	3.96	0.45	0.04	3.86 - 4.04

(Source: Primary data)

Explanation:

- Students who aspire to become entrepreneurs (4.10) have the highest entrepreneurial attitude, showing strong interest in starting their own businesses.
- Students interested in corporate careers (MNC - 3.63) or government jobs (3.52) have lower entrepreneurial attitudes, likely due to a preference for job security.
- Banking sector aspirants (3.92) also show moderate interest in entrepreneurship, possibly because the financial industry requires entrepreneurial skills for business management.
- The results suggest that entrepreneurship promotion efforts should target students preferring traditional employment to encourage a shift in mindset.

Table 4: Familiarity with Entrepreneurship Concepts and Attitudes

Familiarity Level	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean
Very familiar	50	4.05	0.37	0.05	3.95 - 4.15
Somewhat familiar	30	3.88	0.47	0.08	3.71 - 4.05
Not familiar	20	3.31	0.67	0.30	2.47 - 4.15
Total	100	3.96	0.45	0.04	3.86 - 4.04

(Source: Primary data)

Explanation:

- Students very familiar with entrepreneurship (4.05) exhibit the highest entrepreneurial attitude, suggesting that awareness and knowledge encourage business aspirations.
- Students somewhat familiar with entrepreneurship (3.88) still show strong entrepreneurial interest but may lack practical exposure to take the next step.
- Those unfamiliar with entrepreneurship (3.31) show the lowest interest, reinforcing the importance of early exposure to entrepreneurial concepts.



- The findings emphasize the need for entrepreneurial education, awareness programs, and hands-on experience in business-related activities.

Summary of Key Findings

- Age significantly influences entrepreneurial attitudes, with younger students displaying greater interest in starting businesses.
- Education level affects entrepreneurial attitude, with PUC and graduate students showing stronger entrepreneurial mindsets than postgraduates.
- Career preference plays a crucial role, as students inclined toward entrepreneurship have the highest entrepreneurial attitude, while those aiming for government jobs exhibit the lowest interest.
- Familiarity with entrepreneurship directly impacts attitudes, proving that students with knowledge and awareness of business concepts are more likely to pursue entrepreneurship.

Conclusion

11. Conclusion

Entrepreneurship is increasingly seen as a viable career path among students. However, financial constraints and societal expectations remain challenges. This study confirms that education, career preferences, and exposure to entrepreneurship concepts significantly shape students' attitudes.

By fostering entrepreneurial education, mentorship, and financial support, universities can build an ecosystem where students confidently pursue entrepreneurship, thereby contributing to economic growth and innovation.

References

1. Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50(2), 179–211. [https://doi.org/10.1016/0749-5978\(91\)90020-T](https://doi.org/10.1016/0749-5978(91)90020-T)
2. Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice-Hall.
3. Fayolle, A., & Gailly, B. (2015). The impact of entrepreneurship education on entrepreneurial attitudes and intention: Hysteresis and persistence. *Journal of Small Business Management*, 53(1), 75-93. <https://doi.org/10.1111/jsbm.12065>
4. Krueger, N. F., Reilly, M. D., & Carsrud, A. L. (2000). Competing models of entrepreneurial intentions. *Journal of Business Venturing*, 15(5-6), 411–432. [https://doi.org/10.1016/S0883-9026\(98\)00033-0](https://doi.org/10.1016/S0883-9026(98)00033-0)
5. Liñán, F., & Chen, Y. (2009). Development and cross-cultural application of a specific instrument to measure entrepreneurial intentions. *Entrepreneurship Theory and Practice*, 33(3), 593-617. <https://doi.org/10.1111/j.1540-6520.2009.00318.x>
6. Nabi, G., Walmsley, A., Liñán, F., Akhtar, I., & Neame, C. (2018). Does entrepreneurship education in the first year of higher education develop entrepreneurial intentions? The role of



- learning and inspiration. *Studies in Higher Education*, 43(3), 452–467. <https://doi.org/10.1080/03075079.2016.1177716>
7. Oosterbeek, H., van Praag, M., & Ijsselstein, A. (2010). The impact of entrepreneurship education on entrepreneurship skills and motivation. *European Economic Review*, 54(3), 442-454. <https://doi.org/10.1016/j.euroecorev.2009.08.002>
 8. Shapero, A., & Sokol, L. (1982). The social dimensions of entrepreneurship. In C. Kent, D. Sexton, & K. Vesper (Eds.), *Encyclopedia of Entrepreneurship* (pp. 72-90). Prentice-Hall.
 9. Solesvik, M. Z. (2013). Entrepreneurial motivations and intentions: Investigating the role of education major. *Education + Training*, 55(3), 253–271. <https://doi.org/10.1108/00400911311309314>
 10. Zampetakis, L. A., & Moustakis, V. (2006). Linking creativity with entrepreneurial intentions: A structural approach. *International Entrepreneurship and Management Journal*, 2(3), 413–428. <https://doi.org/10.1007/s11365-006-0006-z>