



Attitudes of the Postgraduate Students of Manipur University towards Entrepreneurship

Martina Meinam^{1*}, Sekhar Nath Ojha², Pachampalayam Shanmugam Ananthan³, Arpita Sharma⁴, Teresa Meinam⁵, Yumlembam Jackie Singh⁶ and Shakir Ahmad Mir⁷

^{2,3,4,7}M.F.Sc ICAR-Central Institute of Fisheries Education, Mumbai-400061, Maharashtra, India

¹Ph.D. Scholar, ⁶College of Fisheries, CAU (I), Lembucherra Tripura-799210, Tripura, India

⁵Manipur University, Canchipur, Imphal, Manipur-795003, India

*Corresponding author email id: martinameinam3@gmail.com

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ABSTRACT

The attitudes of the student were studied using affective, behavioural, and cognitive components during 2020-2021 among the postgraduate students of Manipur University (MU). A structured interview schedule was used and data were collected from 160 respondents using stratified random sampling from five Schools of Studies of the university. Entrepreneurship Attitudes Score of students was found to be '0.647' for the School of Humanities; '0.635' for the School of Human & Environmental Sciences, '0.702' for the School of Social Sciences, '0.609' for the School of Life Sciences; '0.677' for the School of Mathematical and Physical Sciences. The overall score of students' attitudes towards entrepreneurship was found to be 0.65, revealing that the majority of the students (58.28%) were moderately favourable towards entrepreneurship. Kruskal-Wallis test was used and found that students of the School of Social Sciences and male students showed higher attitude towards entrepreneurship; 44.14 per cent of the students showed highly favourable towards entrepreneurship. School of Social Science students were found to be more aware of the potential resource and were more aware of different programmers, schemes, ideas and strategies. Such potent and knowledgeable students should be selected and nurtured with proper training, exposure and making them aware of different Government schemes.

INTRODUCTION

Unemployment is one of the basic problems the world is facing. Around 50 to 100 million people are unemployed or underemployed in India (Chand et al., 2017). India, the largest young population in the world is poised to increase further; nearly two-thirds of India's population is under 35 years (Arntz et al., 2020). According to the 2011 census, the youth population in the country including adolescents is around 550 million (National Youth Policy, 2012). As per the CSDS-KAS Youth Survey, 2016, 70 per cent of young people aspire to become entrepreneurs, only 6 per cent are actual entrepreneurs at present. Most youth (65%)

prefer a government job in India, while only 19 per cent prefer to have their own business. The private sector job is favoured by 7 per cent of students; 33 per cent of the youth accorded the most significant priority to having a permanent position, while 22 per cent prefer high-paying jobs (Chaudhary et al., 2017). In India, 55.75 per cent of the graduates and 14.20 per cent of the youth with postgraduate degree or above are still unemployed. Consequently, the country's unemployment rate for young people with higher school credentials is very high (Statista, 2022).

Entrepreneurship is the art of setting up and running an enterprise profitably and sustainably. They are not simply

innovators; their roles are vital in developing countries (Raju et al., 2022). Enterprises play a crucial role in creating new employment and creating new work environments and are seen as a means of improving the socio-economic performance of economic development (Nain et al, 2013; Singh et al., 2014; Singh et al, 2016; Kumar, 2023). Factor in an individual's development is their attitude, which has a significant impact on how they think, perceive and act which determines whether a vibrant endeavour succeeds or fails (Patel & Sharma, 2022). Attitude is the individual's reaction or feeling about someone, something, or some circumstance (Saha et al., 2023). Attitudes play a vital role in becoming a successful entrepreneur (Teshome, 2014). As a result, the entrepreneurship of the individual is becoming increasingly important in all activities related to economic development, social stability which depends heavily on entrepreneurship. Institutional arrangement for facilitation of networking among enterprising stakeholders and resources is the foremost requirement for enhancing farm income (Nain et al., 2019) and the unique needs of rural youth can be addressed through a holistic approach that places high-quality small business and life skills training alongside relevant technical training (Nain et al., 2019).

According to the 2011 population census, the total literacy rate of Manipur is 76.94 per cent; unemployed youths is 3,46,690 in 2018, registered in the state employment exchange as per the records of the Directorate of Labour and Employment; and Human Development Index (HDI) ranked 15th (0.696), Guite et al., (2022). Despite the state's high literacy rate, youth unemployment and entrepreneurship are the major problems. Due to the fact that there have been few studies on students' views towards entrepreneurship in the NE Region, researchers have a vast amount of room to explore this topic. Recently, there has been a significant increase in the number of entrepreneurs in the state; awareness of the various government initiatives and roles need to be alerted. In this regard, a survey was done at Manipur University (MU) to

determine how students from various academic programs/schools feel about entrepreneurship.

METHODOLOGY

The study was conducted during 2020-2021 to assess the attitudes of postgraduate students towards entrepreneurship covering different disciplines/schools of studies of Manipur University (MU). Primary data was collected using a structured interview schedule from 160 students which were selected through stratified random sampling based on the number of students in each school viz., School of Humanities (n=30), School of Human and Environmental Sciences (n=30), School of Social Sciences (n=50), School of Life Sciences (n=24), School of Mathematical and Physical Sciences (n=26) through stratified random sampling. Convenience sampling was used to select the university, prevalence of more students and the fact that it is the oldest and the leading University in the state. It was established on 5th June 1980 under the Manipur University Act 1980 as a teaching-cum-affiliating University at Imphal.

Attitudes have three components: affective, behavioural, and cognitive (Rosenberg & Hovland, 1960). The cognitive component of philosophy refers to the person's thoughts, ideas, or perceptions towards the object of the attitude. The affective component is about the emotional reaction or the feeling towards the object of the attitude. At the same time, the behavioural component of attitudes is related to behavioural reaction towards the object of the attitude (Thomas, 2021). Attitudes of students using three components were measured using a 5-point Likert Scale ranging from strongly agree (SA), Agree (A), Neutral (N), Disagree (DA) to strongly disagree (SDA) with each of the points assigned a value as follows: SA=5, A=4, N=3, DA=2, SDA=1. An attitude scale was created using the method of normalization ranging from 0 to 1. A mean score in the range of 0-0.33 was regarded as unfavourable; any mean score between the ranges of 0.34-0.67 was regarded as moderately favourable and any mean score higher than

Table 1. Cognitive component of attitudes to entrepreneurship

Cognitive component	Score					Average (n=160)
	Hum	H & Env Sc	S.Sc	L.Sc	M & Phy Sc	
I am able to identify business opportunities.	0.65	0.64	0.67	0.62	0.62	0.64
I can successfully develop a business plan.	0.56	0.60	0.67	0.54	0.55	0.58
I have the skills to create a new business.	0.46	0.48	0.54	0.47	0.50	0.48
I can create products and services that satisfy customers.	0.47	0.53	0.54	0.50	0.51	0.51
I can successfully identify sources of business finance.	0.63	0.62	0.69	0.57	0.65	0.63
I can anticipate, tolerate and manage unexpected market changes, setbacks, and risks that may affect my market business.	0.55	0.50	0.61	0.51	0.63	0.56
I want to be an entrepreneur because it will help my skills, and knowledge to improve.	0.70	0.65	0.75	0.64	0.82	0.71
I have many ideas for business ventures.	0.63	0.70	0.78	0.64	0.76	0.70
If I open a business, I have a chance to become successful.	0.65	0.60	0.78	0.65	0.52	0.64
Self-employment is a potential field during this present period of extreme unemployment	0.74	0.75	0.83	0.65	0.73	0.74
Self-employment will help one become self-sufficient in life	0.75	0.76	0.80	0.67	0.80	0.76
Total	0.69	0.66	0.71	0.61	0.68	0.67

Hum - School of Humanities; H & Env Sc - School of Human and Environmental; S.Sc - School of Social Sciences; L.Sc - School of Life Sciences; M & Phy Sc - School of Mathematical and Physical Sciences

0.67 was regarded as highly favourable. Students' attitudes were analysed using normalized values of all three components and percentage analysis was used for its determinants. Mann-Whitney U test and Kruskal-Wallis test were used to determine the significant differences between the different components of attitude with other independent variables.

RESULTS AND DISCUSSION

Cognitive component of entrepreneurial attitude

Table 1 reveals cognitive component scored 0.67 and that 'Self-employment will help one become self-sufficient in life' (0.76) scored the highest followed by 'Self-employment is a potential field during this present period of extreme unemployment' (0.74) and 'I want to be an entrepreneur because it will help my skills, knowledge to improve' (0.71). Similar findings were seen by Rudhumbu et al., (2016) that students showed positive cognitive intentions towards entrepreneurship and entrepreneurship education. This may be due to the reason that self-employment gives individuality the opportunity to be their boss and able to control their own destiny.

Affective component of entrepreneurial attitudes

The average affective component scored 0.66 which showed students are moderately favourable in their feeling towards entrepreneurship (Table 2) and revealed that 'Entrepreneurship is a rewarding career' scored the highest followed by 'Entrepreneurship is a good idea.' (0.74) and "Entrepreneurship is an honourable profession' (0.73). In the study by Rudhumbu et al., (2016) found that the general feeling and emotional disposition of students towards entrepreneurship and entrepreneurship education is positive and the overall affective intentions of students towards entrepreneurship and entrepreneurship education are positive.

Behavioural component of entrepreneurial attitudes

From Table 3, it was found that the average behavioural component scored 0.63, which shows that their behavioural reaction

towards the object of the attitude is moderately favourable and revealed that 'self-employment is an independent profession as it offers freedom scored the highest followed by 'Entrepreneurship can make innovative and informed decisions about career choices' (0.74) and 'I consider entrepreneurship very important' (0.68). In the study by Rudhumbu et al., (2016), most students have a very positive behavioural attitude towards entrepreneurship as a result of taking part in entrepreneurship education and also shows there is willingness and acceptance by most of the students that entrepreneurship is a desirable career option and that entrepreneurship education is important in preparing them to become entrepreneurs.

From Tables 4 and 5 it was found that the overall score of students' attitude towards entrepreneurship is 0.655 which reveals that the majority of the students (58%) were moderately favourable towards entrepreneurship, had optimistic entrepreneur's image and showed their desirability of new venture creation and view entrepreneurship as a future career option. This was supported by the findings of Singh et al., (2022) which showed that the majority (66.67%) of respondents, had a medium level of entrepreneurial behaviour and Students understand and appreciate the role the entrepreneurs, the economic environment and the challenges of unemployment and view entrepreneur as a career option. Similar conditions was confirmed in the study by Zain et al., (2010) who found that more than 50 per cent of students intended to become entrepreneurs after going through the entrepreneurship programme. The study's findings are consistent with those of the findings by Chauhan (2022) & Kumar et al., (2022) which concluded that respondents had a favourable attitude towards entrepreneurship. Verma et al., (2012), found that majority of the rural youths have favourable attitude towards transferring agricultural information in rural areas, similar findings were reported by Sharma et al., (2004); Meshram et al., (2006); Geeta & Natikar (2021), who concluded that the majority of the respondents had a medium level of entrepreneurial behaviour. They still require some encouragement from the government or an organization to prepare favourable and supportive policies, as well as to strengthen and revitalize the

Table 2. Affective component of attitudes to entrepreneurship

Affective component	Score					Average (n=160)
	Hum	H & Env Sc	S.Sc	L.Sc	M & Phy Sc	
Entrepreneurship is a good idea.	0.72	0.79	0.82	0.66	0.71	0.74
I desperately want to work for myself.	0.48	0.47	0.69	0.48	0.52	0.53
The idea of owning my own Business is pleasing.	0.72	0.67	0.69	0.65	0.60	0.66
I consider self-employment as something significant/desirable.	0.59	0.63	0.67	0.65	0.77	0.66
My satisfaction with self-employment is very high.	0.72	0.58	0.56	0.50	0.69	0.61
The idea of becoming an entrepreneur excites me.	0.70	0.65	0.65	0.65	0.62	0.65
I am very interested in setting up my own Business immediately after my degree.	0.63	0.53	0.64	0.55	0.78	0.63
I will be very satisfied if I become an entrepreneur.	0.73	0.68	0.72	0.63	0.75	0.70
Entrepreneurship is an honourable profession	0.77	0.73	0.79	0.66	0.71	0.73
Entrepreneurship is a rewarding career	0.81	0.83	0.81	0.68	0.68	0.76
I accept entrepreneurship as a profession	0.80	0.68	0.78	0.65	0.69	0.72
Total	0.64	0.59	0.72	0.64	0.71	0.66

Hum - School of Humanities; H & Env Sc - School of Human and Environmental; S.Sc - School of Social Sciences; L.Sc - School of Life Sciences; M & Phy Sc - School of Mathematical and Physical Sciences

Table 3. Behavioural component of attitudes to entrepreneurship

Behavioural component	Score					Average (n=160)
	Hum	H & Env Sc	S.Sc	L.Sc	M & Phy Sc	
I consider entrepreneurship a desirable career option.	0.76	0.70	0.62	0.55	0.69	0.66
I consider entrepreneurship very important.	0.66	0.54	0.79	0.63	0.77	0.68
Entrepreneurship can make innovative and informed decisions about career choices.	0.72	0.64	0.82	0.70	0.82	0.74
The university encouraged students to pursue entrepreneurship ventures.	0.51	0.43	0.76	0.60	0.60	0.58
Successful entrepreneurs motivated me towards entrepreneurship as a career.	0.56	0.69	0.81	0.64	0.60	0.66
I have increased my interest in pursuing an entrepreneurial career.	0.54	0.59	0.58	0.61	0.68	0.60
Entrepreneurship will prepare me to make informed decisions.	0.65	0.56	0.60	0.66	0.74	0.64
I am interested in venturing into entrepreneurship.	0.65	0.58	0.63	0.63	0.72	0.64
Successful entrepreneurs motivate me to become an entrepreneur.	0.65	0.52	0.66	0.66	0.65	0.63
Self-employment is an independent profession as it offers freedom	0.76	0.71	0.88	0.70	0.83	0.78
Total	0.61	0.62	0.69	0.59	0.64	0.63

Hum - School of Humanities; H & Env Sc - School of Human and Environmental; S.Sc - School of Social Sciences; L.Sc - School of Life Sciences; M & Phy Sc - School of Mathematical and Physical Sciences

Table 4. Entrepreneurship attitudes score of the respondents

Components	Score					Average
	Hum	H & Env Sc	S.Sc	L.Sc	M & Phy Sc	
Affective	0.697	0.658	0.710	0.614	0.683	0.672
Behavioural	0.646	0.596	0.715	0.638	0.710	0.665
Cognitive	0.614	0.621	0.697	0.587	0.644	0.633
Mean Score	0.647	0.635	0.702	0.609	0.677	0.655

Table 5. Percentage of students interested to take up entrepreneurship

Attitude Score	Hum	H & Env Sc	S.Sc	L.Sc	M & Phy Sc	Average
Unfavorable (< 0.4)	09.99	16.65	06.00	08.33	07.69	09.73
Moderately Favorable (0.4-0.67)	46.62	59.94	48.00	79.16	57.69	58.28
Highly Favorable (>0.67)	43.29	23.31	46.00	13.50	34.61	44.14

existing extension system, responsible for the technical know-how and other relevant details. Out of five Schools of Studies, the School of Social Sciences scored the highest i.e. 0.70, which revealed that the students of Social Sciences are more interested and aware of the technical know-how and other relevant details to start ups and are more exposed to this field and also shows that students are thinking about how they can start a business /earn as a career option.

Kruskal-Wallis test presented in Table 6 depicts that a significance difference was found in attitude towards entrepreneurship among the students of different Schools of Studies. School of Social Science students showed a higher positive attitude towards entrepreneurship. Since Social Science had different departments related to business and entrepreneurial development viz., Department of Entrepreneurial Development, Department of Mass Communication, Department of Management, Institute of Management Sciences, these departments are more intended to focus on topics of entrepreneurial development, management, administration, etc. which contribute more positively to the student's attitude towards entrepreneurship and students who opted for these subjects had more exposure and interest in this

field and may also be due to their exposure in different sociological and psychological aspects of human behaviour and also due to their discipline which deals with different entrepreneurial opportunities in the society. Boubker et al., (2021) also found that there is a statistically significant relationship between attitude towards entrepreneurship, entrepreneurial intention and management students' entrepreneurship education.

Significance difference was found in the attitude towards entrepreneurship between males and females. Males had significantly higher positive attitudes than females towards entrepreneurship. The reasons may be due to the engagement of females in different household activities/chores and also due to the restrictions in performing different outdoor activities. A similar finding was seen from Rudhumbu et al., (2016) which shows relationship between gender and students' attitudes towards entrepreneurship and how students view entrepreneurship. Students with family occupations as business showed the highest attitude towards entrepreneurship, followed by family occupation as private services, farming and allied activities and the government sector. Students with salaried family backgrounds worry less about their monetary expenditure since their parents get regular salary and

Table 6. Significant difference in attitude to entrepreneurship under Kruskal-Wallis test

AEI	Mean rank	p-value
Among different Schools of Studies		
Hum	75.31	0.005*
H & Env Sc	64.43	
S.Sc	96.99	
L.Sc	62.38	
M & Phy Sc	86.79	
Among male and female students		
Male	87.13	0.011*
Female	67.92	
Among students with different family occupations		
Farming and allied activities	52.26	0.044*
Services (Govt.)	43.69	
Services (Private)	53.33	
Business	84.36	
Among Gen, OBC, SC, and ST students		
GEN	81.08	0.848
OBC	77.87	
SC	89.61	
ST	81.56	
Between joint and nuclear students		
Joint	64.69	0.001*
Nuclear	44.90	

*Significant at 5% level of significance

have least/no time to spare for business activities. However, students, with business as a family background, may have more inclination towards business activities as their financial expenditure and income wholly depend on their business. This may also influence and motivate their children to take up the business in the long run. Therefore, they may have a more positive attitude towards entrepreneurship. The p-value is >0.05 , among Gen, OBC, SC, and ST students toward attitudes in entrepreneurship, so the significant difference was not found. It was also found that a significance difference was observed among students of the joint and nuclear family which may be due to the reasons that students in the joint family have more support, guidance, supervision and financial support from elders and other family members thereby providing them more exposure and knowledge towards entrepreneurship.

CONCLUSION

Majority of the students view entrepreneurship as a career option, understand and appreciate the role of entrepreneurs, economic environment, challenges of unemployment. Awareness on government schemes like *Pradhan Mantri Matsya Sampada Yojana*, Agri-clinics and agri-business centre and technology business incubators for providing opportunities for agribusiness and start-up should be given to change the students' attitude towards entrepreneurship from medium to highly favourable. Wide publicity of the course, market-oriented knowledge, skill-oriented entrepreneurial development programmes, visits/tours to various enterprises, initiation of business/enterprise through creative

strategies and innovative tactics, identification of trends & opportunities and sharing inspiring success stories should be given. Students' entrepreneurship behaviour depends on the family business background, personnel skills, capabilities, education and gender.

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