

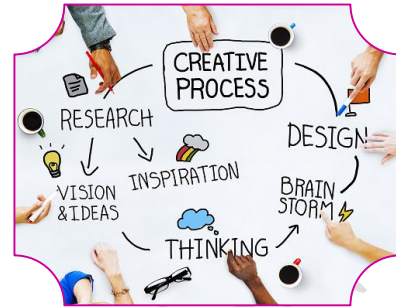


## THE ATTITUDE OF MBA STUDENTS OF ANNA UNIVERSITY TIRUNELVELI REGION TOWARDS ENTREPRENEURSHIP; A STUDY ON INCLINATION DIMENSION

Princitta R.<sup>1</sup> and Amirtha Gowri P.<sup>2</sup>

<sup>1</sup>Research Scholar, Management Studies, Manonmaniyam Sundaranar University, Tirunelveli, Tamil Nadu, India.

<sup>2</sup>Associate Professor, Management Studies, Dr. Sivanthi Aditanar College of Engineering, Tiruchendur, Thoothukudi District, Tamil Nadu, India.



### ABSTRACT

*Entrepreneurship is bound to play a critical and pivotal role in the growth and development of the economy in the coming years. It has been acknowledged as one of the essential factors determining the growth and development of any country. Entrepreneurs and enterprises contribute to build a competitive and dynamic knowledge based economy capable of sustainable economic growth and greater social cohesion. Entrepreneurship is an intention, which inclination to the creation and management of a new organization designed to pursue a unique and innovative opportunity. It involves measures to encourage individuals to become entrepreneurs and equip them with the necessary skills to make successful business. Entrepreneurship is currently being encouraged and embraced by educational institutions, government, policy makers, society and corporations. It is high on the agenda of policymakers of higher education in order to encourage students in developing entrepreneurial skills in their area of specialization and thereby increasing their employment opportunities. In addition, today's world with its burgeoning population offers limited venues of employment. This makes entrepreneurship all the more necessary for self-employment and creating more employment opportunities. The main purpose of this study is to determine the factors influencing attitude of MBA students of Anna University Tirunelveli and Kanayakumari zones towards entrepreneurship. The study also investigates how inclination and dimensions of inclination affect the attitude of MBA students towards entrepreneurship.*

**KEYWORDS:** Attitude; Entrepreneurship; Inclinations; MBA Students; Anna University; Tirunelveli and Kanyakumari Zones.

### I. INTRODUCTION

For industrialized economies, entrepreneurial motion (New venture formation) is a resource of stimulating festered economic and of managing with unemployment complications by providing new career chances. Moreover, it is accepted as a potential catalyst and incubator for technological progress, product and market innovations. However, it has a more critical role for the economies of developing countries since entrepreneurship is seen as an engine of economic progress, job creation, and social adjustment. Thus small business growth and new business formation are widely encouraged by national economic policies to stimulate economic growth and wealth creation. In the growing importance of entrepreneurship, there is practical value in being able to identify entrepreneurial characteristics. In this chapter, an attempt is made to make an evaluation of their entrepreneurship orientation by comparing entrepreneurially inclined students with non-entrepreneurially inclined students. Knowledge of the factors associated with the Inclination towards Entrepreneurship can have practical significance. For example, it can be used as a career guidance

tool for students or as a device for screening entrant into an entrepreneurship programme. In addition, such knowledge can serve as inputs to the entrepreneurship curriculum. This paper analyses the attitude dimension inclination of MBA students of Anna University of Tirunelveli and Kanyakumari Zones towards entrepreneurship. It considers four variables preference, image of entrepreneurship curriculum and content and personal learning approach which play considerable impact on the attitude dimension of inclination of the MBA students towards entrepreneurship. A 15 item questionnaire was developed, featuring a 5-point Likert scale for responses. The results were interpreted and found that these variables have not developed the attitude of the MBA students of Anna University.

## II. ENTREPRENEURSHIP

Entrepreneurship is a broad term encompassing a set of skills that includes creativity, leadership, taking risks, persistence, hard work, motivation and teamwork. Entrepreneurship is an activity, which leads to the creation and management of a new organization designed to pursue a unique and innovative opportunity. It involves measures which encourage the individuals to become entrepreneurs and equip them with the necessary skills to make successful business. In essence, entrepreneurship is about to spot opportunities, creating new ideas, having confidence and capabilities to turn these ideas into working realities.

Entrepreneurship is currently being encouraged and embraced by educational institutions, government, policy makers, society and corporations. It is high on the agenda of policymakers of higher education in order to encourage students in developing entrepreneurial skills in their area of specialization and thereby increasing their employment opportunities. In addition, today's world with its burgeoning population offers limited venues of employment. This makes entrepreneurship all the more necessary for self-employment and creating more employment opportunities.

In the theory of economic development, David Ricardo identified only three factors of production namely, machinery, capital and labour, among whom the entire product is distributed as rent, profit and wages respectively.

Entrepreneurship has emerged as the most potential economic force the world has ever experienced [1]. The entrepreneurial interest has acquired its intensive level almost everywhere in the world. The developed economies consider it as a revitalizing socio-economic agent, a way of coping with unemployment problems, a potential catalyst and incubator for technological progress, product and market innovation. At most of the developing countries, it is seen as an engine of economic progress, job creation and social adjustment [2]. Most recent socio-economic crises such as rapid increase in fuel and food prices, serious threats to social peace and security etc. have added to the need of entrepreneurial expansion everywhere in the world particularly at developing countries [3].

## III. RELATED RESEARCH

Loma Collins Paul D. Hannon et al., in their study reviewed the gap between student's entrepreneurial needs and aspirations [4]. The author explained the entrepreneurship education offerings within higher education institutions (HEIs) in Leicestershire, UK. The findings were used as the basis to assess the gap between fresher students' entrepreneurial needs, aspirations and the capability of HEIs to meet them.

Venkataratnam identified factors contributing to entrepreneurship [5]. These factors were effective functioning of financial, non-financial institutions and entrepreneurial climate. The entrepreneurial climate consisted of creating awareness among the people, the possibilities of entrepreneurial activities, the kind of enterprises that the people could take and the kind of support that the agencies could extend to the potential entrepreneurs.

Lee D Y. et al., investigated the effects of entrepreneurial personality traits, background and networking activities on venture growth among 168 Chinese entrepreneurs in small and medium sized businesses in Singapore [6]. Personality traits such as need for achievement, internal locus of control, self-

reliance and extroversion. The results indicated that the experience, networking activities, number of partners as well as internal locus of control had positive impact on venture growth. Two other personality traits, self-reliance and extroversion have negative impact on number of partners and positive impact on networking activities respectively.

Jack and Anderson mentioned the need for entrepreneurial process to enrich the entrepreneurial skills of the students [7]. It included the personal skills namely innovation, initiative, risk taking, accepting challenges, taking responsibility and seeking opportunities. On the other hand, the interpersonal skills consisted of interacting with others, negotiating, influencing and demonstrating leadership. The process skills included action to plan, organize, ability to analyse and ability to execute the plan.

Peterson and Kennedy identified that entrepreneur development programmes to enhance entrepreneurial orientation with the aim of encouraging young people in general and university students in particular to start their own businesses [8].

Pokrajcic D in his study compared characteristics of average and superior small business people in three developing nations such as India, Malawi and Ecuador [9]. The researcher found proactive qualities such as initiative and assertiveness, achievement orientation and commitment to other characteristics of successful entrepreneurs. Other expected qualities like self-confidence, persistence, persuasion, expertise were not more successful.

#### IV. PROFILE OF THE STUDY AREA

Tirunelveli District is a district of Tamil Nadu state in southern India. The city of Tirunelveli is the district headquarters. Tirunelveli District was formed on 1 September 1790 by the East India Company on behalf of the British government and comprised the present Tirunelveli and Thoothukudi districts and parts of Virudhunagar and Ramanathapuram districts. It is the second-largest district (as of October 2008), after Villupuram district. Under the rule of the Pandyan Dynasty, the district was known as Thenpandiyanadu. According to 2011 census, Tirunelveli district had a population of 3,077,233 with a sex-ratio of 1,023 females for every 1,000 males, much above the national average of 929.

Kanniyakumari district is the southernmost district in Tamil Nadu state and mainland India. It is the second largest district in the state in terms of population density and the second most urbanized, next only to Chennai district. The district stands first in terms of literacy rate in the state. The district headquarters is Nagercoil. Kanniyakumari district has a varied topography with sea on three sides and the mountains of the Western Ghats bordering the northern side. Historically, Nanjinad and Eda Nadu which comprise the present Kanniyakumari district, were ruled by various Tamil and Malayalam dynasties: the Venad Kingdom, Pandyan, the Cheras, the Cholas, the Ays and the Nayaks. A few artifacts unearthed by archeological excavations in there. It was part of the princely state of Travancore during the colonial times prior to India's independence; four of the eight tehsils of Thiruvananthapuram district were separated to form the new district of Kanyakumari during the formation of the new state of Kerala, and they were made a part of the Madras Presidency under recommendations from the States Reorganisation Commission in 1956.

#### V. STATEMENT OF THE PROBLEM

The increasing interest in the relationship between entrepreneurs' education, their business and their prospects of success is evident from the fact that a number of MBA students are becoming potential entrepreneurs', especially setting up technology based firms.

"Entrepreneurship development has been included as one of the important subject in the curriculum of MBA course of Anna University. The success of the subjects' depends on how many students are prepared to take up business as career after the MBA degree. Also a study of entrepreneurial intentions is important for understanding the process of entrepreneurship. Krueger et al., feel that entrepreneurial intentions play a key role in the understanding of the entrepreneurship process [10]. According to Gartner entrepreneurial intentions from the first step in evolving, long term process [11]. Further such knowledge could be helpful in

providing the necessary support to the students to pursue entrepreneurial careers. Here, an attempt has been made to study the entrepreneurial inclination of students towards entrepreneurship. This study attempts to analyse the existing level of entrepreneurial skills among MBA students to find ways and means of motivating them and offer suggestions for developing attitudes among MBA students towards entrepreneurship.

## VI. OBJECTIVE OF THE PROBLEM

There are around forty universities in Tamilnadu. Anna University, Chennai is the top ranked Engineering and Technology University among them. There are five regions are under Anna University. The researcher has undergone a study in Tirunelveli region, Tirunelveli and kannyakumari zones. There are Twenty one engineering colleges affiliated to Anna University for MBA course. The total number of students admitted in the MBA degree is 1640 during the academic year 2016 – 2017. All the twenty one engineering colleges are taken for the proposed study.

Almost all the nationalized banks offer loans to prospective entrepreneurs on easy terms either on singular basis or on a syndicate basis. And also Anna University motivates the colleges to launch Entrepreneurship Development Cell (EDC) and offers free online certificate courses for the students to enrich their entrepreneurship skills. Hence, the present study aims at analysing the attitude towards entrepreneurship of MBA students of Tirunelveli and Kanyakumari zones who have varied options available to become entrepreneurs.

Based on the proposed model, the objectives of the study are as follows.

- To measure the inclination towards entrepreneurship
- To assess the variables of inclination towards entrepreneurship
- To offer suggestions to the students

## VII. HYPOTHESES

The hypotheses of the present study are selected as follows.

H<sub>0</sub>1: Individuals who are inclined towards entrepreneurship and those who are not, have the same level of 'Preference towards Entrepreneurship'.

H<sub>0</sub>2: Individuals who are inclined towards entrepreneurship and those who are not, have the same level of 'Image of Entrepreneurship'.

H<sub>0</sub>3: Individuals who are inclined towards entrepreneurship and those who are not, have the same level of 'the entrepreneurial curriculum and content'.

H<sub>0</sub>4: Individuals who are inclined towards entrepreneurship and those who are not, have the same level of 'personal independent learning approach'.

## VIII. METHODOLOGY

The present study has been undertaken from the point of view of MBA students of Anna University Engineering colleges and affiliated engineering colleges in Tirunelveli and Kanyakumari zones. There are 21 colleges offering MBA course and 1640 students in Anna University Tirunelveli and Kanyakumari zones. Out of 1640 MBA students in Tirunelveli and Kanyakumari zones, the sample respondents for the study were selected by 20 per cent of the students in Tirunelveli and Kanyakumari zones. The researcher has selected 330 students by random from 1640 students in 22 colleges in Tirunelveli and Kanyakumari zones. Hence, these 330 students had been taken as a sample for the present study.

The researcher carried out the field work for the study during the period from February 2017 to April 2017. The required information was collected through a questionnaire. The questionnaire was administered to the students individually after establishing proper rapport with them. The purpose, importance of the study and the way in which they have to answer different items were explained to the respondents in mother tongue. Sufficient time was given to respond to the items.

The present study is completely based on the primary data collected from the MBA students. A special care was taken to draft the questionnaire. From consideration of these possibilities, a 45 item questionnaire was developed, featuring a 5-point Likert scale for responses. This scale was largely concerned with preference, image of entrepreneurship curriculum and content, and personal learning approach. The reported reliability value for the scale was 0.85.

The questionnaire was adapted from various sources and used as a means of data collection. It has four parts preference, image of entrepreneurship, curriculum and content, personal learning approach and the entrepreneurial internship programmes. The scales used in the questionnaire was based on a 5-point Likert scale (with 1= strongly disagree, 2= disagree, 3= no opinion, 4=agree, 5= strongly agree) for each close-ended question.

## IX. RESULTS AND DISCUSSION

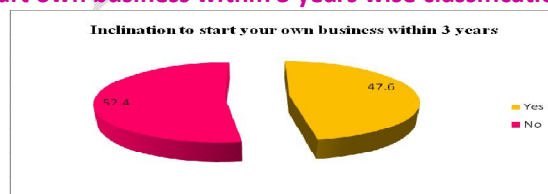
### 9.1. Measuring inclination towards entrepreneurship

To measure inclination towards entrepreneurship, students are asked to indicate the probability of starting an own business in the next three years or not. Students who have a high or very high probability of starting a business are classified as entrepreneurially inclined; the others (i.e., those who have a low probability of starting a business over the next 3 years or so) are classified as non - entrepreneurially inclined. That is, the inclination towards entrepreneurship is measured as a dichotomous variable. This measurement is consistent with the definition of an entrepreneur as who favours self-employment or going into a business of his/ her own. The results are presented in table I

**Table I**  
**Inclination to start own business within 3 years wise classification of respondents**

The inclination to start own business within 3 years	No. of students	Percentage
Yes	157	47.6
No	173	52.4
<b>Total</b>	<b>330</b>	<b>100.0</b>

**Figure 1**  
**Inclination to start own business within 3 years wise classification of respondents**



Source: primary data

From the above table it can be seen that 47.6% of respondents are having the inclination to start own business within 3 years and 52.4% of respondents are not having the inclination to start own business within 3 years. This indicates that majority of the respondents are not inclined to start own business within 3 years.

### 9.2 Assessment of inclination towards entrepreneurship

Assessment of inclination towards entrepreneurship is analysed with seven factors namely, 'preference', 'image of entrepreneurship', 'the entrepreneurship curriculum and content', and 'personal learning approach'. They are presented in this section.

#### Preference

Preference refers to a person's attitude towards a choice of alternatives, naturally replicated in a clear decision-making process. The term is also used to mean evaluative decision in the sense of selecting or unselecting an entrepreneurship. However, it does not mean that a preference is essentially constant over time. A preference for changing the status quo over maintaining it based on relatively greater satisfaction towards entrepreneurship. Preference towards entrepreneurship underlies the inclination to undertake invention and innovation, including the creation of something new as well as the distribution and adoption of the new throughout society. In order to assess the inclination towards entrepreneurship of MBA students on the dimension, 'preference' the mean, standard deviation and 't' value are calculated and are presented in table II

**Table II Inclination towards entrepreneurship and preference**

S.no	Inclination towards entrepreneurship	Mean	Standard deviation	't' value
1	Inclined towards entrepreneurship	19.54	1.005	-
2	Non - inclined towards entrepreneurship	20.27	1.028	

The mean score which is below 24 (neutral point) indicates that the MBA students have not developed the dimension of inclination towards entrepreneurship 'preference'. Table II shows the mean values of the second group of students are below 24. Hence, it is concluded that the two groups have not developed 'preference'. To find out whether there is any significant difference in the level of entrepreneurial preference between the entrepreneurially inclined students and the non-inclined students, "t" test is used. The null hypothesis framed is "individuals, who are inclined towards entrepreneurship and those who are not, have the same level of 'preference towards entrepreneurship ". The calculated 't' value is -1.208. The table value at 0.05 % level is 1.96. Since the calculated 't' value is less than the table value, the null hypothesis is accepted. That is individuals who are entrepreneurially inclined and who are not have different levels of 'preference'.

### 9.3 Image of entrepreneurship

An entrepreneurship's image is composed of an infinite variety of facts, events, personal histories, and goals that work together to make an impression on the public. To measure the variable "image of entrepreneurship", the researcher has considered three variables given in table 3. Apart from this, an attempt has been made to rank the variables in the order of their influence. In order to assess the Inclination towards Entrepreneurship of MBA students on the dimension, 'Image of Entrepreneurship' the Mean, Standard deviation and the 't' value are calculated and are presented in Table III.

**TABLE III**  
**Inclination towards Entrepreneurship and Image of Entrepreneurship**

S.No	Inclination towards Entrepreneurship	Mean	Standard Deviation	't' Value
1	Inclined towards Entrepreneurship	4.90	0.819	- 2.218
2	Non - Inclined towards Entrepreneurship	5.57	0.971	

The mean score which is below 6 (neutral point) as calculated, Table III shows the mean values of the two groups of students are below 6. Hence it is concluded that the two groups of MBA students have not developed the Inclination 'Image of Entrepreneurship'. To find out whether there is any significant difference in the level of Image of Entrepreneurship between the entrepreneurially inclined students and the non-inclined students, the "t" test is used. The null hypothesis framed is "Individuals who are inclined towards entrepreneurship and those who are not, have the same level of 'Image of Entrepreneurship' ". The calculated 't' value is -2.218. The table value at 0.05% level is 1.96. Since the calculated 't' value is less than the table value, the null hypothesis is accepted. It is clear that there is no significant difference between the inclined and non – inclined MBA students towards Entrepreneurship with regard to the level of 'Image of Entrepreneurship'.

#### 9.4 The curriculum and content

The most educationalists pronounced that majority of the students in the university are able to develop critical thinking abilities and business idea generation competencies. The educationalists were of the opinion that most of the students are not able to improve the confidence, commitment and drive for the achievement of entrepreneurial goals and aspirations at under graduation. Therefore, the entrepreneurship curriculum and content in MBA should inspire the growth of entrepreneurial mind-set and achievement. The curriculum and content also suggested the rendezvous of business life scenarios in concrete events to stimulate the expansion of the drive and commitment required for students to employ in entrepreneurship. In order to assess the Inclination towards Entrepreneurship of MBA students on the dimension, 'the curriculum and content' the Mean, Standard deviation and 't' value are calculated and are presented in Table IV.

**TABLE IV**  
**Inclination towards Entrepreneurship and the Curriculum and Content**

S.No	Inclination towards Entrepreneurship	Mean	Standard Deviation	't' Value
1	Inclined towards Entrepreneurship	18.73	0.867	- 1.946
2	Non - Inclined towards Entrepreneurship	20.46	0.948	

The mean score which is below 27 (neutral point) as calculated, Table IV shows the mean values of the two groups of students are below 27. Hence it is concluded that the two groups have not developed the Inclination 'the curriculum and content'. To find out whether there is any significant difference in the level of the entrepreneurial curriculum and content between the entrepreneurially inclined students and the non-inclined students, "t" test is used. The null hypothesis framed is "Individuals who are inclined towards entrepreneurship and those who are not, have the same level of 'the curriculum and content' ". The calculated 't' value is -1.946. The table value at 0.05% level is 1.96. Since the calculated 't' value is less than the table value, the null hypothesis is accepted. It is clear that there is no significant difference between the Inclined and non – inclined MBA students towards Entrepreneurship with regard to the level of 'the curriculum and content'.

### 9.5 Personal learning approach

'Personal learning' is connected with other approaches to learning such as 'personalization', 'student-centered learning' and 'ownership' of learning. The independent learning is a context of significant issues such as student teacher roles and relationships, and the role of information and communications technology (ICT) in learning. Independent learning is the idea of 'self-regulated learning'. The emphasized some indication of benefits to students particularly in the form of enhanced motivation and improved management of their learning. The independent learning does not simply comprise students working alone and stressed the significant role teachers can play in empowering and supporting independent learning. In order to assess the Inclination towards Entrepreneurship of MBA students on the dimension, 'personal independent learning approach personal independent learning approach' the Mean, Standard deviation and 't' value are calculated and are presented in Table V.

**TABLE V**  
**Inclination towards Entrepreneurship and personal learning approach**

S.No	Inclination towards Entrepreneurship	Mean	Standard Deviation	't' Value
1	Inclined towards Entrepreneurship	12.62	0.907	-1.6618
2	Non - Inclined towards Entrepreneurship	13.47	0.966	

The mean score which is below 15 (neutral point) as calculated, Table 5.21 shows the mean values of the two groups of students are below 15. Hence it is concluded that the two groups have not developed the Inclination 'personal independent learning approach'. To find out whether there is any significant difference in the level of personal independent learning approach between the entrepreneurially inclined students and the non-inclined students, "t" test is used. The null hypothesis framed is "Individuals who are inclined towards entrepreneurship and those who are not, have the same level of 'personal learning approach'. The calculated 't' value is -2.218. The table value at 0.05% level is 1.96. Since the calculated 't' value is less than the table value, the null hypothesis is accepted. It is clear that there is no significant difference between the Inclined and non – inclined MBA students towards Entrepreneurship with regard to the level of 'personal independent learning approach'.

## X. CONCLUSION

The inclination towards entrepreneurship is analysed with inclination variables namely 'Preference', 'Image of Entrepreneurship', 'The Curriculum and Content', 'Personal Learning Approach'. It is found that



there is no significant difference between the inclined and non-inclined towards entrepreneurship students with regard to the level of all the above four inclination variables. Further it is found that non - inclined towards entrepreneurship students have higher rate in all the four inclination variables of attitude towards entrepreneurship of MBA students of Anna University Tirunelveli and kannyakumari zones.

## REFERENCES

- Donald F. Kuratk (2005), "The Emergence of Entrepreneurship Education: Development, Trends, and Challenges", Volume 29, Issue 5, September 2005, pp. 577-598. <https://doi.org/10.1111/j.1540-6520.2005.00099.x>
- Akhtar Ali, Keith J. Topping and Riaz H. Tariq (2011), "Entrepreneurial Attitudes among Potential Entrepreneurs", *Pakistan Journal of Commerce and Social Sciences*, Volume 5, Issue 1, pp. 12-46.
- Nancy M. Levenburg and Thomas V. Schwarz (2008), "Entrepreneurial Orientation among the Youth of India: The Impact of Culture, Education and Environment", *The Journal of Entrepreneurship*, Volume 17, Issue 1, pp.15-35.
- Loma Collins Paul D. Hannon and Alison Smith, "Enacting entrepreneurial intent: the gaps between student needs and higher education capability", *Emerald*, Vol.46, No.819, 2004
- Venkataratnam, B (2000), "Entrepreneurship Development: A Dive Need for Holistic Development of the Society", *Khadi Gramodyog*, 47(3), pp.125-128.
- Lee, D.Y., Tsang, E.W.K. & Hom, H., (2001). The effects of entrepreneurial personality, background and network activities on venture growth. *Journal of Management Studies*, 38(4), p.583-602.
- Jack, S.C and Anderson, A.R (2002), "The Effects of Embeddedness on the Entrepreneurial Process", *Journal of Business Venturing*, 17(5), pp.467-487.
- Peterson N and Kennedy, J (2003), "Enterprise Education: Influencing Students Perceptions of Entrepreneurship", *Entrepreneurship Theory and Practice*, 28(2), pp.129-144.
- Pokrajcic, D., (2004). The characteristics of successful entrepreneurs. *Ekonomskianali*, 49(162), p.25-43.
- Norris F. Krueger and Alan Carsrud (1993), "Entrepreneurial intentions: Applying the theory of planned behaviour", *Entrepreneurship and Regional Development*, Volume 5, Issue 4, pp. 315-330.
- William B. Gartner (1988), "Who Is an Entrepreneur? Is the Wrong Question", *Sage Journals*, Volume 12, Issue 4, pp. 11-32. <https://doi.org/10.1177/104225878801200401>
- Petros Woldu Fessehatsion and Dawit Teclemariam Bahta (2016), "Entrepreneurial Intentions among Students of Higher Institutions in Eritrea", *Journal of Economics and Sustainable Development*, Volume 7, Issue 9, pp. 22- 28.
- Akhtar Ali, Keith J. Topping and Riaz H. Tariq (2010), "Entrepreneurial attributes among postgraduate students of a Pakistani university", *US-China Education Review*, Volume 7, Issue 5, pp. 66-77.