Analyzing the Entrepreneurial Attitude Orientation of the Students at Higher Education Institutions: Evidence from Uttar Pradesh (India)

Pooja Singh
Assistant Professor, Commerce Department, Vidya Mandir Mahavidyalaya, Kaimganj, Farrukhabad, E-mail: poojasingh.singh24@gmail.com

Abstract

Keeping in mind the significance of entrepreneurship and government motivation towards entrepreneurship, researcher in the current study aimed to examine the influence of demographic characteristics on the Entrepreneurial Attitude Orientation (EAO) of the students of higher education institutions; and to identify the entrepreneurial traits that may motivate them to pursue entrepreneurship as their career. To measure the EAO, researcher used Robinson et al. (1991) scale and demographic variables, such as gender, family background, subjects, degree, objectives of the degree, and experience, were taken in this study. Moreover, non-probability sampling was applied in the collection of data. The results suggested that entrepreneurial inclined students have a higher need for achievement motives, innovativeness, personal control, and self-esteem. In addition, among the demographic variables, students' objective of the degree (education) influenced their overall EAO. This study will may have some practical implications for the academicians and the Government to build and develop the entrepreneurial attitude among students.

Keywords: Entrepreneurship, Self-esteem, Need Achievement, Innovation, Personal Control

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Corresponding Author: Pooja Singh, Assistant Professor, Commerce Department, Vidya Mandir Mahavidyalaya, Kaimganj, Farrukhabad, E-mail: poojasingh.singh24@gmail.com
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Introduction

The Covid-19 pandemic brutally affected the economy of the whole world. India has not escaped from this pandemic. In order to recovered from this pandemic as well as achieving sustainable economic growth, economists has suggested the promotion and development of entrepreneurship, as an all-in-one solution to cure many complex economic problems, which a nation-state could be facing at any time frame, including low rate of economic growth, high inefficiency and inflation, poor innovation, and massive unemployment *(Roy & Das, 2020)*. Another, Dr. Sunil Shukla (Director-General of the EDI, India, and Global Entrepreneurship Monitor India National Team Leader) said that entrepreneurship is a catalytic factor that helps in achieving sustainable economic growth, and creates employment opportunities (business-standard.com). Therefore, encouraging an entrepreneurial attitude among the populace has become a top priority for governments and societies everywhere. Thus, entrepreneurship and economic growth are positively related to both interns of theory and practice *(Bhoganadam and*

Rao, 2015).

India is emerging as a healthy country, and targeted to achieve five trillion economies. Thus, to accelerate economic growth and create employment opportunities, the present government proposes a vision of 'Atmanirbhar Bharat Abhiyan' towards making India Self-reliant by using new taglines, i.e., 'Vocal for Local' and emphasized on the development of five pillars such as: infrastructure, technology, vibrant demography, demand, and the economy as a whole. Moreover, under 'Atmanirbhar Bharat Abhiyan' government strongly emphasized on entrepreneurship development in the country and initiated several schemes such as startup India, skill India, Atal Innovation schemes, one district one product scheme etc. and improve ease of doing business through several initiatives such as credit guarantee, tax exemption, and removal of lengthy legal provisions etc. It resulted that the Global Entrepreneurship Monitor (GEM) report 2022/23 placed India among the top five most accessible places to start a new business. Moreover, Dr. Sreevas Sahasranamam, (Senior Lecturer in Entrepreneurship and Innovation at the University of Strathclyde in Glasgow) opined that entrepreneurial ecosystem of India has improved, and credited the government initiatives like "Startup India" and "Make in India". Furthermore, he believed that few people have entrepreneurial goals in general, and few entrepreneurs have high growth expectations. Therefore, there is a need to be a cultural shift to promote scaling up new businesses and to lessen the general public's fear of failure (business-standard.com).

The G20 summit of 2023 stated that, "startups have become synonymous with innovation, job creation and growth". The term, "entrepreneur" has been firstly used by Richard Cantillon, in 1734 as an 'uncertainty bearer of the future'. After that, different economists and scholars defined entrepreneurs in different ways. For example, according to *Joseph Schumpeter (1934) & Peter F. Drucker (1985)* opined entrepreneur is an "innovator"; *Marshall (1961)* viewed "the pioneers of new paths"; *David McClelland (1964)* said that an entrepreneur is a person who has a high need achievement and moderate risk bearer attitude; *Krinzer (1973)* characterizes as an arbitrageur; *Venktaraman (1997)* argued that examiner of how who, what, whom to do activities; *Kuratko & Hodgetts (1998)* pointed identification of opportunities as well as the conversion of that opportunities into marketable ideas of money; *Nain Ahmed and Richard Seymour (2008)* feels human actions in the generation of values, new products, process, and markets *(Bhoganadam and Rao, 2015).*

Thus, Entrepreneurs performed are a very heterogeneous bunch of activities like developing organizations and business partnerships with central and local governments, previous employers, venture capitalists, etc. *(Kerr et al., 2017).* On the other hand, entrepreneurial attitude orientation (EAO) is defined as a label for personal traits associated with entrepreneurial potential *(Jain and Ali, 2016)*. In determining the construct of entrepreneurial orientation (EO), *Miller (1983)* used three characteristics of an entrepreneur such as innovativeness, pro-activeness, and risk-taking capacity *(Rezaei, J. and Ortt, R., 2018)*. In addition, *Lumpkin and Dess (1996)* added aggressiveness and autonomy in defining the concept of EO *(Ladd, T. and Kendall, L., 2017)*. *Robinson et al. (1991)* used a tripartite model to measure the entrepreneurial attitude with respect to affective, behavioral, and cognitive. And the potential entrepreneurs can be identified by examining these critical factors *(Kundu & Rani, 2008).*

On the other hand, *Wang, Sun & Zheng (2020)* stated that the environment of educational institutes could better cultivate entrepreneurial

thinking and ability and enhance the entrepreneurial interest of college students compared to ordinary entrepreneurs. Moreover, Government entrepreneurial policy support can effectively reduce the obstacles for college students in the entrepreneurial market and enhance the belief in starting a business successfully. Another, *Mueller and Thomas (2000)* believed that that supportive culture cultivates the potential entrepreneur's mind and character and also motivated them to perceive themselves as capable and psychologically strong to face the challenges of a global and competitive marketplace. Thus, researcher in this study targeted higher educational institutions as a sample of the study.

The current paper is organized into six parts. The first part includes the introduction; the second part consists of the literature review, identified research gaps & questions and hypotheses development on the basis of objectives of the study; the third part covers research methodology; the fourth part involves data analysis and interpretations; the fifth section provides a discussion, conclusion and implications of the study, and six part covers limitations and directions for further studies.

Literature Review

This section divided into two parts- the first part provides literature review and identified research gaps and research questions with objectives of the study. Whereas, second part covers formulation of hypotheses on the basis of objectives of this study.

Personality traits, Demographic characteristics and Entrepreneurial Orientation

There are several factors (such as internal and external) that influence the success of a business. External factors may include economic policy, industrial relations, market competition, social acceptability, societal values etc. Whereas, internal factors such as parents' occupation, education, personality traits, etc. significantly influenced the entrepreneurial attitude of individuals *(Srimulyani and Yustinus, 2022)*. According to Dollinger (1995) an individual's psychological, sociological, and demographic characteristics affect the individual's capacity to become an entrepreneur *(Maitlo, Memon and Kumar, 2020)*. Nandamuri (2016) in their study disclosed that socio-cultural, socio-demographic, and financial facets influenced the decision to entrepreneurship. However, recognizing the opportunities and managerial skills of individuals helps in becoming a successful entrepreneur. *Jasintha (2021)* pointed out that the goals and motives of an individual's life play a significant role in predicting their entrepreneurial behavior. He found that there is a strong connection between entrepreneurial motivation and self-employment intention among engineering graduate students. *Abbassi and Sta (2019)* found that self-esteem, education, and family background positively influenced the students' entrepreneurial intention. Furthermore, they disclosed that personality traits partially predict entrepreneurial intention, whereas other contextual factors such as family (parental influence) and entrepreneurship education are strongly associated with starting a business. For individuals from a business family, their parents provide the necessary information and skills to strengthen their intention to start businesses. Whereas, *Sharma, Kumar, and Mahakud (2019),* said that families are the key environments in which a person's beliefs and values are formed; as a result, these people base their decisions on their values and beliefs by prioritizing their needs under the circumstances. However, *Kumar (2018)* found minimal entrepreneurial intention and entrepreneurship as a career choice among Indian youth. *Sisilia, K. and Sabiq, N. (2018)* identified significant differences in the self-esteem and entrepreneurial intention of the students. *Jafar, Ghosh and Jafar (2015)* found that students are

highly optimistic but moderately aware about new products, innovations, and opportunities and that their risk-taking capabilities and social skills are weak. In addition, Female students are least interested in taking challenges and are motivated towards obtaining secure jobs. According to *Sehgal and Khandelwal (2015)*, women entrepreneurs perceived entrepreneurial success is favorably linked with their sense of self-worth, self-efficacy, and internal locus of control and negatively correlated with their neuroticism. Another, *Chhabra, et al. (2020)* mentioned that emerging female entrepreneurs were positively impacted by their cognitive, social, and normative features. Additionally, socio-cultural factors have a very strong influence on and shape the job choices of women entrepreneurs. In their study, *Arora (2020)* found that personality traits and situational factors influenced students' entrepreneurial intentions in India. He continued by saying that economic development, culture, technology, and education are four separate aspects that have an impact on entrepreneurship. However, in their research, *Arora and Jainani (2021)* found that passion, leadership traits, and subject knowledge are the major factors that encourage individuals to become entrepreneurs and start a new business. *Uike (2019)* revealed that demographic factors (such as family business experience, gender, specialization, region, and social category) positively influenced the students' entrepreneurial intention. Moreover, the region and specialization of students are the most influential demographic factors that affect entrepreneurial intention. *Gure (2017)* found that male students have high entrepreneurial tendencies as compared to females. Whereas, *Wang, Sun & Zheng (2020)* revealed that the gender and professional background of the students has no significant influenced on the students' entrepreneurial self-efficacy and entrepreneurial intention. However, the student's education level and work experience significantly impact their intention to start business in the future. *Nag and Das (2017); Imran et al. (2019); Shahneaz, Amin & Eni (2020)* showed that entrepreneurial characteristics such as need achievement, self-efficacy, and internal locus of control positively influenced business success. In addition, entrepreneurial orientation (EO) is an important variable that helps in predicting the firm's success. Several other authors *(Yamada, 2004; Branscomb et al., 1999; Wang, Sun & Zheng, 2020)* highlighted the university-industry collaboration in revitalizing industries, fostering start-ups and enhancing student innovation. Importantly, higher education institutions (HEIs) are unavoidably contributing in improving the transfer of knowledge between enterprises.

In the current study, the researcher makes an attempt to measure the students' attitudes toward starting a new business. In addition, analyze the impact of demographic features on the students' entrepreneurial attitude orientation of young individuals. The figure (1) shows the model of the current study. Furthermore, by addressing the following research questions in this paper, we strive to bring a fresh perspective to the existing literature of entrepreneurship and offer innovative insights that may enhance the understanding of the entrepreneurial attitude of young population of India.

Research Gaps & Questions

- What is the entrepreneurial attitude orientation of students at higher education institutions of UP when both state and central Government facilitate entrepreneurship development climate and culture?
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- Do the demographic factors such as gender, age, subject/or academic discipline, occupation of the family/or parents, students' career decision, and academic qualification of the students influence their entrepreneurial attitude

orientation.

Objective of the Study

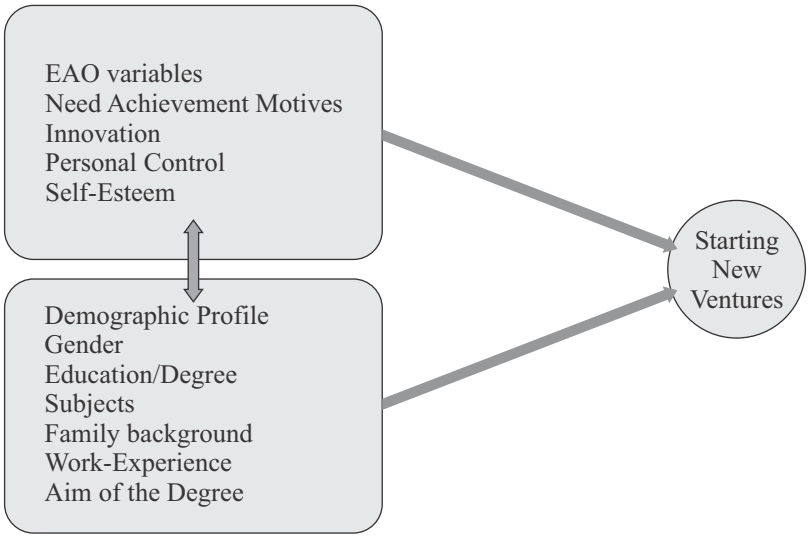
- To analyze the impact of demographic characteristics of students with their entrepreneurial attitude orientation (EAO).
- To identify the students' entrepreneurial traits that motivate them to become an entrepreneur. Moreover, keeping in mind the research questions and objectives of the current study, we propose the following hypotheses-

Hypotheses of the Study

H1: The entrepreneurial attitude orientation among students will be significant different with respect to their (a) gender; (b) family background; (c) educational degree; (d) past experience; (e) subjects; and (f) objective of academic degree.

H2: The personality traits of students such as (a) self-esteem; (b) need achievement; (c) personal control; and (d) innovativeness will be significantly related with entrepreneurial orientation i.e. starting a business.

Figure (1) Model of the study



Methodology

Uttar Pradesh (UP) is the largest populated state in the country and plays a vital role in the country's politics, education, culture, industry, agriculture, and tourism. In the economic survey of 2019–2020, it is becoming one of the significant states that have the highest rates of entrepreneurship in the services sector (pib.gov.in). Recently, it has significantly developed on the social and economic front and has received the second position in the matter of ease of doing business ranking and also becomes the second largest in the gross domestic product in the country (Atmnirbhar UP, June 2021). The state has a robust infrastructure and proactive leadership. It offers the most investor-friendly environment with strong industrial security, i.e., zero tolerance for a better future for its people and the entire country.

Thus, keeping these above stated benefits, researcher in this paper, has focused on analyzing

students' entrepreneurial orientation of students at higher education institutions. For this purpose, the online survey with the help of Google forms was conducted to collect data. Convenience and snowball sampling both were employed. The convenience sampling was employed at places which were easily accessible to the researcher and at the places which were far away from the researcher's college, the snowball sampling was employed. Total of 192 responses were collected from students of different academic disciplines (see table 2). The G* power software recommended 85 as the minimum sample size with a probability level of 0.05 and a desired statistical power level of 0.8. Moreover, according to Hair et al., 2018, a minimum of five responses must be consider for each independent variables, therefore, 5 responses*4 variables (used in this study) equal to 20 responses required as a minimum sample. , The author used Robinson et al. (1991) entrepreneurial attitude orientation (EAO) scale at Likert five-point, which contains 75 items related with need achievement, innovation, personal control, and self-esteem. Table (1) shows the values of Cronbach's alpha of the total EAO, and its subscales are measured to test its internal consistency and reliability. It has been found above 0.80, thus showing that all the subscales have internal consistency and measure the same concept. The data was analyzed by SPSS (version 25) software employing descriptive statistics, t-test, ANOVA, and correlation.

Table (1) Reliability Analysis

Variables	Reliability coefficient
Need Achievement motives	0.865
Innovation	0.875
Personal Control	0.824
Self-Esteem	0.843
EAO	0.945

Data Analysis Results

This section provides information about outcomes of data analysis. It has divided into two parts- the first part contains information about the demographic profile of respondents, and second part includes results of statistical tools used in the analysis of data of this study.

Demographic profile of the respondents

The table (2) shows that the total 192 respondents composed of 51% (98) male and 49% (94) female students of which 61% (117) pursuing graduation whereas 39% (75) pursuing post-graduation, their academic background (commerce & management =78% (150); art & humanities = 10% (20); science & IT= 12% (22), family's occupation (agriculture = 25% (48); business = 27% (52); employment at public or private sector = 48% (92), work experience (75% (143) students have no experience only 25% (49) students have experience; objective of the study (69% (133) want to employ at Government or private sector while 31% (59) want to become entrepreneur in their life.

Table (2) Data sample synthesis

Demographic Characteristics		Numbers	Percentage
Gender	Male	98	51%
	Female	94	49%
Education Level	Pursuing Graduation	117	61%
	Pursuing post-graduation	75	39%
Subjects/Discipline	Commerce & Management	150	78%
	Art & Humanities	20	10%
	Science & IT	22	12%
Family's Occupation	Agriculture	48	25%
	Business	52	27%
	Employment in Public or Private sector	92	48%
Work Experience	Yes	49	25%
	No	143	75%
Objective of the Degree	Job in the Government or Private Sector	133	69%
	Become entrepreneur	59	31%

Hypotheses Testing

The results from the Tables (3) revealed that the male and female students have no significant difference found with respect to their need achievement motives [$t_{(190)}$ = 0.491; p>0.05]; innovation [$t_{(190)}$ =0.862; p>0.05]; and personal control [$t_{(190)}$ =1.708; p>0.05] however, they have different self-esteem [t (190) =2.624; p<0.05]. Male students have higher self-esteem compared to females. In sum, gender has no significant influence on the student's overall EAO ($t_{(190)}$ = 1.556; p>0.05].

Table (3) Students' EAO based on gender

EAO and its dimensions	Male		Female		t-value	p-value
	mean	S.D.	Mean	S.D.		
Need Achievement motives	4.10	0.44	4.07	0.39	0.491	0.624
Innovation	3.84	0.44	3.79	0.40	0.862	0.390
Personal Control	3.86	0.56	3.72	0.51	1.708	0.089
Self-Esteem	3.71	0.59	3.50	0.54	2.624	0.009
Total of EAO	3.90	0.42	3.81	0.36	1.556	0.121

Similarly, the Table (4) depicts that academic level i.e. graduation and post-graduation students have no difference found with respect to their need achievement motives [t (190) = -0.290; p>0.05]; innovation [t (190) = -0.729; p>0.05]; personal control [t (190) = -0.204; p >0.05] and self-esteem [t (190) = -0.526; p>0.05]. Moreover, the overall EAO [t (190) = -0.550; p>0.05] of graduation and post-graduation students have no difference identified.

Table (4) Students' EAO based on Education Level

EAO and its dimensions	Pursuing Graduation		Pursuing Post-Graduation		t-value	p-value
	Mean	S.D.	Mean	S.D.		
Need Achievement motives	4.08	0.43	4.10	0.39	-0.290	0.772
Innovation	3.80	0.43	3.84	0.39	-0.729	0.467
Personal Control	3.79	0.55	3.80	0.53	-0.204	0.838
Self-Esteem	3.59	0.56	3.63	0.59	-0.526	0.600
Total of EAO	3.84	0.41	3.88	0.37	-0.550	0.583

Based on the results of Table (5), it is found that students' work experience does not affect their EAO [$t_{(190)} = 0.563$; $p>0.05$]. In addition, student's work experience does not vary according to their need achievement [$t_{(190)} = 0.661$; $p>0.05$]; innovation [$t_{(190)} = 0.389$; $p>0.05$], personal control [$t_{(190)} = 0.962$; $p>0.05$]; and self-esteem [$t_{(190)} = -0.011$; $p>0.05$].

Table (5) Students' EAO based on their work experience

EAO and its dimensions	Students have Work Experience		Students have No Work Experience		t-value	p-value
	Mean	S.D.	Mean	S.D.		
Need Achievement motives	4.12	0.40	4.08	0.42	0.661	0.510
Innovation	3.84	0.42	3.81	0.42	0.389	0.698
Personal Control	3.86	0.51	3.77	0.55	0.962	0.337
Self-Esteem	3.61	0.51	3.61	0.60	-0.011	0.991
Total of EAO	3.88	0.37	3.85	0.40	0.563	0.574

However, the outcomes of Table (6) highlight that students' objective of the degree (education) has an influence on their overall EAO [$t_{(190)} = -2.359$; $p<0.05$]. Though, students' objective of the degree (education) has no influence on their need achievement motives [$t_{(190)} = -1.372$; $p>0.05$] and innovation [$t_{(190)} = -1.592$; $p>0.05$] but objective of the degree has influence on personal control [$t_{(190)} = -2.810$; $p<0.05$] and self-esteem [$t_{(190)} = -2.626$; $p<0.05$]. It reflects that students who want to become entrepreneurs have more personal control, and their self-esteem needs are higher than students who want jobs in the public or private sector.

Table (6) Relationship between Students' EAO and objective of their Education (Degree)

EAO and its dimensions	Students who want the job in the Public or Private Sector		Students who want to become Entrepreneur		t-value	p-value
	Mean	S.D.	Mean	S.D.		
Need Achievement motives	4.06	0.39	4.15	0.45	-1.372	0.172
Innovation	3.78	0.40	3.89	0.45	-1.592	0.113
Personal Control	3.72	0.52	3.96	0.55	-2.810	0.005
Self-Esteem	3.53	0.56	3.77	0.58	-2.626	0.009
Total of EAO	3.81	0.37	3.96	0.43	-2.359	0.019

Moreover, The Table (7) shows that the academic background (subjects) of the students have no influence on their need achievement motives [$F_{(2,189)}$ =0.711; p>0.05]; innovation [$F_{(2, 189)}$ = 1.329; p>0.05], personal control [$F_{(2, 189)}$ = 1.376; p>0.05], self-esteem [$F_{(2,189)}$ = 0.002; p>0.05 and overall EAO [$F_{(2,189)}$= 0.817; p> 0.05].

Table (7) Relationship between Students' EAO and Academic Background (Subjects)

EAO and its Dimensions	Commerce & Management		Arts & Humanities		Science & IT		F-value	p-value
	Mean	S.D.	Mean	S.D.	Mean	S.D.		
Need Achievement motives	4.11	0.42	4.05	0.42	4.00	0.38	0.711	0.493
Innovation	3.84	0.43	3.79	0.31	3.68	0.41	1.329	0.267
Personal Control	3.80	0.55	3.89	0.45	3.63	0.53	1.376	0.255
Self-Esteem	3.61	0.59	3.61	0.58	3.60	0.48	0.002	0.998
Total of EAO	3.87	0.40	3.85	0.35	3.76	0.35	0.817	0.443

The Table (8) shows the relationship between Students' EAO and their Family background and found that the family background influences the need achievement motive of the students [$F_{(2,189)}$ = 3.567; p<0.05]. however, it has not influence on students' innovation [$F_{(2,189)}$ = 1.567; p>0.05]; personal control [$F_{(2,189)}$ = 0.578; p>0.05] and self-esteem [$F_{(2,189)}$ = 3.736; p>0.05]. Moreover, family background does not influence their overall EAO [$F_{(2,189)}$ = 1.684; p>0.05]. Thus, we partially accepted our first hypothesis.

Table (8) Relationship between Students' EAO and their Family Occupation

EAO and its Dimensions	Agriculture (N=48)		Business (N=52)		Service employment in the public or private sector(N=92)		F-value	p-value
	Mean	S.D.	Mean	S.D.	Mean	S.D.		
Need Achievement motives	3.97	0.46	4.06	0.40	4.16	0.38	3.567	0.030
Innovation	3.73	0.43	3.82	0.38	3.86	0.43	1.567	0.211
Personal Control	3.72	0.55	3.80	0.54	3.83	0.54	0.578	0.562
Self-Esteem	3.62	0.61	3.53	0.54	3.65	0.58	0.736	0.480
Total of EAO	3.78	0.42	3.84	0.36	3.91	0.39	1.684	0.188

The results of the correlation are given in Table (9). All the variables are fairly correlated with each other at 0.01 level. The highest correlation (r = 0.721) is observed between innovation and personal control, while the lowest correlation (r = 0.438) is found between need achievement motives and self-esteem. In addition, we accept our second hypothesis of the study.

Table (9) Correlation Matrix

Variable Names	Need Achievement	Innovation	Personal Control	Self-Esteem
Need Achievement	1			
Innovation	0.694**	1		
Personal Control	0.601**	0.721**	1	
Self-Esteem	0.438**	0.594**	0.650**	1

***Correlation is significant at 0.01 level*

Discussion & Conclusion

In this research paper, the author has used Robinson et al. (1991) EAO scale to examine the effect of demographic variables (such as gender, education level, different academic background, family background, work experience, and objective of the degree) on the entrepreneurial characteristics, namely need achievement, innovation, personal control, and self-esteem. It was assumed that potential entrepreneurs possessed these distinguishing traits. The purpose of this study was to identify students who, in comparison to other students, exhibited these entrepreneurial characteristics to a greater extent. Since each of these traits is claimed to be unique to entrepreneurs and gauges a different part of the entrepreneurship phenomenon, there should also be some degree of interrelatedness between all four traits.

The results of this study revealed that demographical variables such as gender, education level, work experience, and academic background do not influence the students' EAO. However, students' objective of the degree (education) has influenced their overall EAO. On the other hand, entrepreneurially inclined students carry a higher need for achievement motives, Innovativeness, personal control, and self-esteem. In addition, male students have higher self-esteem than female students, and entrepreneurially inclined students have higher personal control and self-esteem than entrepreneurially-not inclined students. However, students who belong to the service class have higher need achievement motives. These results are partially similar to the findings of previous studies by Jafar, Ghosh, and Jafar, 2015; Sisilia & Sabiq, 2018; Anwar & Saleem, 2019; Wang, C., Sun, S. & Zheng, Y., 2020 while not support the studies of Gure, 2017; Uike, D. D., 2019 and Shahneaz, Amin, & Eni, 2020. In addition, about 31% of total respondents hinted at their inclination toward entrepreneurship which is fair on the higher side compared to similar previous research by Kumar (2018).

Recommendations

This study has added to the body of entrepreneurship research in at least two ways. First, in addition to gender and family background, this research examines the effect on the students' EAO of a number of other demographic factors, including the students' work experience, educational background, and level of education. It also considers the purpose of the degree. The paper's findings may also be useful in helping the Government create policies that will inspire and prepare those who aspire to self-employment. As a result, it will eventually contribute to reducing the nation's unemployment issue. The major findings of the present study are summarized below.

- The demographical variables such as gender, education level, work experience, and academic background do not influence the students' EAO.
- Students' objective of the degree (education)

influences their overall EAO.

- Entrepreneurially inclined students carry a higher need for achievement motives, Innovativeness, personal control, and self-esteem.
- Male students have higher self-esteem than female students.
- Entrepreneurially inclined students have higher personal control and self-esteem than entrepreneurially-not inclined students.
- Students from the service class have higher need achievement motives.

Dr. Sreevas Sahasranamam, a senior lecturer in Entrepreneurship and Innovation at the University of Strathclyde, Glasgow, appreciated the entrepreneurial ecosystem of the country by giving credit to several Indian government initiatives like 'Startup India' and 'Make in India.' Nonetheless, the general public's aspirations to start their own business and entrepreneurs' prospects for growth remain low. Therefore, a shift in culture is required to lessen the general public's fear of failure and to encourage the expansion of new businesses (Business Standard, 2022). Moreover, according to Sardeshmukh and Smith-Nelson (2011), in order to reduce the pressure on graduates to find work, universities, governments, and legislators should encouraged students to think of entrepreneurship as a feasible career option (Nwosu et al., 2022, and references therein).

Thus, one the basis of findings of the current research, and literatures related with entrepreneurship. The present study not only study the entrepreneurial attitude of students of different academic disciplines but also made an effort to enhance their entrepreneurial attitude. However, this study has some weaknesses which were discussed in the next sections and made some suggestion for further studies.

Limitations and Suggestions for Future Research

The author highlighted that some shortcomings in the current study may present the potential for future research. First off, this study has to be repeated with a bigger sample of students because the sample size was small. Second, given that not all of the targeted students replied to our survey, our results might have been an artifact of the particular sample; as a result, the findings must be evaluated with this restriction in mind. Thus, further research will may conduct with larger sample size and testing the impact of new variables such as entrepreneurial qualities, entrepreneurial eco-system and entrepreneurial education on entrepreneurial intention of students. In addition, further studies should employ both quantitative as well as qualitative research method in measuring the entrepreneurial attitude and intention of students. Author, in the current study, measuring the personality traits of students. Thus, in order to examine the effectiveness of entrepreneurship behavior of students, future studies may include measuring the effectiveness of entrepreneurial programs offered by different academic institutions as well as their entrepreneurial supportive system.

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