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A Study On Attitudes And Perceptions Of Students Towards Entrepreneurship With Special Reference To Belagavi City, Karnataka, India.

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Abstract:

"Governments and local communities worldwide have realized the crucial role of promoting entrepreneurship, especially among young people, in creating wealth and driving regional growth. Entrepreneurs are the innovative minds behind new ventures, and the act of starting a new business is known as a Start-up. Entrepreneurship is a continuous wealth creation, leading to the formation of small to medium enterprises that play a significant role in generating wealth, increasing employment, improving living standards, and fostering innovation to boost productivity. In recent years, women have emerged as active participants in the entrepreneurial landscape, marking a significant shift from the traditional male-dominated business world. Government policies have celebrated this transformation, including measures to support student entrepreneurs through various incentives and rewards. Understanding students' attitudes towards entrepreneurship has become a focal point, with entrepreneurial education now integrated into the curriculum of many private and public higher education institutions.

This research assessment is dedicated to exploring students' perspectives on entrepreneurship, identifying the obstacles that hinder young individuals from starting their enterprises, and uncovering the incentives that can drive youth towards entrepreneurship as a viable career choice."

Keywords: Assessment; Communities; Entrepreneurship; Employment; Male dominated.

Introduction:

An entrepreneur plays a significant role in contributing to economic development and facilitating socioeconomic transition, taking on inherently high-risk endeavours that demand unwavering dedication, absolute commitment, and utmost integrity, as well as full engagement for personal gain. Personality development and entrepreneurial growth are essential for jumpstarting the economic process, serving as the

bedrock of any nation's economy, whether developed or developing. Entrepreneurs act as change catalysts and are pivotal in driving the economic progress that every nation aspires to achieve. Development for wealth generation and elevating living standards for citizens is closely tied to the rare breed of female entrepreneurs.

An entrepreneur is someone who initiates, organizes, and manages a business, with economic, social, and political benefits forming integral aspects of developmental proportions at the social and political level. Without the advancement of women, societal development remains incomplete. Hence, women's involvement in economic activities is imperative for nurturing a thriving nation. Over the past decade, women entrepreneurs have been acknowledged as a significant but underutilized asset, serving as a source of economic development by generating employment opportunities for themselves and others, while also representing distinct management choices.

Despite possessing substantial influence in the modern world, women encounter numerous challenges in pursuing commercial activities or executing tasks as entrepreneurs. They face a myriad of socio-economic and other hurdles, largely owing to societal and cultural norms that prevent women entrepreneurs from receiving equal recognition compared to their male counterparts. Nonetheless, there has been a noticeable uptick in the number of women-owned businesses in recent times, with the swift transformation of the modern world giving rise to these enterprises.

Need of the Study:

To know the mindset, perceptions, and attitudes of students in Belagavi when it comes to entrepreneurship. They have noticed a lack of interest among young people in starting new ventures, and there seems to be a fear or apprehension associated with taking the first steps towards entrepreneurship.

Review of the literature:

- 1. Susan Anita Andrew (2021), "College students' intention towards entrepreneurship during the pandemic phenomenon in Madurai City."** The researcher of the study stated that following the outbreak of the pandemic, the respondents expressed a strong interest in pursuing entrepreneurship. However, it is essential to note that the respondents' friends and family members influenced them to seek traditional 9-to-5 employment. Consequently, it is imperative to raise awareness among not only students but also their families regarding the pivotal role that the younger generation plays in the social, economic, and environmental landscape through their involvement in entrepreneurial pursuits.(Selvan & Andrew, 2021)
- 2. Norasmah Othman (2020), "The effect of attitude, interest, teachers, and peers on entrepreneurial career thought."** The assessment revealed the moderate prevalence of attributes such as attitude, curiosity, teacher guidance, peer influence, and aspirations toward entrepreneurial careers. There is a demand for an expanded provision of entrepreneurial education within educational institutions. The research methodology employed a quantitative survey design, incorporating both descriptive and inferential analyses.(Rahman et al., 2020)
- 3. Sukhjeet Matharu (2014), "Perception of B-school students towards entrepreneurship."** The study emphasizes the promotion of youth entrepreneurship and the impact of familial exposure on entrepreneurial interest. According to the T-Test, It also states that there is the absence of a significant

difference in students' perceptions of entrepreneurship depending on gender. Additionally, the study points out the challenges entrepreneurship development institutes face in identifying and nurturing talent and fostering an entrepreneurial mindset in a wider audience(Nakhate, n.d.).

Study Objectives

1. To know the educators' attitudes and opinions regarding entrepreneurship.
2. To extract the motivational things that affect students choosing entrepreneurship as their career option.
3. To know various factors affecting the entrepreneurial aspirations and attitudes among students.
4. To know the level of effectiveness of entrepreneurship among the students of Belagavi city.

Methodology:

The study strongly depends on primary and secondary data like descriptive. Descriptive research is used to identify the attitudes and perceptions of students and their preferences about jobs. To explore and observe the acquired data, the quantitative research approach was applied in this study. A structured questionnaire with closed-ended and open-ended questions was used.

Research Hypothesis:

- **Null Hypothesis (H₀):** There is no significant impact of innovative and creative ideas for entrepreneurship among respondents on the necessity.
- **Alternative Hypothesis (H₁):** There is a significant impact of innovative and creative ideas for entrepreneurship among respondents on the necessity.

Scope of the Examination:

The foremost scope of the examination is restricted only to Belagavi city students of Karnataka, India. This study helps to know about the factors motivating the students who want to enter into the entrepreneurial career and to know the relationship between the attitude and perception of the entrepreneurial career of the students. Besides, the study intends to extract the sources preventing students from choosing an entrepreneurial career and also to know the profile of the students who want to choose an entrepreneurial lifestyle as well as those who do not want to choose an entrepreneurial career as their career.

Sampling Design:

The process of sampling design involves studying a population by collecting a sample from it. Instead of studying every population unit, this technique focuses on studying only a portion of the population and then drawing conclusions about the entire population based on that sample.

Sample Size:

Because of the nature and scope of the examination, the size of the sample is taken as "95" respondents.

Sampling Technique: Convenience sampling

Research instruments: Questionnaire

Sources of Data Collection:

- **Primary source of Data:** Primary information is those data that is gathered fresh and for the primary time, and hence unique. It is the actual and vital information gathered by the researcher himself. The core data was gathered through a survey. Questionnaires were created, and students from the MBA program were approached to complete them. The survey consists of 25 questions that represent

students' attitudes and perceptions of entrepreneurship. The completed data was then examined to acquire the needed interpretation and results.

- Questionnaire method
- Personal interaction
- **Secondary Source of Data**

Secondary information is information that has excitingly been gathered by someone else. A thorough investigation of the attitudes and perceptions of students regarding entrepreneurship was conducted using a variety of sources, including books and articles from search engines such as Google and Answer.com.

- Articles
- Books
- Internet

Limitation of the study:

- There may be the possibility of bias in the respondent's comment.
- The target demographic had been broader, and the sample size is less because of this reason the study would have been more reliable and generated different results.
- The survey was conducted by gathering the opinions of only 95 people from the city of Belagavi.

Brief information about Belagavi city:

Table No. 01: Population:

Description	As per the 2011 census		Total	Estimated population in 2024
	Male	Female		
Population of the city	245545	242612	488157	600000 (Approx.)
Literates	204861	186480	391341	450000 (Approx.)
Average literary (%)	93.78%	85.84%		

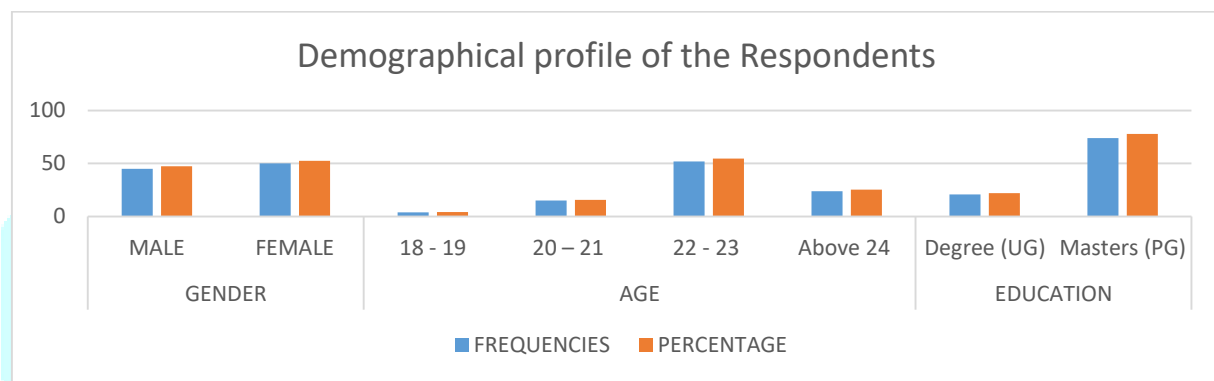
Name of the Belagavi Entrepreneurs:

1. Karan Javali
2. Sourabh Aswale
3. Sarvesh Kakkeri
4. Abhishek Jakkannavar
5. Virendra Kadam
6. Siddharth Pattanshetti
7. Amey Kadley
15. Neha Kangralkar
8. Siddarth Mutkekar
9. Vivek Urolgin
10. Prakash Mugali
11. Abhinandan Tallur
12. Uma Kulkarni
13. Nidhi Bhati
14. Tushar Kamat

Data Analysis and Interpretation:**Table No. 2: Demographical Profile of the Respondents**

DEMOGRAPHIC VARIABLES	CATEGORIES	FREQUENCIES	PERCENTAGE
GENDER	MALE	45	47.37
	FEMALE	50	52.63
AGE	18 - 19	4	4.21
	20 – 21	15	15.79
	22 - 23	52	54.74
	Above 24	24	25.26
	Degree (UG)	21	22.11
EDUCATION	Masters (PG)	74	77.89

Source: Primary data

Chart No. 1: Demographical Profile of the Respondents

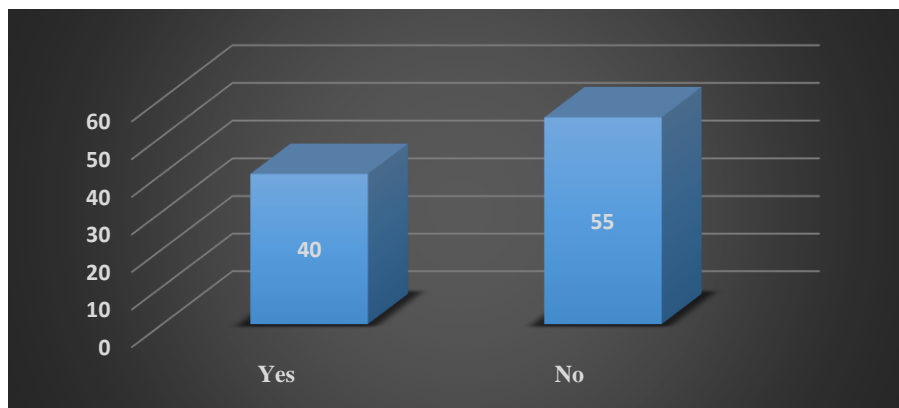
Interpretation: In the research data collected, it was found that out of 95 respondents, 47.37% were male and 52.63% were female. Notably, the majority of the respondents, 52.63%, were female. In the survey data, it was found that out of 95 respondents, 4.2 percent were aged 18-19, 15.8 percent were aged 20-21, 54.7 percent were aged 22-23, and 25.3 percent were above 24 years old. It's worth noting that the largest proportion of respondents, 54.7 percent, fell within the 22-23 age range. According to the research data, out of 95 respondents, 22 percent were undergraduate (UG) students and 78 percent were master's (PG) students. It's worth noting that the majority of students, 78 percent, were pursuing master's degrees.

Table No. 3: Do any of your family persons / close relatives members have own a business?

Particulars	Respondents	Percentage (%)
Yes they have	40	42.1
Don't have	55	57.9
Total	95	100

Source: Primary Data

Chart No. 2: Do any of your family persons / close relatives members have own a business?



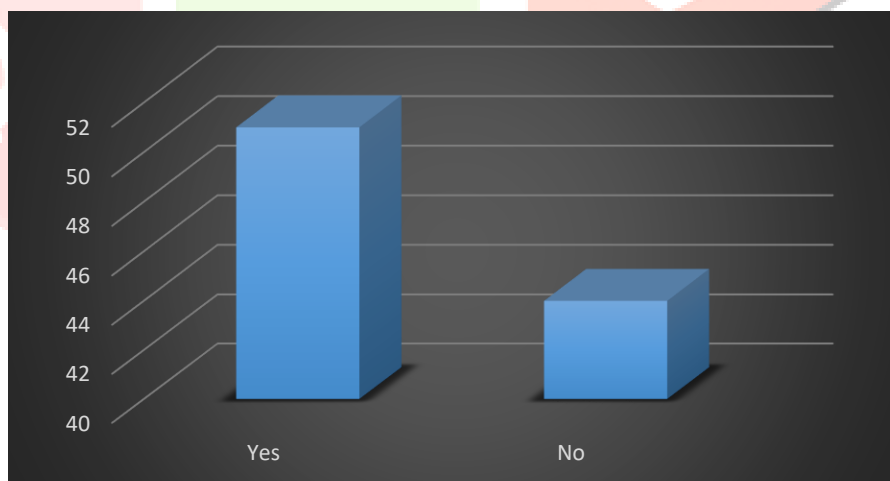
Interpretation: According to the research data, 40 out of 95 respondents, or 42%, indicated that their family members or close relatives own a business, while 55 respondents, or 58%, indicated that they do not. It's serious to know that the majority of respondents, 58%, reported that their family members or close relatives do not own a business.

Table No. 4: Does your institute have any entrepreneurship development cell?

Particulars	Respondents	Percentage (%)
Yes	51	53.7
No	44	46.3
Total	95	100

Source: Primary data

Chart No. 3: Does your institute have any entrepreneurship development cell?



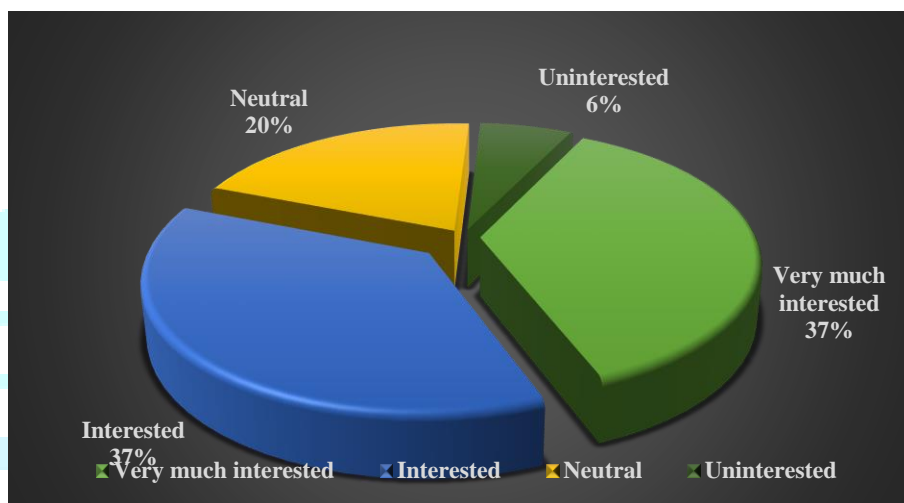
Interpretation: According to the data collected from the research, out of 95 respondents, 51 stated that the respondent's institute has a development cell, accounting for 53.7%, while 44 respondents said no, representing 46.3% of the total. It's noteworthy that the majority of respondents, 53.7%, confirmed the presence of a development cell.

Table No 5: State the interest of you in starting up your own venture suddenly after your completion of education?

Particulars	Respondents	Percentage (%)
Very much interested	35	36.8
Interested	35	36.8
Neutral	19	20.0
Uninterested	06	06.3
Total	95	100

Source: Primary data

Chart No. 4: State the interest of you in starting up your own venture suddenly after your completion of education?



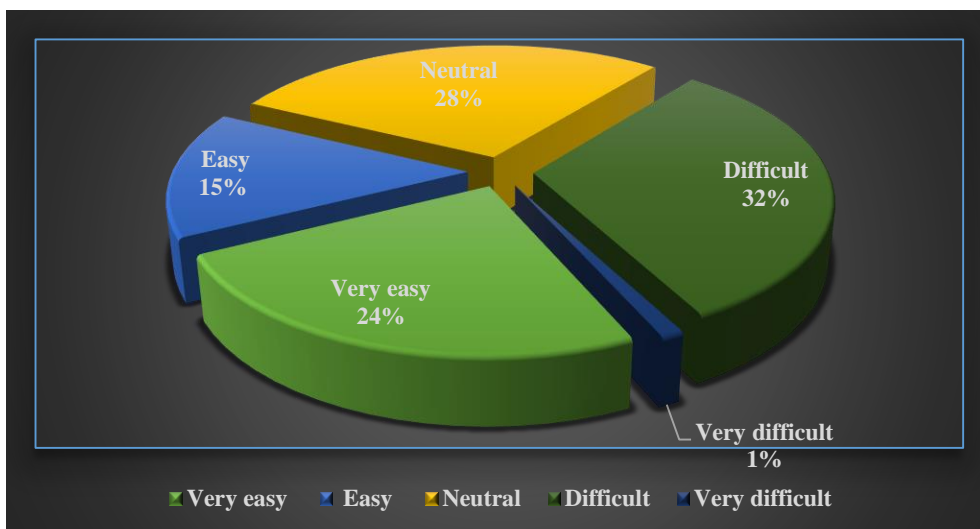
Interpretation: To evaluate how interested students are in starting up their own venture suddenly after the completion of their education, out of 95 respondents, 37% said they were very much interested, 37% said they were interested, 20% said neutral, and 6% were uninterested.

Table No 6: How easy would it be for you to start a business?

Particulars	Respondents	Percentage (%)
Very easy	23	24.2
Easy	14	14.7
Neutral	27	28.4
Difficult	30	31.6
Very difficult	1	1.1
Total	95	100

Source: Primary data

Chart No. 5: How easy would it be for you to start a venture?



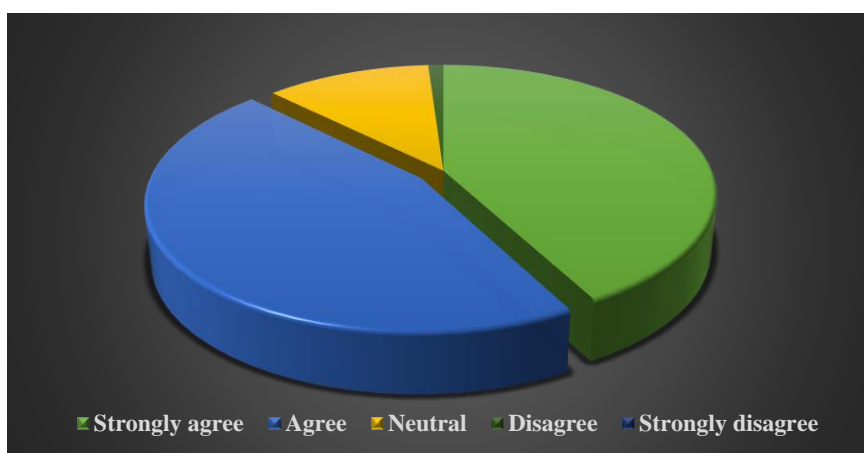
Interpretation: To evaluate how easy would it be for them to start a business out of 95 respondents, 24% said it's very easy to start a business, 15% said it's easy to start a business, while 28.7% had a neutral reaction towards starting a business, 31.6% replied that starting of new venture is difficult and 1.1% replied it's very challenging to start a new venture.

Table No 7: Entrepreneurship is a rewarding career?

Particulars	Respondents	Percentage (%)
Strongly agree	40	42.1
Agree	43	45.3
Neutral	11	11.6
Disagree	01	01.1
Strongly disagree	00	0.00
Total Respondents	95	100

Source: Primary data

Chart No. 6: Entrepreneurship is a rewarding career?

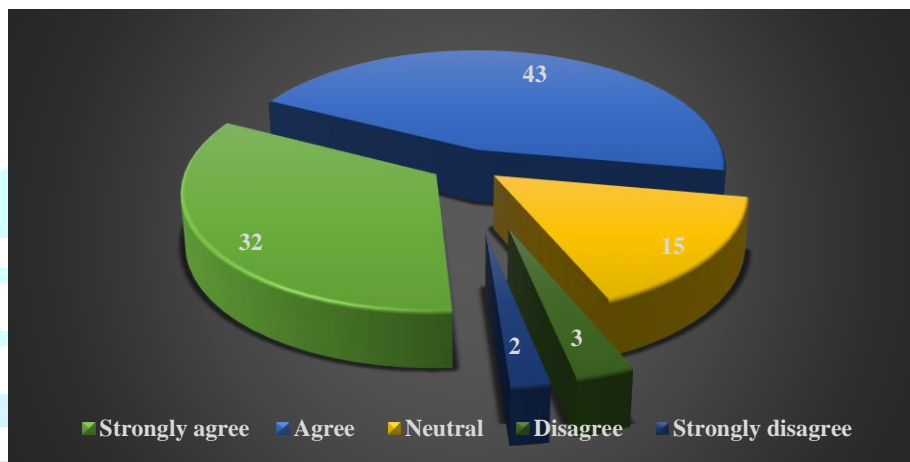


Interpretation: from the survey, 42.1% of the repliers strongly agreed to entrepreneurship is a rewarding career, while 45.3% just agreed. Only 11.6% of the respondents were neutral about it, and one respondent disagreed to the statement. Surprisingly, no one of the repliers are strongly disagreed.

Table No 8: Money is what motivates students towards entrepreneurship?

Particulars	Respondents	Percentage (%)
Strongly agree	32	33.7
Agree	43	45.3
Neutral	15	15.8
Disagree	03	03.2
Strongly disagree	02	02.1
Total	95	100

Source: Primary Information

Chart No. 7: Money is what motivates students towards entrepreneurship?

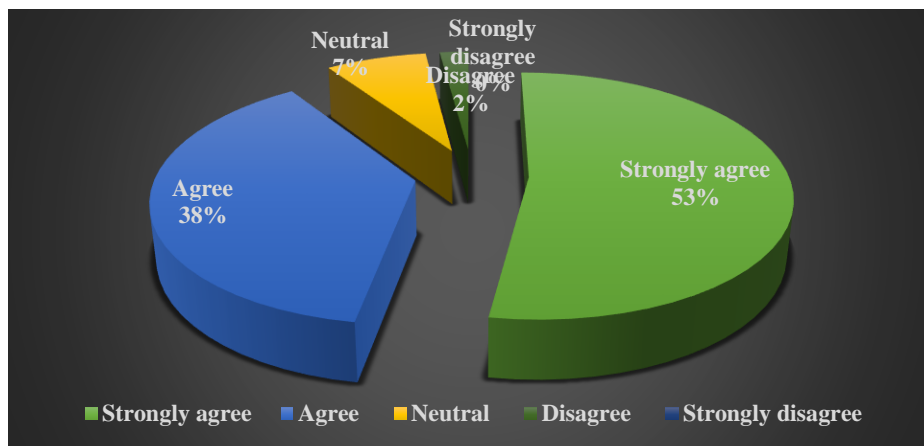
Interpretation: The survey sought to understand students' perspectives on whether monetary incentives drive entrepreneurial pursuits. The results indicated that 2.1% of respondents strongly disagreed, while 33.7% strongly agreed. Additionally, 45.3% agreed, 3.2% disagreed, and 15.8% remained neutral on the issue.

Table No. 9: Entrepreneurship is someone who is a job giver and not a job seeker.

Particulars	Respondents	Percentage (%)
Strongly agree	50	52.6
Agree	36	37.9
Neutral	07	07.7
Disagree	02	02.1
Strongly disagree	00	0.00
Total Respondents	95	100

11Source: Primary Information

Chart No. 8: Entrepreneurship is someone who is a job giver and not a job seeker?



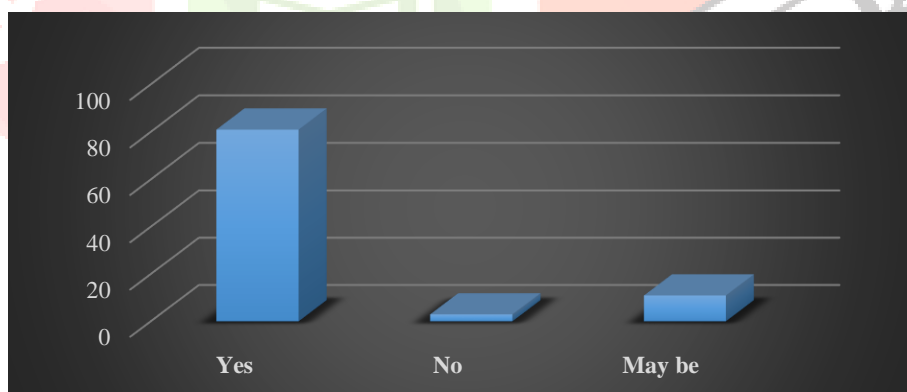
Interpretation: The survey results indicate that only 2.1% of the repliers believe that an entrepreneur is a job seeker, while 7.7% are uncertain about whether an entrepreneur is a job creator. On the other side, 37.9% of the replies agreed, & 52.6% highly agreed that an entrepreneur is indeed a job creator. It's worth noting that none of the samplers highly disagreed with this statement.

Table No. 10: Do you think an entrepreneur has a good image in society?

Particulars	Respondents	Percentage (%)
Yes	81	85.3
No	03	03.2
May be	11	11.6
Total	95	100

Source: Primary data

Chart No. 11: Do you think an entrepreneur has a good image in society?

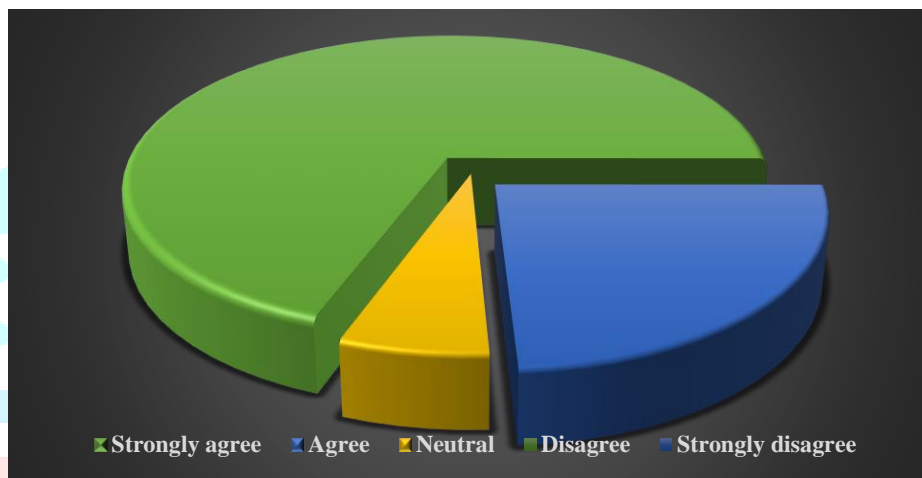


Interpretation: According to a recent survey, 11.6% of respondents were unsure whether entrepreneurs have a positive image in society, while 3.2% believed that entrepreneurs do not have a good image, and 85.3% thought that entrepreneurs do have a positive image in society.

Table No. 9: I feel that innovative and creative ideas are needed to be an entrepreneur.

Particulars	Respondents	(%)
Strongly agree	66	69.5
Agree	23	24.2
Neutral	06	06.3
Disagree	00	00.0
Strongly disagree	00	00.0
Total Respondents	95	100

Source: Primary Information

Chart No. 10: I feel that innovative and creative ideas are needed to be an entrepreneur.

Interpretation: based on our survey, 69.5% of samplers highly believe it being an entrepreneur requires innovative and creative ideas. Additionally, 24.2% agreed with this statement, while 6% remained unbiased. No one of the repliers disagreed or strongly disagreed with the need for innovative and creative ideas in entrepreneurship.

Distribution of Responses

Response Category	Observed (O)	Expected (E)	(O-E)	(O-E) ²	$\frac{(O-E)^2}{E}$
Strongly Agree	66	19	47	2209	116.26
Agree	23	19	4	16	0.84
Neutral	6	19	-13	169	8.89
Disagree	0	19	-19	361	19.00
Strongly Disagree	0	19	-19	361	19.00
					164.00

Chi-Square Test Calculation:

$$x^2 = \sum \frac{(O - E)^2}{E}$$

$$x^2 = \sum \frac{(O-E)^2}{E} = 164.00$$

- **Degrees of Freedom (df):** 4 (Number of categories - 1)
- **Significance Level (α):** 0.05
- **Critical Value:** 9.488 (from Chi-Square distribution table)

Results and Interpretation:

The calculated Chi-Square statistic is **164.0**, which is significantly higher than the critical value of **9.488**. The p-value obtained was 2.03×10^{-34} , which is less than the significance level of **0.05**.

Decision:

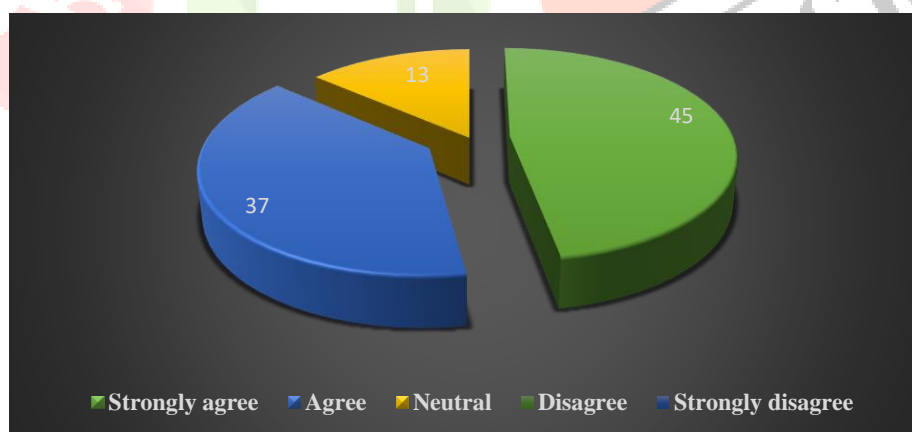
Since the Chi-Square statistic is greater than the critical value and the p-value is significantly lower than 0.05, the **null hypothesis is rejected**. This indicates a significant impact of innovative and creative ideas for entrepreneurship among respondents.

Table No. 13: I have leadership skills that are essential to be an entrepreneur?

Particulars	Respondents	(%)
Strongly agree	45	47.4
Agree	37	38.9
Neutral	13	13.7
Disagree	00	00.0
Strongly disagree	00	00.0
Total Respondents	95	100

Source: Primary Information

Chart No. 11: I have leadership skills that are essential to be an entrepreneur.

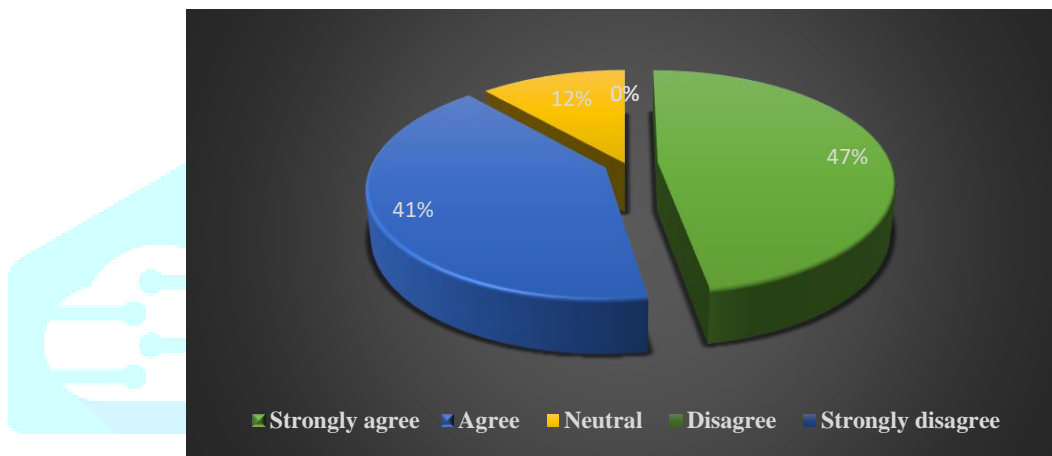


Interpretation: In this survey, repliers were asked about their leadership skills and their potential as entrepreneurs. The results showed that 47.4% strongly agreed that they possess the necessary leadership skills, while 38.9% agreed and 13.7% remained neutral. Notably, no one of the repliers disagreed or highly disagreed to the statement.

Table No. 15: The risks involved in setting up a business are too high?

Particulars	Respondents	(%)
Strongly agreed	45	47.4
Agreed	39	41.1
Neutral	11	11.6
Disagreed	00	00.0
Strongly disagreed	00	00.0
Total Respondents	95	100

Source: Primary Information

Chart No. 12: The risks associated with starting up a business are too high?

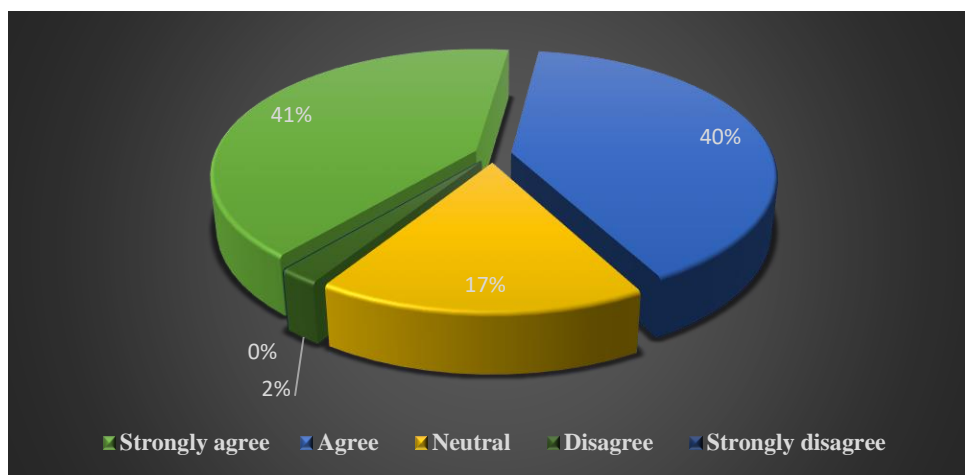
Interpretation: When asked the respondents if the risk associated with setting up a business is too high, 47.4% of the respondents strongly agreed, 41.1% just agreed whereas 11.6% were unbiased. No one of the repliers disagreed and strongly disagreed.

Table No. 16: The experience and knowledge gathered encourage me to be an entrepreneur

Particulars	Respondents	(%)
Strongly agreed	39	41.1
Agreed	38	40.0
Neutral	16	16.8
Disagreed	02	02.1
Strongly disagreed	00	00.0
Total Respondents	95	100

Source: Primary data

Chart No. 13: The experience and knowledge gathered encourage me to be an entrepreneur



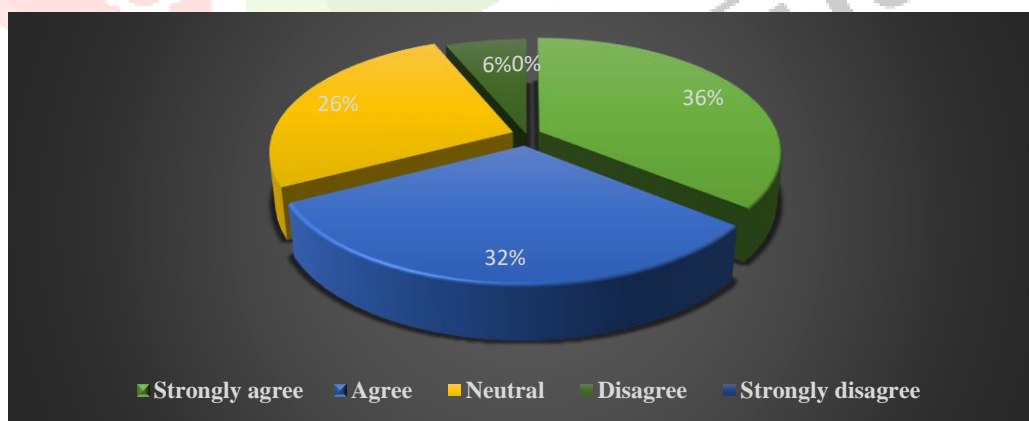
Interpretation: 41.1% of the repliers strongly agreed to the sentence of “The experience and knowledge gathered encourage me to be an entrepreneur”. 40% agreed to the same and 16.8% were neutral, but 2.1% of the respondents disagreed and nobody strongly disagreed.

Table No. 15: "I can only make more money if I am self-employed."

Particulars	Respondents	Percentage (%)
Strongly agreed	34	35.8
Agreed	30	31.6
Neutral	25	26.3
Disagreed	06	06.3
Strongly disagreed	00	00.0
Total	95	100

Source: Primary data

Chart No. 14: "I can only make more money if I am self-employed."

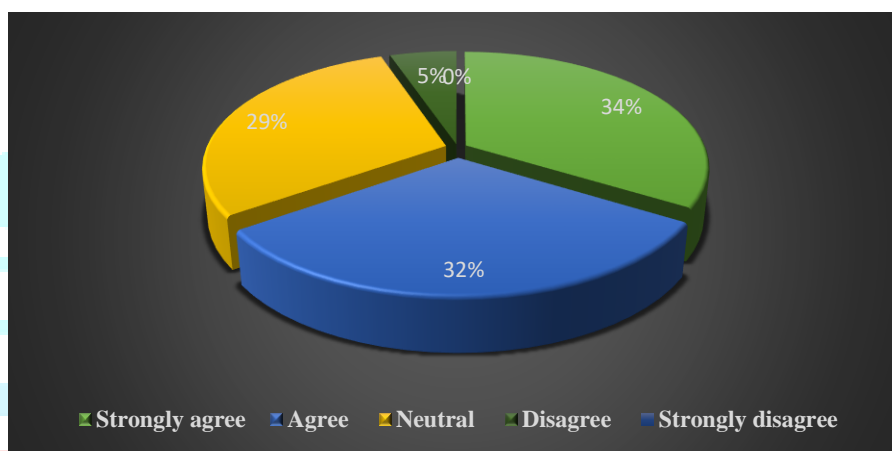


Interpretation: Statement we asked to the respondents “I can only make more money if I am self-employed.” to which 35.8% strongly agreed, 31.6% agreed and 26.3% were neutral 6.3% disagreed and none strongly disagreed.

Table No. 17: I am comfortable with taking financial risks

Particulars	Respondent	(%)
Strongly agreed	32	33.7
Agreed	30	31.6
Neutral	28	29.5
Disagreed	05	05.3
Strongly disagreed	00	00.0
Total Respondents	95	100

Source: Primary Information

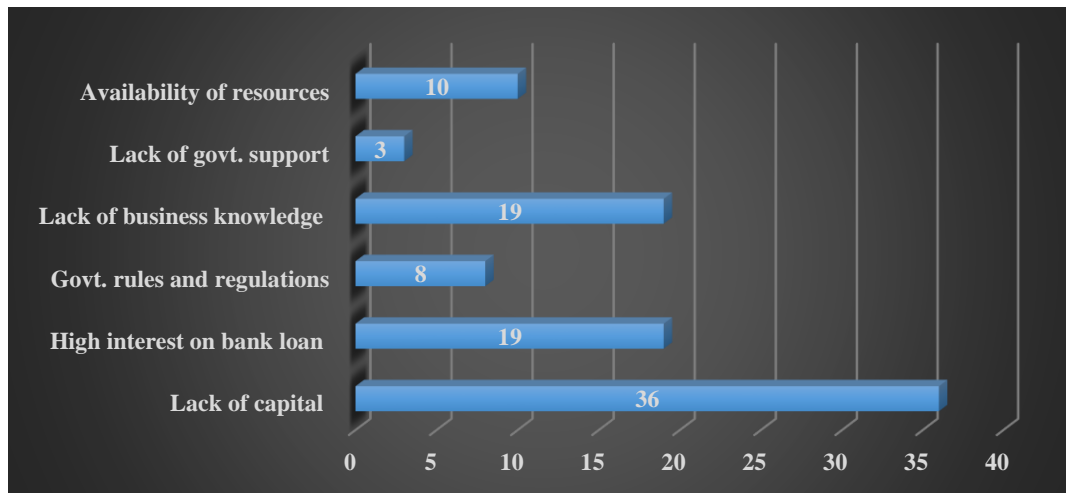
Chart No. 15: I am comfortable with taking financial risks

Interpretation: The Statistical pie chart tells us, that 34% strongly agreed that are comfortable with taking financial risks whereas 32% agreed to it, 29% of the respondents are unbiased but 5% of respondents do not agree with being comfortable with taking financial risks.

Table No. 18: Barriers faced while commencing a new business

Particulars	Respondents	Percentage (%)
Lack of capital	36	37.9
High interest on bank loan	19	20.0
Govt. rules and regulations	08	08.4
Lack of business knowledge	19	20.0
Lack of govt. support	03	03.2
Availability of resources	10	10.5
Total	95	100

Source: Primary data

Chart No. 16: Barriers faced while commencing a new business

Interpretation: When asked about the barriers faced while commencing a new business 37.9% of the respondents chose **LACK OF CAPITAL** followed by **MORE INTEREST ON BANK DEBT** and **SCARCITY OF BUSINESS KNOWLEDGE** simultaneously with 20%-20% each. The third most common barrier chosen was **AVAILABILITY OF RESOURCES** 10.5% followed by **GOVT RULES AND REGULATIONS** with 8.4%. And the last most feared barrier is **LACK OF GOVT. SUPPORT** with 3.2%

Findings:

- A survey of 95 students from 10 colleges in Belagavi found that 47.37% were male and 52.63% were female. Most respondents were aged 22-23 (52). Of those surveyed, 21 were undergraduate students and 74 were post-graduates.
- Forty respondents had family businesses, while 51 reported the presence of an entrepreneurship development cell at their college. Interest in starting a business after education was shown by 70 students, though 31.6% found it difficult.
- Additionally, 85.3% believed entrepreneurs had a positive image, and 35.8% strongly felt they could earn more being self-employed, with 33.7% comfortable with financial risks.

Suggestions:

- The analysis shows that students aged 22-23 need more entrepreneurship education; only 54% are aware of entrepreneurship development cells. Institutions should strengthen these cells and partner with development agencies to promote opportunities.
- While 71% have placement cells, improving resources and year-round activities for entrepreneurship is essential. Parents should support their children's entrepreneurial goals, and the curriculum should include mandatory entrepreneurship courses.
- Colleges should offer practical training, invite guest speakers, and create incubation facilities to foster an entrepreneurial mindset among students, encouraging them to see themselves as employers.

Conclusion: The significance of self-employment and entrepreneurship in contributing to the socioeconomic growth of a country cannot be overstated. It is crucial to instil entrepreneurial skills and mindset in students as they are the future workforce and potential job creators. Understanding students' perceptions and attitudes towards entrepreneurship is the primary focus of this study.

Educational institutions play a significant role in nurturing entrepreneurial skills and knowledge and motivating young minds to explore opportunities in the business sector. Investing in the development of these skills and inspiring creativity among students can lead to substantial contributions to national growth.

Books;

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