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Entrepreneurial attitude, and the influence of personal attributes of students in higher education

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***Abstract*---**Entrepreneurship is one's psychological aspiration. Situations and conditions may be favourable or unfavourble but dreamt guys never give up their aspirations. Timely, this hints towards their dreams. Their aspirations will pull them toward their dreams in the future. The present study has taken place to identify such aspirations (attitudes) in the young generation who aspire to do either Management or Science & Technology in their master's education. The sample (472) was taken from Tier II and III towns in Andhra Pradesh India. By following statistical analysis, the study found a significant association between the dependent variable "Entrepreneurial Attitude'' and the independent variables Demographic factors and Economic Factors. There was a strong correlation between dependent and independent variables. This study explained all these variables in detail in the research article. The study was not supported by any grants or foundations.

***Keywords*---**Entrepreneurial Attitude (EA), Demographic Variables, Economic Variables, One-way ANOVA

Introduction

Entrepreneurship is a key driver for the country's development. 'Efficient people need to create employment rather than work for well-established multinational companies (MNCs). The recent developments in India like "Make in India", and other financial institutions are supporting the youth by training them in

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entrepreneurial skills to the students through Universities and educational institutions. Central and state governments are encouraging young talent and financially supporting them through various financial institutions like Small Industries Development Organizations (SIDO), Entrepreneurship Development Institute of India (EDI), All India Small Scale Industries Board (AISSIB), National Institution of Entrepreneurship and Small Businesses Development (NIESBUD), etc. In 2015, Pradhan Mantri Kaushal Vikas Yojana (PMKVY) initiated the Skill India scheme to train over 40 crore Indians in different industry-related jobs to meet the industry standards, competing with upcoming information technology developments and adopt rapid changes through Artificial Intelligence (AI) which are the major challenges for the working group as well as future working groups (Chadha, & Chadda, 2018). Andhra Pradesh State Skill Development Corporation (APSSDC) collaborated to establish centers in institutions and train students.

However, for a startup company, integral motivation and entrepreneurial attitude (EA) are very important (Ogba et al, 2022). Though one's interest or attitude is not a guarantee in establishing a startup, it may trigger at one point in one's career, along with other supporting elements and factors. Startups established with high ambition and reached their heights with founders' efforts, skills & contacts (Bhide, 1996). To become an entrepreneur, students with inherent aspirations will move to observe and learn things faster (Bessadok, 2022). It increases participation and interaction with trainers and institutions. The kind of interest (positive/negative/neutral) the students display while participating in the programs, may be exposed to the external world. Students typically attend such training programs just because the program is organized by their institute/department. And the external influence is a participation certificate, etc. Such kind of weary participation creates chaos in directing programs.

Having plenty of questions concerning students' poor participation in skill and entrepreneurship development programs, the researchers identified the entrepreneurial attitude (EA) of students pursuing their professional education, such as a Master's in Business Administration (MBA) or Master of Technology (M.Tech). This empirical study examines the entrepreneurial attitude of upcoming master's graduates in Technology and Business Administration at the Jawaharlal Nehru Technological University, Kakinada (JNTUK) region of Andhra Pradesh in India.

Andhra Pradesh was ranked number 'one' in 2017 in the Department of Industrial Policy and Promotion (DIPP) -World Bank Assessment ranking for ease of doing business (EODB) among states in India. During this period, the Department of 'The Center for Entrepreneurship Development' in JNTUK started training students towards entrepreneurship. Affiliated colleges have introduced entrepreneurship cells to their institutions to encourage innovative ideas among students. JNTUK provided an opportunity to present innovative ideas in special forums in district, state, and inter-state competitions. Poor participation in forums has triggered researchers to identify students' intentions towards entrepreneurship. In this context, the present study was conducted with the primary objective of Examining Entrepreneurial Attitudes among students in professional education. This study was conducted among students pursuing MBA and M.Tech disciplines in the JNTUK region of Andhra Pradesh. This study may

help universities, institutions, and the local government understand entrepreneurial attitudes in youth and devise necessary training programs to motivate students and skilled people toward entrepreneurship.

Theoretical background

As Carton et al, (1998) define 'entrepreneur' is the individual (or team) that identifies the opportunity, gathers the necessary resources, and creates employability. In addition, feelings are responsible for all the consequences of an organization. It describes the operational role of an entrepreneur in society. Entrepreneurs carry out innovations (Schumpeter, 1934). They search for a business gap and run through something unique. 'Me too' kind of products or services may not trigger an entrepreneur to get into business (Reyes-Menendez et al, 2020) because it is a risk-taking job. A fresh mind generally thinks of something unique. Proper training enlightens entrepreneurial attitudes (Seikkula-Leino, 2018; Chesbrough, 2003; Baron, & Markman, 2000) which are inherent. This inherent attitude builds dreams about entrepreneurship and motivates them to participate and mobilize their ideas into practice (Zhang, & Wang, 2022). 'Attitude' refers to our relatively enduring evaluation of something, where something is called an attitude object (Albarracin et al 2005; Wood, 2000). It is a favourable or unfavourable evaluative reaction towards something or someone exhibited in one's beliefs, feelings, or intended behaviour (Myers, & Alpert, 1968). Entrepreneurial attitudes positively affect innovativeness. Nybakk and Hansen (2008) identified two main elements of entrepreneurial attitude: 1) the ability to recognize business opportunities and 2) the ability to take a calculated risk.

The Entrepreneurial Attitude (EA)

A person or team is characterized by taking financial risks in the hope of profit. Their entrepreneurial prosperity drives the organization toward success. Based on a review of the literature, this study considered four elements of Entrepreneurial Attitude that can measure the entrepreneurial attitude of the present generation.

a) **Risk tolerance:** The ability to take risks is a critical success factor for entrepreneurs (Abdulmalik et al, 2020; Huan, 2016; Hoyos-Ruperto et al, 2013). Financial risk is a major risk to organizations. Apart from financial risks, there are other risks, particularly decisiveness and optimism. Entrepreneurs must have strong determination and a positive attitude (Kozubikova et al, 2017) to overcome decisiveness and develop optimism. Entrepreneurial cognition and behavior are highly anticipated by entrepreneurs (Baron, 1998, 2007; Mitchell et al, 2002). This allows entrepreneurs to cover new markets. The present Generation Z needs to be trained and motivated to understand several types of risks and have cognition.
b) **Innovation:** Solving and seeking societal benefits are the main characteristics of an entrepreneur (Riswanto 2016; Drucker and Maciariello, 2014; Baltar and Coulon, 2014). Entrepreneurs and innovators help a nation's economic development by adding material growth (Schumpeter, 2000; 2017). The essential traits of innovation are cognition, experience, identity aspirations, and personality (Wijngaarden et al, 2021). Innovation is

not an individual creation. Passion drives activity into new events (Wijngaarden et al, 2019). Entrepreneurship is about solving an issue/ problem at the speed and right time and getting a reward in terms of profit. The best way to fetch an entrepreneur is through a unique market advantage.

c) **Visionary leadership**: An entrepreneur's vision determines the mission and objectives to achieve (Bhide, 1994; Clarke, 2011). Visionary leaders outperform them several times in history and even now. A company's visionary leader sets large goals and drives continuous progress continuously (Nanus, 1995). And they keep 'experimentation' as a regular practice (Catana et al, 2020; Sibeko and Barnard, 2020; Nanus, 1995). Leadership skills play an important role in leading enterprises in the right direction (Snyder, 2010).

d) **Flexibility:** Cognitive flexibility aims to acquire multiple pieces of knowledge that can be applied to different contexts (Spiro et al, 1987). This knowledge helps engage in critical analysis, perspective-taking, and problem-framing to support the transfer of knowledge to new contexts (Gruber, 2001; Dheer and Lenartowicz, 2019). The market is dynamic and conditions continue to change. Products and services must be altered according to market needs every time. Entrepreneurs must be open-minded to bring about necessary changes even in the business planning process.

Importance of entrepreneurship ecosystem in a country

The Global Entrepreneurship and Development Institute (GEPI) measures a country's entrepreneurial ecosystem using the Global Entrepreneurship Index (GEI). According to the Global Entrepreneurship Index (2018), India is in the 68th place among 137 nations in the health of entrepreneurship ecosystem with a score of 5372 and GEI 28.4. (GEDI, 2019). High-end, technological, and skill-intensive large-scale manufacturing also require greater attention to industrial strategies (Mehrotra, 2020). Mehrotra (2020) recommended eight essential elements of the entrepreneurial ecosystem. These include a trade-cum-industrial policy; packages for specific industries; cluster development for micro, small, and medium enterprises; aligning urban development with manufacturing clusters; industrial corridors to meet export and domestic demand; mineral development as a foundation; design capability and innovation institutional system; and labour law reform as a corollary of industrial policy.

Enterprises play a crucial role in economic growth. The entrepreneurship ecosystem in a country encourages productivity, generates employment, and empowers people's lives. Along with government policies, universities need to educate the upcoming generations on entrepreneurship. Entrepreneurial education is an occupationally oriented approach aimed at budding entrepreneurs and providing requisite knowledge and skills (Lacatus, 2016). Entrepreneurship can be categorized into several types: social entrepreneurship, scalable startup entrepreneurship, small business entrepreneurship, and macro entrepreneurship (Stam et al., 2011; Blundell et al., 2017). Entrepreneurship plays a vital role in the development of countries. Entrepreneurs utilize local resources such as raw materials, manpower, and infrastructure. This helps increase employment and revenue generation (Wennekers, 2006). Revenue

generation helps improve people's per capita income, which leads to empowerment, the standard of living of localities, and the purchasing power of the average income group (Ansari, 2012). It also helps eradicate poverty. Empowerment increases the consumption of goods and services and provides opportunities for other businesses to grow (Han and Broniarczyk, 2022).

Past Studies since 2016

Sharma (2019) conducted a research study titled 'Entrepreneurial intention of students: A case of NIT – H – India. The respondents were Bachelor of Technology, MBA, and Bachelor of Architecture from the National Institute of Technology Hamirpur (Himachal Pradesh, India). The factors that affect students' entrepreneurial intention are gender and caste which are irrelevant in elucidating students' entrepreneurial intention. A critical finding is that students are unaware of the various schemes that help the entrepreneurship environment in India.

Hussain et al. (2018) conducted a study at the University of Punjab, Lahore. A total of 135 students from the Technology Department participated in this study. Technology education students demonstrated a positive attitude towards entrepreneurship. In addition, no significant differences were found between students' attitudes towards entrepreneurship in terms of gender or section. They also suggest that educational institutions should conduct seminars and workshops to develop students' entrepreneurial skills for career advancement.
Athulya (2017) conducted a study assessed the attitudes of Commerce students toward entrepreneurship. The main objective of this study was to analyze the factors that influence students' intentions toward entrepreneurship. They selected a sample of 200 students from Calicut City as respondents. This study was based purely on primary data collected through a structured questionnaire. Statistical means and chi-square analysis were used to analyze the data. The study found a significant relationship between gender and students' awareness of Govt. Entrepreneurship Development Programs. They also concluded that most students were willing to start businesses. However, most fear is a chance of failure.

Breznik and Law (2016) explored the impact of attitude and innovation on entrepreneurial intention. They conducted a comparative analysis between engineering and non-engineering students. The study sample consisted of 400 engineering and 800 non-engineering students at Hong Kong University. They explored 'four' behavioural indicators that influence entrepreneurship ideas in students: 1) learning motivation, 2) entrepreneurial intention, 3) attitude towards entrepreneurial intention, and 4) efficacy. A structured questionnaire was developed using a seven-point Likert scale that included the aforementioned variables. This study found a positive correlation between learning motivation and innovativeness. Innovativeness was strongly correlated with self-efficacy and attitude. The attitudes of engineering students were found to be more significant towards entrepreneurial intention than those of non-engineering students.

Nandamuri (2016) analyzed the effect of family occupation on entrepreneurial management capabilities in graduating youth. This study was descriptive in

nature. A total of 200 students, including 125 males and 75 females. The respondents were served with a schedule of five customized structured questions on a 5-point Likert scale. Family occupation was taken as an independent variable and entrepreneurial management capability was taken as the dependent variable. Analysis of variance and post-hoc analyses were used to analyze the data. The results indicated that respondents belonging to business families had a strong preference for the components of autonomy, risk-taking and drive, and energy. The second sample group, salaried families proved strong in the two components of pro-activeness and self-confidence. The study concludes that family occupational background has a significant impact on entrepreneurial capabilities.

The hypothesis is formed based on the above theoretical background and past studies since 2016.

- H_o: Gender/education/family business/pocket money/part-time job/parent's occupation/parents' income does not have any relationship with entrepreneurial attitude (EA) in MBA and M.Tech students.

Research Methodology

Stimulus-organism-response (S-O-R) theory (Mehrabian and Russell, 1974) was applied in this study to derive the motivations behind young minds toward entrepreneurship. The SOR theory details how external environmental stimuli impact the internal (psychological) state of individuals/organisms and drive them to respond behaviourally (Jacoby, 2002). Stimuli are the attributes that influence consumer sensitivity**.**

The present scenario in the job sector creates a dilemma in job security owing to layoffs in Information Technology and other sectors. Skilled individuals seek alternatives. There are many opportunities to support new startups in India. Examples include financial support from the Make in India program and state financial corporations (SFCs). The start-up ecosystem has recently grown. India has experienced a surge in over 16000 startups and funded US$8.4b by 2023 (Alka Jain, 2024).

The primary objective of this study is to analyze the impact of professional education (MBA and M.Tech) on emerging entrepreneurial attitudes in students. The secondary objectives were 1) to understand the association between various demographic factors and entrepreneurial attitudes and 2) to identify the impact of parents' income and occupation on students' entrepreneurial attitudes.

The questionnaire was built on relevant Indian constructs based on motivational factors, such as future earnings, betterment for future careers, and good earnings. All the constructs are listed in Figure 1. The sample was selected from the JNTUK region which extends over five districts: East Godavari, West Godavari, Krishna, Guntur, and Prakasam with 160 affiliated colleges including one university in Andhra Pradesh, India. Five similar studies were selected from 2016 to 2019, four from India and one from Hong Kong (specified under Past Studies) which provided some insights for the present study. This also triggered us to

analyze students' entrepreneurial attitudes in the JNTUK region. This is because, culturally, economically, and behaviourally this region is somewhat different from other parts of the state. The region is mostly dependent on agriculture although Kakinada has an Industrial corridor and a port. Previous studies have shown that professional courses such as MBA and M.Tech, influence students to acquire a high-profile corporate job and/or start a startup (Pramod et al, 2021; Roy and Das, 2017). After five to ten years of corporate experience, most students tend to start enterprises (Pramod et al, 2021).

Figure 1: Constructs to measure entrepreneurial Attitude in Students in Higher Education

a) I want to start my own business
b) Entrepreneurs are almost always inventors
c) Buying a business is not entrepreneurship
d) Owning a franchise is not entrepreneurship
e) Entrepreneurs will do anything for profit
f) Entrepreneurs are largely responsible for new innovations, technologies and products
g) I can earn more money working for someone else
h) I seriously consider entrepreneurship as career option
i) Academic institutions should encourage students to consider entrepreneurship
j) I am too busy with classes to consider starting my own business
k) My parents are entrepreneurs
l) It is too risky to start own business
m) I am a risk taker
n) Entrepreneurship is a good way to make lots of money
o) Entrepreneurship is an honourable profession
p) A tertiary education is not necessary to be an entrepreneur
q) I prefer to work for a large company, for better career prospects

Data collection

Primary data were obtained from respondents studying MBA/M.Tech programs in the JNTUK (Jawaharlal Nehru Technological University, Kakinada) region of Andhra Pradesh. The survey was conducted using a self-completion questionnaire, whereby a structured questionnaire was prepared and shared through a Google form in social media groups and students' personal emails. The instrument used in the study was a standard questionnaire adapted from "Entrepreneurship in an Emerging and Culturally Diverse Economy: A South African Survey of Perceptions" developed by Luiz and Mariotti (2011). Secondary data were collected from the websites, journals, published articles, and books.

Figure 1 displays the items used in the instrument followed by a 5-point Likert scale where 1 (one) stands for strongly disagree and 5 (five) stands for strongly agree. A structured questionnaire was circulated among students during the academic year 2023-24. Of the 570 responses, only 472 qualified for the primary analysis. By using SPSS, Descriptive statistics such as mean, %age, and ANOVA were used to analyze the primary data.

Data Analysis and Discussion

Table 1
Demographics of the Respondents (N= 472)

Demographics	Frequency	Percent
Gender		
Male	191	40.4661
Female	281	59.5339
Age		
< 22 years	6	1.271186
23-25 years	466	98.72881
Education		
Management	224	47.88136
Engineering	248	52.11864
Family Business status		
Parents own a business	124	25.84746
Parents don't own a business	348	73.72881
Having pocket money of not less than 5000 per month		
Yes	171	36.22881
No	301	63.77119
Working part-time		
Yes	72	15.25424
No	400	84.74576

Source: *Primary data*

Table 1 presents respondents' demographic characteristics. In the present study, the proportions of male and female respondents was 40.5 % and 59.5 %, respectively. A total of 98.73 % of respondents were in the age group of 23 to 25 years and approximately 1.27 % were below 22 years. Respondents participating in the present study were 52 % from a Master of Technology and 48 % from Management Studies. Approximately 26 % were from a family business background and 74 % were from various backgrounds other than a family business. Only 36 % of students had a handful of pocket money i.e. rupees five thousand per month (which is given by their parents every month for personal use, not for paying any institution fee or hostel bills). Moreover, 64 % of the participants did not have the same.

Table 2
Respondent's Family Background (N= 472)

	Frequency	Percent
Parents' Occupation (either one/ both)		
Professionals (Lawyers, Engineers, Doctors)	37	7.833
Govt. Employee	58	12.28
Private Employees other than Professional profiles	197	41.73
Self Employed	103	21.82
Agriculture	77	16.31
Parents' income in Indian rupees (family income per month (pm))		
<25000 pm	238	50.42
25001-50000 pm	139	29.44
50001-75000 pm	68	14.40
75001-100000 pm	18	3.81
> 100000 pm	9	1.90

Source: *Primary data*

Table 2 displays the occupations and incomes of the respondents' parents. Approximately 42 % were private employees, 22 % were self-employed. Twelve percent were government employees with a standard income. Eight percent of the respondents' parents were professionals and 16 % were agricultural farmers. Very few percent of the respondents are two percent from above-average income and wealthy family backgrounds and earn more than 100 thousand (INR) per month.

Table 3
Gender influence on Entrepreneurial Attitude (EA)

Attitude towards Entrepreneurship * Gender		
Attitude towards Entrepreneurship		
Gender	Mean	N
Male	3.17	191
Female	3.29	281
Total	3.24	472

Source: *Primary data*

Table 3 presents the mean scores for entrepreneurial attitudes based on gender. Female respondents had a higher mean score (n=3.29) than did male respondents (n=3.17). This indicates a change from older generations to the present generation. An earlier study (Sanchez, 2010) indicated that women are less likely to initiate entrepreneurial activities and that fear of failure is a major obstacle in setting up a company. Mansour (2018) studied 'gender differences in entrepreneurial attitudes and intentions among university students' and found that males are more positive about launching a startup and feel that the male gender has the skill and knowledge to launch a startup compared to the female

gender, who are less likely to believe in their skills and capability to handle a company.

Table 4
Influence of Master's Education on edifying Entrepreneurial Attitude

Attitude towards Entrepreneurship * Education		
Attitude towards Entrepreneurship		
Education	Mean	N
Management	3.20	196
Engineering	3.22	276
Total	3.21	472

Source: *Primary data*

Table 4 shows the mean scores of entrepreneurial attitude for engineering students (3.22) and management students (3.20) where the difference between engineering and management students was not considerable. However, the results were positive for both management and technical students. Papadaki et al. (2017) conducted research in the Czech Republic among university students and found that master's degree university students were less inclined to run a business than bachelor's degree students. A similar study conducted by Soomro et al. (2021) in Thailand in 2020 determined a non-significant attitude towards entrepreneurship. However, students in Andhra Pradesh, India showed a positive attitude in a recent study in 2023.

Table 5
Influence of Family Business in Developing Entrepreneurial Attitude

Attitude towards Entrepreneurship * Family business		
Attitude towards Entrepreneurship		
Parents own business	Mean	N
Family business	3.23	124
No family business	3.25	348
Total	3.24	472

Source: *Primary data*

Table 5 displays the mean scores of entrepreneurial attitudes of family and non-family business respondents. Respondents' parents did not own a business mean score (n=3.25) and the respondents' parents business mean score (n=3.23) did not show any considerable difference. No business of the present respondents is listed on any stock exchange and is worth more than US$ 20 million. Most of these businesses are supply chain distributions, real estate, contracts, commodities, and agriculture. Most of the time, parents do not encourage their children to become involved in business. Parents influence their children in corporate jobs, especially information technology (IT) jobs. There is a huge demand for a corporate job compared with any family business, especially in social relations. A much more interesting fact from the respondents' (opinions) is that their elders and family friends are not getting married, once involved in

business rather than a corporate job. Although it is funny, it has been a known fact in this region since 2000 that IT jobs are more favoured than any other profession for both parents and relatives and it is well recognized by society.

Table 6
Influence of Pocket Money on Entrepreneurial Attitude

Attitude towards Entrepreneurship * Pocket Money		
Attitude towards Entrepreneurship		
Pocket money from parents	Mean	N
Pocket money	3.30	171
No pocket money	3.21	301
Total	3.24	472

(Source: Primary data)

Table 6 shows that people with enough pocket money (n=3.30) are a little favoured towards entrepreneurship than those with no pocket money from parents (n=3.21). Pocket money plays a significant role in shaping students' entrepreneurial attitudes. It provides students with the ability to manage their finances and spending decisions within set limits. It also encourages students to learn about budgeting and saving, which are essential skills for entrepreneurs (Sarah and Mul, 2022; Samkin et al. 2014). Nelsen et al. (2019) and Flinn et al. (2019) researched children below 18 years of age and concluded that autonomy in spending choices comes with pocket money. It nurtures qualities such as innovation and resourcefulness. in money allocation, prioritizing expenses identifying opportunities to create value, and fostering an entrepreneurial mindset. The experience of receiving and managing pocket money instilled a sense of independence and initiative. Students may seek ways to earn additional money by selling items or through small business ventures. This proactive approach to generating income and making spending decisions aligns with entrepreneurship traits. Pocket money serves as an early introduction to financial responsibility and decision-making, laying the foundation for an entrepreneurial attitude.

Table 7
Influence of Part-time Job on Entrepreneurial Attitude

Attitude towards Entrepreneurship * Part-time job		
Attitude towards Entrepreneurship		
Doing Part-time Job in college days	Mean	N
Yes	3.24	72
No	3.24	400
Total	3.24	472

Source: *Primary data*

Table 7 displays the mean scores of part-time job holders (n = 3.24) and those who did not (n=3.24). Attitude toward entrepreneurship scores based on respondent's jobs. According to the present study, there was no difference in the

attitude of the respondents regarding whether they were doing a Part-time Job. Yousaf et al. (2022) stated that there is no disparity between part-time and full-time job experience in entrepreneurial attitudes. Both respondents showed a positive attitude towards entrepreneurship in Yousaf et al. 2022 study. In the present study, it is clear that having some work experience may not determine respondents' entrepreneurial attitudes.

One-way analysis of variance (ANOVA) was performed to identify the association between the dependent and independent variables.

Table 8
One-way ANOVA test

ANOVA			
	F-values	P-values	Significant at α = 0.05
Gender	1.61	0.01	Yes
Education	1.55	0.01	Yes
Family business	1.15	0.03	Yes
Parent's Occupation	1.88	0.00	Yes
Family income	1.60	0.01	Yes
Pocket money	1.86	0.01	Yes
Part-time job (Work Experience)	1.62	0.02	Yes

Source: *Primary data*

According to Table 8 which summarizes the factors, their respective F-values, and p-values, and indicates whether each factor is significant at the alpha level 0.05, the One-way ANOVA test results indicate a statistically significant relationship between "Gender" F-value of 1.61 with a corresponding p-value 0.01 (Significant) and the "Entrepreneurial Attitude". Similarly, "Education's" F-value was 1.55, with a corresponding p-value of 0.01(Sig.) had a significant relationship with 'EA'. "Parents' Occupation" F-value 1.88 with a significant p-value of 0.00 has a strong relationship with "EA". Economic factors like 'Family income' F-value 1.60 with a corresponding p-value 0.01 has a significant relationship with 'EA'. Other economic factors such as "Pocket Money's" F-value-1.86 with a corresponding p-value of 0.01, and "Part-time Job" F-value 1.62 with a corresponding p-value of 0.02 have shown a significant relationship with "EA".

Hence, the null hypotheses were rejected regarding independent variables such as gender, education, parents' occupation, family income, pocket money, and part-time jobs at a significance level of 0.05.

Based on the One-way ANOVA results provided

Gender: Gender had a significant effect (p=0.01) on the study outcome. This suggests that there are differences in the outcome between the sexes.
Education: Education had a significant effect (p = 0.01). This simplifies the idea that educational levels has an impact on the outcome measured.

Family Business: The presence or absence of a family business also seems to be significant (p = 0.03), indicating that family business background may influence the outcome.
Patent's Occupation: Parents' occupation had a significant effect (p = 0.00) on the outcome. This suggests that parents occupation may play a vital role in determining the outcome.
Family Income: Family income also showed significance (p = 0.01), implying that varying levels of family income might lead to different outcomes.
Pocket Money: The amount of pocket money given seems to have a significant effect (p = 0.01) on the outcome. This finding suggests that the financial resources available to individuals influence outcomes.
Part-time Job: Having part-time work experience also shows significance (p = 0.02), indicating that work experience may affect the outcome being studied.

Limitations & predictions

One might predict that there are differences in EA between sexes and further investigation could explore these differences to understand their nature and implications. Higher levels of education may lead to outcomes that differ from those of lower levels of education. Investing in education could be a strategy for improving EAs. Individuals from a family business background might have advantages over those without a family business, but this may not affect the entrepreneurial attitude of aspirants. Parents' occupations may influence the opportunities available to their children, thus affecting their entrepreneurial attitudes. A higher family income could potentially provide more resources to lead businesses than lower family income levels. Pocket money may reflect financial habits or parental generosity which can impact entrepreneurial attitudes in various ways. Finally, work experience could provide individuals with skills and perspectives that might positively influence their entrepreneurial attitudes.

Conclusion

Students' attitudes toward entrepreneurship are crucial for the successful implementation of awareness and orientation programs across disciplines. The significant effects of these factors indicate that there are important considerations when studying 'entrepreneurial attitudes' and understanding these relationships can inform strategies for intervention or improvement such as targeted educational programs or support for individuals from disadvantaged backgrounds. Further analysis, potentially including the interaction effects between these factors could provide deeper insights into their combined influence on outcome. In India, the government is developing numerous student-level programs to raise the awareness of innovation and entrepreneurship. The acceptance of these programs by students at universities and colleges is critical to their success. This study sought to comprehend the attitudes of students from diverse disciplines toward the concept of entrepreneurship.

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