

ENTREPRENEURSHIP SPIRIT AND ATTITUDE: A STUDY OF ENGINEERING AND MANAGEMENT STUDENTS

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Abstract

The continuous increase in uncertainties of the world economy, government and organizations staff strength reduction; and a decline in the number of job opportunities have encouraged the appeal for new venture creation and entrepreneurship. The entrepreneurial spirit and attitude encourages more people to come up with new ideas and creation of new ventures. Therefore, in the present study an attempt has been made to study the entrepreneurship spirit and attitude among students of an Indian University. For this a sample size of 170 engineering and managements students was taken which included both males and females of different age groups. Mean, standard deviation, Pearson's correlation and t-test were employed using SPSS ver. 23. It was found that students had a positive attitude regarding entrepreneurship. Secondly, there was no significant difference regarding entrepreneurship spirit and attitude among engineering and management students. Lastly, it was found that there was a positive correlation between entrepreneurship spirit and attitude and the desire to become an entrepreneur. This study also highlights that students think that it is important for an entrepreneur to accept and understand risk to operate a business successfully. Therefore, measures should be taken to reduce the risks so that more students can be encouraged to become future entrepreneurs.

Keywords: *Entrepreneurship Spirit, Attitude, Students.*

Introduction

"Entrepreneurship is neither a science nor an art. It is a practice."

- Peter Drucker (1984), educator, author and management consultant.

With the rising rate of youth unemployment, the greatest challenge is to fix this crisis by the creation of more jobs. The continuous increases in uncertainties of the world economy, organizations and government staff strength reduction; and a decline in number of corporate recruitment specialists on the budgetary framework have encouraged the appeal for new venture creation and entrepreneurship. The importance of developing an entrepreneurial spirit among the youth lies in its contribution to the alleviation of poverty and in generating opportunities for employment (Lekhanya, 2016). As per the views of Albert & Marion (2001) the Entrepreneurial Spirit consists of, for all human activities as well as for business, "identifying opportunities, in gathering resources of various natures, in order to create a wealth that meets a solvable demand". Entrepreneurial Spirit is defined by other authors as "a set of positive attitudes as regards the notion of enterprise or of starting a business, or as regards the Entrepreneurial Spirit which involves taking initiatives and action" (Léger-Jarniou, 2001). The beliefs and perspectives of

students toward entrepreneurship are the results of their immediate cultural and social environment. Consequently, the conducts and orientation of young graduates and youth are affected by various ecological and individual variables, which imply that the desirability and decision of becoming an entrepreneur is a reflection of economic and environmental forces (Fayolle *et al.*, 2006). Potential entrepreneurs are regarded as “individuals who, at a point of time, have pre-existing preparedness, but no salient intention to start a business”.

Therefore, this research paper focused on understanding the role of entrepreneurship spirit and attitude in developing potential entrepreneurs. It also uncovers the impact of education (engineering or management), in taking entrepreneurship as a career choice and discovering available opportunities. This research paper also focused on establishing the relation between entrepreneurship spirit and attitude and the desire to become an entrepreneur.

Review of Literature

In order to understand the concept of entrepreneurship spirit and attitude, previous literature was reviewed and presented below in chronological order.

Hatten and Ruhland (1995) determined college students' entrepreneurial characteristics and attitude change toward entrepreneurship after participation in a Small Business Institute program. The sample consisted of two hundred and twenty college students enrolled in a Small Business Institute program. Student participants completed the Entrepreneurial Attitude Orientation instrument at the beginning and end of the Small Business Institute program. The Entrepreneurial Attitude Orientation assessed attitudes of student participants toward becoming entrepreneurs on four subscales: self-esteem, locus of control, need to achieve and innovation. Results showed that participants having a high locus of control, as well as younger students, were most likely to develop more positive attitudes to entrepreneurship.

Ede *et al.* (1998) examined the attitudes of African American students toward entrepreneurship education in a Black university lying in south-eastern region. The results revealed different levels of student attitudes toward various aspects of the entrepreneurship curriculum. Differences were found in attitude levels with respect to parental background, GPA, age, gender, number of entrepreneurship classes taken and student classification. The results suggested the relevance of entrepreneurship education to the African American population. Although it could not be stated by anyone that “educated entrepreneurs” would be better entrepreneurs because they studied entrepreneurship, there were strong indications that an “entrepreneurial education” is likely to produce better and more entrepreneurs than there have been in the past and that education indeed enhances the chances of entrepreneurial success.

Collins *et al.* (2004) provided a review of the entrepreneurship education offerings within higher education institutions (HEIs) and the gap between student's entrepreneurial aspirations and needs in Leicestershire, UK. The authors utilised data from 3 surveys of university fresher students, conducted in 2001. The authors used the findings as the basis to assess the gap between entrepreneurial aspirations and needs of fresher students and the capability of HEIs to meet them. The authors contended that the likely benefits of entrepreneurship education in HEIs were significant if HEIs could successfully balance the positioning of their processes, policies, offerings and support practices with the changing entrepreneurial aspirations and needs of new entrants.

Verzat and Bachelet (2006) found that promoting an Entrepreneurial Spirit among new engineers depends on several factors that can be influential. The second section dealt with the Entrepreneurial Spirit among young engineers and various factors which lead to it. The third section presented research methodology of the research. The fourth section offered early results about model of engineering students in 2004 and its projective dimensions. The preliminary

results about the projections students make about their professional identity and career unsurprisingly showed that entrepreneurial orientation was weak in engineering students in the French context of Grandes Ecoles. But it was also seen that there might be some ways to influence the progression towards entrepreneurship and build up a professional identity.

Dioneo-Adetayo (2006) investigated the attitude towards entrepreneurship programs from the perspective of youth. The study was aimed to identify the critical external factors and the capacity factors of potential youth entrepreneurs influencing their attitude towards entrepreneurship programs. The data for the study was collected from 210 respondents who were in their final year in the tertiary institutions in southwestern Nigeria. Stratified random sampling method was used for the selection of the respondents. The results showed that industriousness and innovativeness were the entrepreneurial personality traits that scored very high. Technical factors, infrastructure and finance were revealed to have been inhibiting their potentials, while the education system and rate of information technology development were perceived to have positively impacted their attitude.

Galor and Michalopoulos (2009) suggested that the evolution of entrepreneurial spirit played a significant role in the dynamics of inequality within and across societies and the process of economic development. The study argued that entrepreneurial spirit evolved non-monotonic fashion in the course of human history. In initial stages of development, the rise in income generated growth promoting traits, an evolutionary advantage to entrepreneurship and their increased representation accelerated the process of economic development and the pace of technological progress. In later stages of development, however, non-entrepreneurial individuals gained an evolutionary advantage, diminishing the growth potential of advanced economies and contributed to the convergence of the intermediate level economies to the advanced ones.

Boissin *et al.* (2009) analyzed the difference of opinion with regards to creating new enterprises among American and French students. The study measured not only intentions of students to start up an enterprise but also their feelings of being able to manage the entrepreneurial process, their perceptions of social norms and their attitudes toward the creation of an enterprise. The results showed that the intention to start up a company is stronger in the US as compared to France and showed important differences in beliefs. Taking into consideration the entire sample, first there were control beliefs and next, behavioural beliefs, which explained entrepreneurship intentions of students.

Pruett *et al.* (2009) tested a model incorporating psychological social and cultural factors for predicting entrepreneurial intentions. The paper surveyed over one thousand students at universities in the China, Spain and USA. Across cultures, students studying in universities generally shared similar views on barriers to entrepreneurship and motivations, but with some difference of opinion. Furthermore, while social and cultural dimensions explained only a small portion of intentions, psychological self-efficacy was an important predictor.

Kgagara (2011) assessed the perceptions and attitudes towards entrepreneurship among students in a higher education institution in the Gauteng Province particularly Sedibeng District. This factual study was conducted among the population on entrepreneurial education and recommendations were compiled. Most of the respondents were predominantly young Africans belonging to low income families with only limited number of parents making it to university level and most were not involved in entrepreneurship. It was found that gap existed with regard to equipping the respondents with entrepreneurial education and training. It was suggested that university and other stakeholders should develop an environment that is supportive towards entrepreneurial activities.

Skone and Ragland (2011) investigated whether providing encouragement and support to students of design and art education to establish and work autonomously within projects, ultimately lead to influencing their confidence when they became teachers. In particular, whether an atmosphere of motivation could be created by increasing the entrepreneurial spirit students use to develop a project. This study focussed on one such student initiative. The project was developed by 23 students and launched by four of these students in the year 2007. Project design mobil was in active operation for 3 years. Over that period, those involved in the project were observed. It was observed that there was a significant increase in their ability to acquire relevant design knowledge. All 4 students continued to teach through this enterprise, which provided them with an income.

Segumpan and Zahari (2012) intended to assess the attitude towards entrepreneurship among Omani college students. The authors also attempted to determine any significant differences in the attitude of respondents when grouped by sibling order, sibling size, gender, father's education, mother's education and business exposure. Data was gathered using Questionnaire devised by the Center for Rural Entrepreneurship, USA for studying Attitudes Toward Entrepreneurship (2011). The respondents were sixty-one (81 per cent) out of seventy-five Omani college students who had taken their minor as International Business Administration at the College of Applied Sciences in Sohar. Findings showed that the respondents had a "positive" attitude towards entrepreneurship.

Melovic (2013) investigated whether there are entrepreneurial potentials and ambitions with young people (students), whether these potentials are connected with general demographic features and in what way the educational processes be directed so that the entrepreneurial potentials with students could increase and create prerequisites for developing entrepreneurship in the country of study. Finally, the aim of this work is to point out that the possibility of gaining success in modern economy is offered to anybody who is entrepreneurial enough. The results of the research indicated that attitudes towards entrepreneurship are primarily positive, which confirmed the starting hypothesis of the research.

Molaei *et al.* (2014) investigated the effect of entrepreneurial idea dimensions (the novelty the value, content and number of idea) along with analytical style versus intuitive cognitive style on students' entrepreneurial intention. The data was obtained from an extensive survey of 376 undergraduate students of campuses of Behavioural Sciences and Engineering at University of Teheran. According to the results of SEM, for students with intuitive cognitive style, among the 4 dimensions of entrepreneurial idea (i.e. idea's novelty, content, value and volume), the greatest direct effect belonged to the idea volume and idea content. Further, for the students with analytical cognitive style, the idea volume and the idea value have the maximum direct impacts on their entrepreneurial intention meanwhile the least direct effect belongs to the idea novelty.

Obembe *et al.* (2014) aimed to understand the perspectives of students towards the concept of entrepreneurship, the role of the university institution in cultivating an entrepreneurial spirit of students and the various factors that form the students' perspectives. Findings of the study revealed that these factors constituted a major determinant of the students' entrepreneurial perspectives, which this study therefore based on hypothesis. Methodologically, this research drew an extensive fieldwork with a sample of 280 students of both final year undergraduate and postgraduate programmes of the three major universities in Turkish Republic of North Cyprus.

Prabhu and Thomas (2014) conducted a study among the graduates in management who were randomly selected from a leading Business School in Kerala. The study evaluated the entrepreneurial attitude of Business school students and influence of parental factors on it. The key findings of the study were that the interest in becoming an entrepreneur for Business school

students whose parents were entrepreneurs was significantly greater as compared to those students whose parents were not entrepreneurs. The study concluded that Business school students were influenced by the Parental factors such as parental role modelling, educational qualification of parents, access to Business network of parents, family standard of living and entrepreneurial family culture.

Sutanto and Eliyana (2014) found out the relationship between attitude and achievement motivation, entrepreneurial characteristics and attitude; and achievement motivation and entrepreneurial characteristics of the students. The technique used in this research was path analysis specifically using Partial Least Square. The samples taken in this study were sixty-nine teams of students that received funding through the business competition held in Airlangga University. The research instrument used in this study was questionnaire. The results of this study showed that there were significant relationships between attitude and achievement motivation, entrepreneurial characteristics and attitude and entrepreneurial characteristics and achievement motivation of the students.

Teshome (2014) aimed to explore self-employment intention of private higher education students and their attitudes towards entrepreneurship. By using a combination of convenience and snowball sampling, the primary data were gathered, through the administration of a self-completion questionnaire delivered to 180 final year distance learning students from Business and Economics field. Majority of the students agreed (78.4 per cent) by expressing a wish to start a business in an ideally considered age level of 31-40 for majority (54.6 per cent), as they would like to be their own boss. They were also more likely to believe that they had the knowledge and business skills required for business ownership than students who did not want to start a business. Whereas, the most inhibiting factors for students who do not want to start a business are the shortage of initial capital and fear of the risk involved.

Bernhofer and Li (2014) utilized a unique dataset obtained from the China Project of "Global University Entrepreneurial Spirits Students Survey" (GUESSS) for assessing career choice intentions of Chinese students in general and entrepreneurial intention in particular, the impacts of career motives and dynamics of changes in career choice intentions, perceived barriers and university environment. It was found that the career choice option most preferred by Chinese students right after leaving university was to work in a large company and their intention to start an own business was low. Nevertheless, in 5 years after graduation, creating an own enterprise was identified as the most preferred option. The change appeared to be primarily associated with students' perception of own confidence, maturity and improved financial position.

Hussain and Norashidah (2015) investigated further entrepreneurial education and entrepreneurial intention from perspective of developing countries. This paper studied the development of entrepreneurial intentions for becoming entrepreneur with reference to the role of entrepreneurial education. The sample for this study comprised of final year business students from Pakistan. The result of this study supported the entrepreneurial intentions model based on the theory of planned behaviour. Further, the results suggested significant influence of entrepreneurial education on entrepreneurial intentions of the students.

Khuong and An (2016) examined the effects of external environment, personal traits, perceived feasibility, prior entrepreneurial experience and social norm on entrepreneurship intention on the negative and positive perception toward entrepreneurship. The authors collected data from four hundred students aged between 18 and 24 years in Vietnam National University (VNU). This study was based on quantitative approach with the use of statistical techniques such as multiple regressions, factor analysis and path analysis. The results showed that prior entrepreneurial experience, perceived feasibility and external environment were the three independent variables

that significantly affected the positive perception toward entrepreneurship and consequently, they had positive indirect effect on entrepreneurship intention.

Lekhanya (2016) analyzed the entrepreneurial attitudes, spirit and perceptions of young South Africans, in addition to which the author also analysed the most critical factors affecting young South Africans when go on board into business. Primary data was collected by means of both quantitative and qualitative methods. The authors collected data from eThekweni Municipal areas. The sample consisted of three hundred fifty young South Africans between the ages of 18 and 35, both those who are unemployed, with or without tertiary qualifications as well as those who are working. The results disclosed that a large number of respondents indicated bank requirements to obtain a loan and financial support as major barriers to starting a business. Further, the findings indicated that start-up capital was another constraint that demoralized, quelling the entrepreneurial spirit among the young.

Ferreira *et al.* (2016) compared motivations for business planning, entrepreneurship and risk management between two groups of university students i.e. experienced entrepreneurs and potential entrepreneurs. Four hundred and twenty-four undergraduates and graduates had participated in this study. The results of this study indicated that the entrepreneurial motivations of potential student entrepreneurs were higher than those of experienced student entrepreneurs. It was shown that in the process of creating the business both groups of students were cautious about managing business risks, but the group comprising of potential student entrepreneurs appeared more concerned with the business plan as compared to the experienced group.

Maresch *et al.* (2016) investigated whether the Entrepreneurial Intention was increased by Entrepreneurship Education in two separate categories of students. The results presented by the authors suggested that there was a contextual difference. The results indicated that Entrepreneurship Education modified to suit a particular target group could address the issue of subjective norms separately for engineering and science students as well as business students. Their principal results showed that Entrepreneurship Education was generally effective for business students and science and engineering students.

Palalić *et al.* (2017) measured the entrepreneurial intentions of students, by focusing on the entrepreneurial desires and entrepreneurial orientations, across different variables. Cross-sectional survey method was used for collecting the primary data for the research. The study concluded that differences in the entrepreneurial desires of students have been found in four factors out of five, which include: prior entrepreneurial experience, gender, faculty and attitude towards more courses on entrepreneurship. The largest differences were found when faculty and attitude towards more courses on entrepreneurship were taken into account.

Chaudhary (2017) investigated the influence of demographic, social and personal dispositional factors on determining the entrepreneurial inclination. As university students constitute pool of potential entrepreneurs, participants for the study consisted of 274 students from two new and upcoming universities in an emerging economy of India. The study results suggested that the traits of locus of control, tolerance for ambiguity, self-confidence and innovativeness were significant in differentiating entrepreneurs from non-entrepreneurs. At the same time, it was also observed that need for achievement and risk-taking propensity were not found to be significantly different for these two groups which was contradictory to the expectations.

Kubberod and Peterson (2017) argued that the students participating in foreign entrepreneurial education programmes can have realistic entrepreneurial learning experiences. The authors adopted a phenomenological perspective in the research and used focus group interviews and the critical incident technique to investigate Norwegian master's students' experiences of entrepreneurial learning. The students enhanced their understanding of the culture and

entrepreneurial milieu through observations and co-participating, they managed to adapt and develop new strategies and methods to cope with the new environment.

Nielsen and Gartner (2017) studied different tensional forces and aspects that play a role in the contextual and internal negotiation that takes place within students in the exploration of the possible identity of entrepreneur. This conceptual paper was grounded in a multiple identity perspective and presented a framework on student entrepreneurial identity sense making. The framework suggested 4 different ways students made sense of identity in the process of their university studies and exploring the entrepreneurial identity. In this process students negotiated between the two identities of “student” and “entrepreneur”, both demanding in commitment, effort and time; and they in different manners struggled with balancing entrepreneurial distinctiveness and university belonging.

Statement of the problem

After reviewing previous literature, it was found that a study based on establishing the role of entrepreneurship spirit and attitude in developing potential entrepreneurs had not been conducted previously among Indian students. Therefore, it was taken as the research problem for this study.

Need of the study

This study was required in order to have an understanding of the entrepreneurship spirit and attitude among students. If it could be known that what the students’ perception is regarding entrepreneurship they can be transfigured into future entrepreneurs.

Objectives of the study

1. To determine the entrepreneurship spirit and attitude among students.
2. To compare the entrepreneurship spirit and attitude among engineering and management students.
3. To find the correlation between entrepreneurship spirit and attitude with the desire to become an entrepreneur.

Research Methodology

(a) Sample Selection- Primary data for the study was collected using a questionnaire. The sample included 170 students (with 85 students each from engineering and management streams) using quota sampling and their opinions were recorded regarding entrepreneurial spirit and attitudes. The responses were taken on 5-point Likert scale ranging from highly disagree to highly agree.

(b) Sources of Data- Quantitative survey method was applied to collect primary data. A literature review was conducted and utilized to source information, using which the research questionnaire that consisted of closed ended questions was formulated. In order to collect the data, the free survey software Google Forms was used, as well as the traditional survey in a paper form.

(c) Period of the Study- Period of study was from 05 Feb 2017 to 10 March 2017.

(d) Tools used for the study- Once questionnaires had been examined for any anomalies and missing information, data was analysed by means of a statistical package SPSS, version 23.0. Statistical tests used included mean, standard deviation, Pearson correlation and t-test.

(e) Hypothesis

For this study, the following alternative hypothesis have been taken:

H1: There is a significant difference between entrepreneurship spirit and attitude among engineering and management students.

H2a: There is a significant relationship between support from family and friends and desire to become an entrepreneur.

H2b: There is a significant relationship between intention to increase family’s status and desire to become an entrepreneur.

H2c: There is a significant relationship between positive entrepreneurial spirit and desire to become an entrepreneur.

Data analysis and Interpretation

Reliability of the instrument

Cronbach's alpha is the most common tool to measure internal consistency ("reliability"). It was found that the value of Cronbach's alpha is 0.808, which indicates a good level of internal consistency for the scale with this specific study.

Demographic profile

The study included 170 students with 85 students each from engineering and management. The majority of students i.e. 50 per cent belonged to the age group of 18-20 years. The number of males and females was 58 per cent and 42 per cent respectively.

Level of Entrepreneurship spirit and Attitude

It was found through analysis that vast majority of the students preferred to look for job after their graduation. Regarding information about the term entrepreneurship, it was found that 35.9 per cent students showed a keen interest to learn more about the subject. They also expressed that owning a company is a good way to show creativity with 73.5 per cent agreeing to this fact. The students thought it would be great to have a subject where they can learn how to start and run their own business. It was also found half of the students thought that education is an important influence as an encouragement to starting a business. Similar results were found in previous researches (Ede *et al.*, 1998; Collins *et al.*, 2004; Hussain and Norashidah, 2015; Maresch *et al.*, 2016) which suggested that entrepreneurship education played a major role in influencing student’s inclination towards entrepreneurship.

Table 1: Level of Entrepreneurship spirit and attitude among students

Statements	Mean	Std. Deviation
Does an entrepreneur requires special characteristics or traits to start his business	3.70	1.071
Does an entrepreneur need to work extra hard to run his own business	3.94	1.099
Is the support from family and friends important when starting a business	4.09	1.048
Is having a role model a significant factor in starting a business	3.35	1.074
Does the success of parents’ business increase the intention of becoming an entrepreneur	3.46	1.099
Would you like to make significant contribution to society by developing a business	3.71	1.134
Would you rather own your own business than to work for someone else	3.64	1.139
Is it important for an entrepreneur to understand and accept risk to operate a business successfully	4.16	1.070
Does an entrepreneur need to be selfish to own a successful business	2.76	1.344
Would you run your own business to increase your family’s status	3.49	1.116
Is entrepreneurship a good way to make money	3.69	.981
Would you run your own business to have more flexibility in life	3.55	1.082
Are entrepreneurs responsible for new products/ innovations	3.94	.953
Should academic institutions encourage students to consider entrepreneurship	3.69	1.094

Is positive entrepreneurial spirit required to own a business	3.92	.997
Are you ready to start your own business if you get an opportunity	3.96	1.048

Source: Survey by authors (2017)

From table 1 it was found that almost all the statements have means value greater than 3 except one statement. This shows that majority of the students have entrepreneurship spirit and a positive attitude towards entrepreneurship. Previous researches also support this statement (Hatten and Ruhland, 1995; Dioneo-Adetayo, 2006; Kgagara, 2011; Sutanto and Eliyana, 2014) It was also found that students showed agreement to the fact that support from family and friends is important when starting a business ($\bar{x}=4.09$). They also believed that it is important for an entrepreneur to understand and accept risk to operate a business successfully ($\bar{x}=4.16$). The only disagreement among students was regarding the opinion that an entrepreneur needs to be selfish to own a successful business ($\bar{x}=2.76$).

Table 2: Independent Samples t -test between entrepreneurship spirit and attitude among engineering and management students

Statements		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Does an entrepreneur requires special characteristics or traits to start his business	Equal variances assumed	2.605	.108	.787	168	.432
	Equal variances not assumed			.787	165.767	.432
Does an entrepreneur need to work extra hard to run his own business	Equal variances assumed	.229	.633	-1.328	168	.186
	Equal variances not assumed			-1.328	166.128	.186
Is the support from family and friends important when starting a business	Equal variances assumed	.537	.465	2.450	168	.015
	Equal variances not assumed			2.450	161.199	.015
Is having a role model a significant factor in starting a business	Equal variances assumed	1.378	.242	-2.166	168	.032
	Equal variances not assumed			-2.166	167.637	.032
Does the success of parents' business increase the intention of becoming an entrepreneur	Equal variances assumed	8.099	.005	-.418	168	.677
	Equal variances not assumed			-.418	158.301	.677
Would you like to make significant contribution to society by developing a business	Equal variances assumed	.004	.950	-1.356	168	.177
	Equal variances not assumed			-1.356	167.654	.177
Would you rather own your own business than to work for someone else	Equal variances assumed	1.741	.189	.942	168	.347
	Equal variances not assumed			.942	165.320	.348
Is it important for an entrepreneur to understand	Equal variances assumed	.133	.716	.000	168	1.000

and accept risk to operate a business successfully	Equal variances not assumed			.000	167.982	1.000
Does an entrepreneur need to be selfish to own a successful business	Equal variances assumed	1.767	.186	-1.898	168	.059
	Equal variances not assumed			-1.898	165.472	.059
Would you run your own business to increase your family's status	Equal variances assumed	.089	.766	-1.170	168	.244
	Equal variances not assumed			-1.170	167.925	.244
Is entrepreneurship a good way to make money	Equal variances assumed	.000	.985	-.078	168	.938
	Equal variances not assumed			-.078	167.964	.938
Would you run your own business to have more flexibility in life	Equal variances assumed	.060	.807	-.283	168	.778
	Equal variances not assumed			-.283	167.696	.778
Are entrepreneurs responsible for new products/ innovations	Equal variances assumed	.724	.396	1.454	168	.148
	Equal variances not assumed			1.454	167.546	.148
Should academic institutions encourage students to consider entrepreneurship	Equal variances assumed	.001	.978	-1.123	168	.263
	Equal variances not assumed			-1.123	168.000	.263
Is positive entrepreneurial spirit required to own a business	Equal variances assumed	2.383	.125	1.310	168	.192
	Equal variances not assumed			1.310	167.346	.192
Are you ready to start your own business if you get an opportunity	Equal variances assumed	1.994	.160	.584	168	.560
	Equal variances not assumed			.584	164.400	.560

Source: Survey by authors (2017)

In order to ascertain whether there is significant difference between the engineering and management students' entrepreneurship spirit and attitude, t-test was employed. Levene's test is used to check equality of variance among different groups. Significance value of Levene's test > 0.05 indicates that equal variance is assumed. In the given table 2, all groups have equal variances. T-test statistics (significance value) less than level of significance (0.05) indicates that the two categories of independent variables (engineering and management) differ significantly towards their response to the various statements.

In this case, no significant difference was observed as almost all significance values are greater than 0.05 except for two statements. A recent study by Maresch *et al.* (2016) has also studied effects of entrepreneurship education on entrepreneurial intentions of engineering and management students. Thus, it can be concluded that engineering and management students have no significant difference in their entrepreneurship spirit and attitude. Therefore, hypothesis H₁ is rejected.

Table 3: Correlation between entrepreneurship spirit and attitude; and the desire to become an Entrepreneur

Statements		Desire to become an entrepreneur
Is the support from family and friends important when starting a business	Pearson Correlation	.331**
	Sig. (2-tailed)	.000
Would you run your own business to increase your family's status	Pearson Correlation	.273**
	Sig. (2-tailed)	.000
Is positive entrepreneurial spirit required to own a business	Pearson Correlation	.416**
	Sig. (2-tailed)	.000

Source: Survey by authors (2017)

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

From table 3 it can be seen that there is a significant and positive correlation between support from family and friends, intention to increase family's status and positive entrepreneurial spirit; and the desire to become an entrepreneur as all statements show significance value less than 0.05. Thus, it can be said that as the entrepreneurship spirit and attitude increases the desire to become an entrepreneur also increases among students. Hence, hypothesis H_{2a}, H_{2b} and H_{2c} are accepted.

Findings

- It was found through analysis that vast majority of the students preferred to look for job after their graduation. Regarding information about the term entrepreneurship, it was found that 35.9 per cent students showed a keen interest to learn more about the subject. They also expressed that owning a company is a good way to show creativity with 73.5 per cent agreeing to this fact.
- Secondly, no significant difference was observed in the entrepreneurship spirit and attitude of two different groups of students as almost all significance values were greater than 0.05 except for two statements. Thus, it was concluded that engineering and management students have no significant difference in their entrepreneurship spirit and attitude.
- It was also seen that there is a significant and positive correlation between support from family and friends, intention to increase family's status and positive entrepreneurial spirit; and the desire to become an entrepreneur as all statements showed significance value less than 0.05. Thus, it can be said that as the entrepreneurship spirit and attitude increases the desire to become an entrepreneur also increases among students.

Conclusion

It is important to develop an entrepreneurial spirit among the youth lies for the alleviation of poverty and in order to generate employment opportunities. It was seen that students showed a positive attitude regarding entrepreneurship. Therefore, this paper focused on studying the entrepreneurship spirit and attitude among students, establishing the relation between entrepreneurship spirit and attitude; and the desire to become an entrepreneur. It was found that there was positive entrepreneurship spirit and attitude among students and there was no significant difference regarding entrepreneurship spirit and attitude among engineering and management students. Lastly, it was found that there was a positive correlation between entrepreneurship spirit and attitude and the desire to become an entrepreneur. This fact should be kept in mind in order to encourage budding entrepreneurs.

Limitations

The sample consisted of only engineering and management students, a larger sample could include students from other non-technical streams like arts, humanities etc.

Suggestions

- To increase the spirit of entrepreneurship among students they must be provided some assurance against the risks in operating a business.
- Support from family and friends is another important pillar in strengthening entrepreneurial intentions among students.
- Positive attitude towards entrepreneurship and creation of new ventures must be developed in those interested in pursuing their ideas and innovations.

Future Research

Future research can include other dimensions of attitude than those studied in this research. Secondly, future research can include a comparison of more fields besides engineering and management like arts, humanities, commerce etc. This would help in gaining a broader perspective regarding the impact of field of education on entrepreneurial spirit. Thirdly, longitudinal studies can be conducted to establish that the students who had earlier shown entrepreneurial spirit and attitude actually went on to pursue entrepreneurship as a career. This can be done by taking the sample of students during their education and after the completion of their education.

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