

Delineating the Awareness of Entrepreneurship Issues and Required Interventions from Educational Institutions

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ABSTRACT

Introduction: Entrepreneurial learning promotes innovations, creativity, the ability to do the work and adopting the key changes and self-efficiency of the individual person that helps him/her to develop their self-confidence as a good entrepreneur. College and universities are significant institutions that help the students to build their basic characteristics as entrepreneurs and develop the features that help to get positive outcomes. By identifying the key challenges, understanding the overcome strategies and pointing out the key factors to achieving the activities the educational institution can provide better guidance that helps the students to develop their features as good entrepreneurs in future. This statement has mentioned the rationale of this research paper and the development of the study of this topic. Currently, it is found that a majority of the students lack pertaining willingness to step up and adapt entrepreneurship. Rather, a large chunk of students is more inclined to find a viable employment. Against this backdrop, the current study particularly focuses on delineating the awareness of the entrepreneurship issues and required interventions from educational institutions. For addressing this goal, the study has adopted a quantitative survey method wherein data is acquired from food technology students themselves to assess their awareness regarding entrepreneurship issues and need for intervention from educational institutions. Results confirm that food technology students do have awareness pertaining to entrepreneurial issues along with positive attitude and intent entrepreneurship. Previous research has been largely conducted to evaluate need for entrepreneurship education, the current study particularly helps in outlining the ground level challenges and the eminence of educational institutions in promotion of entrepreneurship empirically.

Keywords: *Entrepreneurship, Awareness, Intention, Attitude, Entrepreneurship education*

1. INTRODUCTION

The concept of entrepreneurship defines the individual who can create an innovative business, enjoying most of the reward and bearing the maximum segment of risks of the business. Experts mention that the process of setting up and leading up the business is well known as entrepreneurship. According to J.B Say the entrepreneurs are the economic agents who have associated with all activities of the production and produce the product. The entrepreneur is seen as the source of the new thoughts, ideas, services, goods and procedures of the business and leads the overall business as the innovator. It is the opinion of Verma *et*

al. (2021) that the eminence of entrepreneurship is associated with some significant features like becoming a good entrepreneur. A person needs to be open-minded, passionate, and more confident about each step and working as a planner. The concept and eminence both define the quality of the entrepreneur whose ability mention to operate a successful business and requires innovation based on the demand and needs of the business (Wei *et al*, 2019) . Furthermore, the fundamental concept of entrepreneurship has interconnected with some factors such as need, change, value, stakeholders and context of the business. Pech *et al*. (2016) point out that entrepreneurship development is based on the entrepreneur's logical reasoning, thinking skills, conceptual understanding of the business context and the pathway that the entrepreneur chooses to make the solution to the issues. Some examples of famous entrepreneurs are Elon Musk, Mark Zuckerberg, Jeff Bezos, Bill Gates and Steve Jobs. Adam Smith mentions that an entrepreneur is a proprietary capitalist who supplies the capital at the same time working as the manager among the capital and labour. Therefore, experts have mentioned the equation of entrepreneurship that is-
Entrepreneur + capital = customer + product = business.

Entrepreneurship is important for playing the integral part for the advancement of the economy. Entrepreneurship is considered as the ability and readiness for developing, organizing and running the business enterprise along with the uncertainties related for making profit (Olokundun *et al.*, 2018). It is focused on highlighting the lack of pertinent awareness among the students related to the benefits of undertaking the entrepreneurship along with the challenges. In accordance to this, the educational organizations are important for playing the instrumental role to enhance awareness and encourage them to overcome the risks faced.

Background

Factors that are making an effect on the students' entrepreneurship intentions consist of structural support, and entrepreneurial education. Those are the segments of the environmental factors. However, the personality traits of the students' need for achievement, risk propensity, self-efficacy and application of the planned behaviour components are some significant factors that impact the entrepreneurship intentions of the students of educational institutions. According to Ping *et al*. (2017), from the investigation, it could be analysed that the factors that generate entrepreneurship intentions are helped to understand of the key components that established the innovative business ventures and including with the psychological, cognitive, environmental and demographic factors. The self-efficiency of the entrepreneur is important to identify the risks, examine the relationship between emotional intelligence and risk propensity and develop innovative changes in the organisation. Subjective norms have highlighted the educational factors that have changed the behaviours, intentions and willingness of the students as an entrepreneur.

In the different researcher's opinions, it could be analysed that college and university education makes a strong influence on the students that change the entrepreneur intention

over the roles of the entrepreneur model. Entrepreneurship education creates awareness among the students and enhances the quality of employment of the individual students. Singer & Broersma, 2020 conducted research by acquiring the views or choices of the students from the educational institutions related to the importance of entrepreneurship, identifying the challenges of entrepreneurship and the ways the concept can be promoted among the students for enhancing economic growth. Most of the students have stated that their professional goal is becoming entrepreneurs and have the will to take any sacrifice for attaining the required goal. It was also observed that to become an entrepreneur is a wiser decision than becoming an employee and working for some organization. In the research, the students are being made aware of the importance of entrepreneurship. Chang *et al.* (2016) argue that the individual concept mentions the perception of the individual students regarding the morals of life and social, physical and spiritual concepts that he/she believes in. The self-concept defines whether the students become more innovative entrepreneurs in future or not and also has mentioned the quality and features of the individual students regarding the business extension. Motivations and social factors are the factors that also make positive or adverse effects on the students to develop their entrepreneurship intentions and lead the business based on the achievement of the innovation.

1.1 Role of education in enhancing Entrepreneurial Intentions among students

The role of education is very significant in that it allows the entrepreneur to develop the cognitive skills for the better exploit and evaluate the entrepreneurial opportunities, enhance the level of their self-confidence and reduce the perceived risks. There is a strong link between the auction and entrepreneurial intention among students that set positive attitudes toward entrepreneurship. Chang & Wannamakok (2019) opined that entrepreneurial education provides the subjective norms and value of attitudes and helps the students to understand the theoretical and particle effects of the entrepreneurial intention. Based on empirical theory, the teaching method is one of the important processes that introduce the standard process of making the good characteristics of entrepreneurs. The dynamic teaching method can change the experiential learning of the students and embed the learning objectives that enhance the students' engagement and provide better learning experiences to the students. Thus, good learning experiences can improve the creative skills of the students, changing the way of thinking and behaviours of the students that carry good outcomes and developing the dimension of entrepreneurship particle support in the educational institution. It is the opinion of Sun & Lo (2012) that to start a new business and achieve success as a good entrepreneur by improving the ability to practise and understand entrepreneurship and change in norms, attitudes and behaviours will help to guide the student in the proper direction for developing their entrepreneurship skills.



Conceptual Model of Entrepreneurship
Figure 1: Characteristic of Entrepreneurship

Source: Anwar et al. (2022)

The role of education in achieving the key success of entrepreneurship is mentioned to identify the business opportunity and scope by turning the students into successful commercial ventures by providing the training and education reading the factor. Anwar *et al.* (2022) stated that to achieve success in cultivating students' inventions the role and importance of the educational institution are important as the skills management and self-management process are also interconnected with the support of the learning of the educational institution. Besides the family background, culture and self-perception the educational sectors are helping the students to focus on the different effects and highlighted the positive correlation between participation in entrepreneurial activities and theoretical learning about entrepreneurial intentions. Results presented by Hoong *et al.* (2019) focussed on the factors influencing social entrepreneurial intention among undergraduates. The students can be actively associated with the learning of entrepreneurship which helps them to properly understand the exact meaning of entrepreneurship and the features of the entrepreneur that actually hold the success of the business. According to Ibrahim *et al.* (2015), the basic knowledge of entrepreneurship, the core skills of the individual students are developed by the educational institutions where they have completed the courses and completed management courses. The basic aspect of entrepreneurship and the reading of institutions help the students to make the ability to understand and find the better solution to the complex social activity and make awareness about the business plan competition. The pillars of education have defined entrepreneurial competencies and developed the thoughts of reading sustainable, planning, managing the project and handling the uncertainty and complexity in the career path. By developing a better solution and raising their problem-solving skills the students are developing their skills and making the concept of

entrepreneurship. The linked between the entrepreneurship and education increase the economic growth of the country, human capital and exceptional living that associated with the rapid growth of the changing world.

1.2 Research Gap

The previous research papers focused on the discussion about the concept and eminence of entrepreneurship and identified the factors that make a strong effect on the entrepreneurial intention of the entrepreneurs. Moreover, the previous research is focused on the different issues that the entrepreneur faced to implement their activities to make innovative business. By highlighting and mentioning the key features and characteristics of the entrepreneurs the earlier study has discussed the issues, effectiveness and intervention of the entrepreneurs in entrepreneurship. However, the previous study could not focus on delineating the awareness of entrepreneurship challenges and needed interventions from the educational institutions that are discussed in this paper. Furthermore, the previous studies could not explain the strategies that would be developed by the educational institutions for promoting the entrepreneurship concept and its eminence among the students. The concept of entrepreneurship is clarified in this aim for the study to be performed appropriately. Those are explained in this research. This statement presents the gap between the previous scratch and the research of this paper. By presenting the opinion of the students and focusing on the educational institution's effusiveness, and activities this study developed the key concept of the topic and objectives of this paper. The primary aim of the study is delineating the awareness of entrepreneurship challenges and needed interventions from the educational institutions.

2. Methods and Materials

This section has highlighted the components of the research methodology used for framing the study. It has highlighted the rationale behind the varied research methodologies adopted for accomplishing the outcomes based on the current study.

The data was collected with the help of primary data collection method. The researcher has used the primary data collection method to obtain information directly from sample respondents. It is proposed that the current research be carried out at the Sant Longowal Institute of Engineering & Technology (SLIET) in Sangrur, Punjab; the National Institute of Food Technology Entrepreneurship and Management (NIFTEM) in Sonipat, Haryana; and the National Dairy Research Institute (NDRI) in Karnal, Haryana. These are public institutes offering courses that are well-respected and supported by state-of-the-art facilities. The institutions accept applicants from all throughout the country, so the students they enroll are really representative of the country as a whole. For the purposes of the proposed research, the chosen samples were considered representative.

The research was conducted by selecting a sample of respondents from an existing population study. A survey-based questionnaire instrument was developed for acquiring information from the students. Furthermore, the convenient sampling technique was adopted

to select students from the population. The sample size for the survey was 500 students, who answered the close-ended questionnaire related to the challenges and promotional intentions about the concept of entrepreneurship among the students and the role played by the educational institutions in this aspect. The study has used the SPSS software for analysis of the data. Descriptive analysis, hypothesis testing and Friedmans ranking techniques were used for analysis of collected data. Further, the results are subjected to discussion.

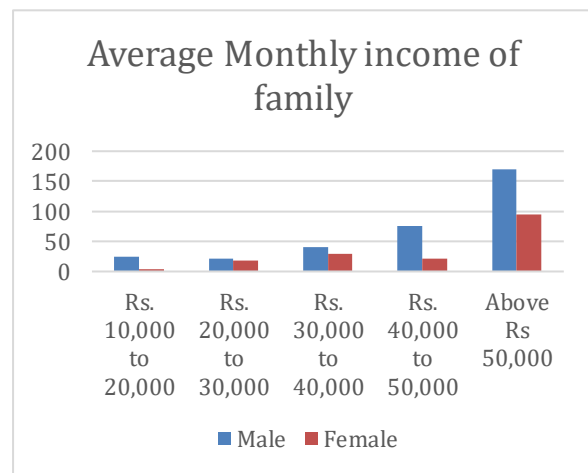
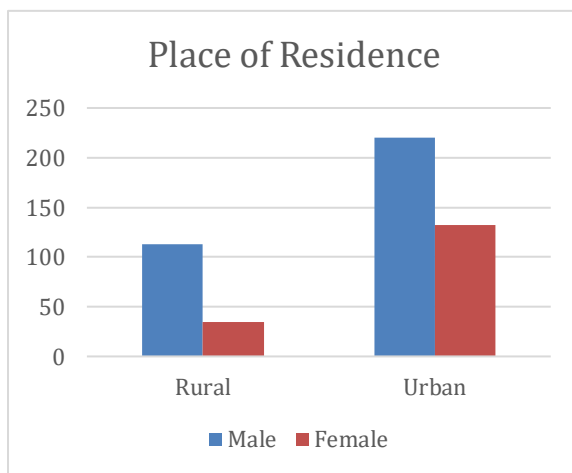
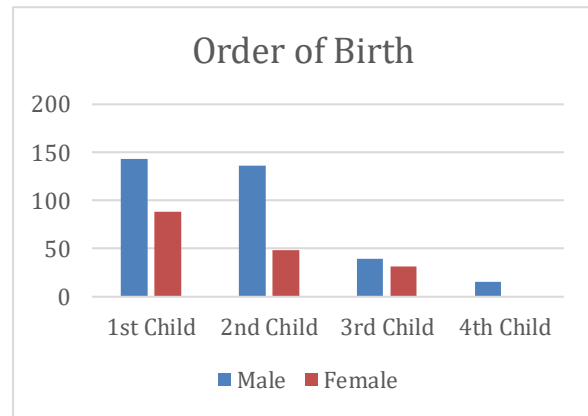
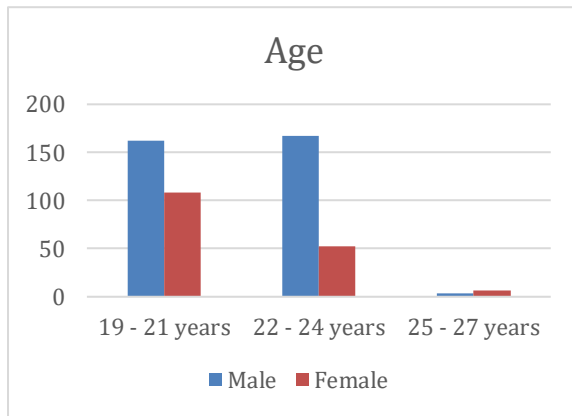
3. Results and Discussion

The chapter has helped in discussing the information that has been acquired from the students of educational institutions related to their awareness about the challenges of entrepreneurship and the factors that help to promote the entrepreneurship aspects among them. It has been delineated that majority of the participants in the survey are males around the age range of 22 to 24 years. On the other hand, it has been discussed that the female respondents are accounted to be mainly in the age range of 19 to 21 years. It has been discussed from the demographic questions that major part of the respondents are males from the urban areas as compared to the females from the urban areas. Furthermore, it has been delineated that most of the male respondents are from the first child order and only few are from the fourth child order. On the other hand, the female respondents are mostly from first child order and only few are from the third child order (Table 1).

Table 1:Socio -Demographic information of respondents

	Frequency	Per cent
Gender		
Male	333	66.6
Female	167	33.4
Age group		
19 - 21 years	270	54.0
22 – 24 years	219	43.8
25 – 27 years	11	2.2
Place of residence		
Rural	148	29.6
Urban	352	70.4
Total Monthly Income		
Rs. 10, 000 - Rs. 20,000	27	5.4
Rs. 20,000 – Rs. 30,000	40	8.0
Rs. 30, 000 – Rs. 40,000	71	14.2
Rs. 40, 000 – Rs. 50,000	97	19.4
Above Rs. 50,000	265	53.0

Source: Field Survey, 2018



It has been observed from the Table 2 and Table 3 that both male and female respondents want to be self-employed after completion of their course work. Based on the gender discrimination, the male respondents have stated preference for private jobs more as compared to the female respondents. Furthermore, it is important for the educational institutions to bring entrepreneurship in the education system for the students to learn about the challenges and intentions of entrepreneurs effectively. It has been discussed that the industrial training is necessary for the students to understand the role of entrepreneurship and determine more emphasis on the industrial training aspect (Olokundun *et al.*, 2018). The survey has helped in understanding that after the students are admitted to the educational institutions for following the course or module on entrepreneurship, there has been increased inclination towards the subject. It has been obtained that the students should be guided to choose entrepreneurship as their course in life for helping with the economic development of the nation.

Table 2 Cross tabulation of self-employment and gender

			Gender		Total
			Male	Female	
Do you favour to be self-employed after completing your course work?	Yes	Count	182	91	273
		% within Gender	54.7%	54.5%	54.6%
	No	Count	151	76	227
		% within Gender	45.3%	45.5%	45.4%
Total	Count		333	167	500
	% within Gender		100.0%	100.0%	100.0%

Table 3 Cross tabulation of type of employment and gender

			Gender		Total
			Male	Female	
Type of employment preferred	Private	Count	162	80	242
		% within Gender	48.6%	47.9%	48.4%
	Public/ Govt	Count	171	87	258
		% within Gender	51.4%	52.1%	51.6%
Total	Count		333	167	500
	% within Gender		100.0%	100.0%	100.0%

It has been obtained from the analysis that entrepreneurship is an important form of profession that can help individual in favor of self-employment. It has been determined that the students should understand that entrepreneurs are important for providing job opportunities. Additionally, the survey has declared that most of the male and female respondents have farmer fathers and housewife mothers with primary level graduation or no education at all (Table 3). This created a lack of confidence among the female students to become entrepreneurs in their future or develop a future in the corporate sector. It is important to target these students and make them understand the importance of entrepreneurship in their lives. It would help them to grow as individuals and improve their professional as well as personal lives. The concept of entrepreneurship needs to be clarified among the students with the help of the educational institutions.

Table 3. Respondents parent educational qualification

		Father's qualification		Mother's qualification	
		Male	Female	Male	Female
Educational qualification	Primary (up to 10th)	23	1	57	15
	Secondary (up to 12th)	58	9	47	13
	Diploma holder	30	37	96	58
	Graduate	138	63	71	62
	Post graduate	84	57	25	25
	Uneducated	0	0	24	7
Total		333	167	320	180

Table 4. Respondents' frequency of major challenges in perusal of entrepreneurship

Major Challenges	No extent	Low	Average	Moderate	Great extent	Total
Problem of finance	18	20	38	258	166	500
Stiff competition	6	31	105	277	81	500
Lack of Technical Support	13	30	110	258	89	500
Male-dominated society	69	69	111	187	64	500
Low-risk bearing ability	30	40	88	258	84	500
The high cost of doing business	10	31	88	261	110	500
Government support	2	51	111	260	76	500
Lack of incubation centre or infrastructure	4	35	89	249	123	500

From the following table 4 it can be delineated that 'problem of finance' was found to be a major challenge in perusal of entrepreneurship followed by 'lack of incubation center or infrastructure' and 'high cost of doing business'. It can be stated that, majority of students reported finance as a key challenge for self-employment. Along with provision of infrastructural facility and financial stability are major contributing factors in ease of doing own business.

Further analysis was carried out to determine and test the assumption about awareness of key related issues pertaining to entrepreneurship and attitude and intension towards entrepreneurship.

Hypothesis Testing:

Hypothesis 1

H01: There is no significant awareness about key issues related to entrepreneurship among the study population.

Ha1: There is significant awareness about issues related to entrepreneurship among the study population.

With a view to assess whether the students have a significant awareness about the issues pertaining to entrepreneurship, T-test was conducted.

Table 5: Hypothesis 1

	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Key issues related to entrepreneurship	11.466	381	.000	.39529	.3275	.4631

From the above table, it can be accentuated that the T-test value acquired is 11.466 and the corresponding p-value is $0.000 < 0.05$. In accordance with this, it can be highlighted that the null hypothesis is rejected. Moreover, the present study accepts the alternative hypothesis which states that “*There is significant awareness about issues related to entrepreneurship among the study population.*”

Hypothesis 2

H02: There is no support required from the educational institution to promote entrepreneurship.

Ha2: There a significant support required from the educational institution to promote entrepreneurship.

The study further analysed if students required support from educational institution for promotion of entrepreneurship using T-test.

Table 8: Hypothesis 2

	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Support required from the educational institution	24.714	499	.000	.70480	.6488	.7608

In the table above, it is shown that the estimated T-test value is 24.714, and the corresponding p-value is $0.000 < 0.05$. Given this, the null hypothesis is rejected. The current study accepts the alternative hypothesis that *“There a significant support required from the educational institution to promote entrepreneurship.”*

4. Conclusion and Recommendations

The study has been developed for studying the extent of awareness of the issues pertaining to the entrepreneurship among the study population effectively. Furthermore, the interventions needed are identified from the educational institutions for promotion entrepreneurship among the students. The study has been prepared to make students understand the benefits of undertaking entrepreneurship as well as address the challenges that could be faced by the educational institutions. The significance of the educational institutions and learning experiences are associated with the factors that help the students to make the proper ideas about entrepreneurship and develop their entrepreneurial intention. By presenting the response of the 500 students, this study focuses on the student opinion to develop entrepreneurship awareness in the education institution.

Majority of the students are willing to be self-employed with a positive attitude and intension towards entrepreneurship. Financial aspects were found be a hinderance in perusal of entrepreneurship. From the analysis, some limitations of the research have been found. To mitigate those limitations and develop the quality of the research some recommendations are presented here-

- This study only focused on making awareness of entrepreneurship challenges and needed interventions from the educational institution. However, besides measuring the effectiveness of the teachers, the learning process that the professors adopt and the student's individual interests are some significant factors that need to be highlighted. By focusing on those key factors this study can identify the most effective process to develop the skills of the individual students.
- Furthermore, this study needs to be important on the financial factors, analyse the value of the entrepreneurs and take responses from the original entrepreneurs and teachers of the educational institution who can provide better solutions and focus on the other significant factors. Working as the creators, and inventors and developing leadership goals is also an important concept in entrepreneurship.

5. Theoretical Implications or Managerial Implications

Present research about delineating the awareness of entrepreneurship challenges and needed interventions from the educational institutions. Moreover, by identifying the challenges and determining the strategies that would be developed from the educational institutions for promoting the entrepreneurship concept and its eminence among the students. By focusing on these factors, this study highlights the theoretical implication regarding the effectiveness and importance of the educational institutions in making the characteristics and features of the students that develop the feature of entrepreneurial intention. The theoretical

or managerial implication to achieve the strategies to mitigate the challenges of entrepreneurship this study will help the education insulation to be more focused on their activities that identify the key obstacles that they can face to build the good entrepreneurs. This study will help the educational sectors to create awareness among the teachers and students to develop the activities of entrepreneurial intention and build good entrepreneurs who can lead the better success in the future organisation.

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