



Critical Analysis of Entrepreneurship Awareness and Skills among Students in Universities of Coastal Karnataka

Santhosha Shetty
G

Asst.Professor (Selection Grade)
Dept. of Commerce, Manipal University, Manipal, Karnataka, India

Dr. Abubakkar
Siddiq

Dept. of P.G.Studies in Commerce, University College, Hampankatta
Mangalore, D.K., Karnataka, India

ABSTRACT

This study targeted at evaluating the entrepreneurship consciousness and talents among students of business administration, with the goal of inspiring and training students with the true approach and skills essential for administration and management of self-owned enterprises. The research paper detected the entrepreneurship consciousness and expertise among master of business administration students in universities of Coastal Karnataka. Number of jobless people are increasing due to less interest towards entrepreneurship on account of deprived entrepreneurship and talents growth among students in universities of Coastal Karnataka. The unemployment situation has made it imperative on the part of learned postgraduates to have entrepreneurial skill for establishing own enterprise and self-reliant. This paper collected and analyzed the information related to the flat of entrepreneurship consciousness of scholars, awareness of students about abilities essential for an industrialist, free enterprise aptitudes, difficulties allied with entrepreneurship and finding the approaches for improving entrepreneurship consciousness and abilities in the midst of students. In this study descriptive survey design was used in which two hundred and fifty two final year master of business administration students of universities were sampled with the help of an organized investigation questionnaire. In order to analyse the data, frequency tables, means and simple percentages were used. Results indicated that up to 70% of the scholars were not mindful of entrepreneurship prospects. Furthermore these pupils are hitherto to ripen the philosophy and attitude toward entrepreneurship, because of insufficient learning and training. The paper suggests that there is a need for developing and including entrepreneurship courses and practical training in various aspects of management in the curriculum.

KEYWORDS : Entrepreneurship, Awareness, Management, Skills, Curriculum

1. Introduction

In the present scenario, unemployed people with the object of searching jobs are migrating to faraway places instead of showing interest towards self-employment or entrepreneurship. The unemployment situation have resulted in poor standard of living which makes the government to provide means of production and livelihood. Since the government is facing difficulty to solve this problem, the only solution for addressing this problem is economic self-reliance. This necessitated the need for full-fledged entrepreneurship education in colleges and universities. Establishment of multinational corporations, entry of foreign corporates, multi culture work environment makes it imperative on the part of young postgraduates to be well fit with entrepreneurial skill. Despite of this, the level of entrepreneurial skill and interest to establish is negligible. This is due to poor education standard and quality, specialized courses on entrepreneurship in the universities, lack of financial support and government initiative. Even though there is huge necessity of entrepreneurship education with computer of technology enabled skill to manage present day enterprises, there is lack of education and training facilities. Number of enterprise establishments are very less. In view of the several experiments previously stated, this study targeted at evaluating the entrepreneurship consciousness and talents among students of business administration, with the goal of inspiring and training students with the true approach and skills essential for administration and management.

2. Review of Literature

A B Ibrahim and K.soufani ¹ (2002) in their study "entrepreneurship education and training in Canada: a critical assessment" have assessed the entrepreneurship education and training efforts in Canada and identified the common challenges that face this process. The objectives of this research are two fold; first to assess and review entrepreneurship education and training efforts in Canada, in particular the role of various government and non-government organizations in the process; second to identify and discuss the challenges facing entrepreneurship education and training. The findings of study are failure rate of business enterprises are quite alarming because of lack of entrepreneurial skill and limited efforts of government and non-government organizations. Further the lack of coherent national strategy and policy agenda regarding entrepreneurship training could threaten the global existence of small business enterprises.

Bwisa, H. ² (2004), in his study 1 "Entrepreneurship education in Kenya has identified that In Ghana, entrepreneurship is not educated at the pre-tertiary flat. Though elementary schooling can be fatal for students who are incapable to carry on their education at the tertiary level, such graduates are not given any entrepreneurship education. Though most of these areas could be observed as significant for entrepreneurship, it fell little in making students to start their own businesses after graduating from college. This deficiency of entrepreneurship teaching for elementary education graduates bounds their capabilities to start and manage their own businesses later.

Akyeampong, K ³ (2008), in his study "Educational Expansion and Access in Ghana" had identified that in Ghana, various educational transformations have been applied which have laid stress on the teaching of professional and technical subjects for students in the junior secondary schools. The chief aim for one of such reforms undertaken in 1987, was to enable JSS students acquire employable talents to make them employed or start their own jobs after graduation, if they unable to continue their schooling more. However, this was not successful as formal schools are known generally to be ineffective in changing attitudes towards employment and self-employment especially towards vocational and technical education. The educational reform programme intended to enable technical and vocational students start their own jobs after graduation, failed due to the absence of entrepreneurship education on the curriculum. This deficiency places entrepreneurship education at the base of any educational programme intended to make graduates job creators after graduation, which is a major aim for implementing polytechnic education in Ghana.

Felicia Ugwu and C.N. Ezeani ⁴ (2012), in their study examined the entrepreneurship awareness and skills among Library and Information Science (LIS) students in two Nigerian Universities. Descriptive survey design was adopted in which one hundred and ten (110) final year and masters students of the department of library and information science in the two Universities were purposively sampled using a researcher-structured questionnaire. Frequency tables, means and simple percentages were used to analyze data. Findings showed that up to 70% of the students were not aware of entrepreneurship opportunities within LIS. Moreover these students are yet to develop the culture and mind set toward entrepreneurship, because of inadequate

education and training. The paper recommends that entrepreneurship courses and practical training in various aspects included in the LIS curriculum.

Vassilis Kostoglou and Errikos Siakas ⁵ (2012), have analysed the issues and challenges related to university graduates' entrepreneurship and self-employment. A detailed structured questionnaire was designed to collect rigorous data and to obtain deeper understanding of student choices. The randomly selected unbiased sample represented nearly 30% of the total population of recent graduates of five consecutive years. The method of telephone interviews was selected as the most efficient tool for collecting the required information. This paper reports on the analysis of the responses of 197 self-employed graduates regarding the motivation to start a business, the process through which they started their business, and financial issues concerning the start-up. The detection of significant effects towards graduates' entrepreneurship through multivariate statistical analysis revealed that the most important factors are gender, degree grade, acquisition of a postgraduate degree, as well as the faculty and the specialty of the bachelor studies. The original results of the survey provide important insight into graduates' self-employment. The paper also demonstrates the need for a systematic national strategy that will take advantage of innovative potentials, increase competitiveness and enhance the collaboration between government, educational and research institutions, as well as the industry.

Mansheng Zhou and Haixia Xu ⁶ (2012), in their study "Review of Entrepreneurship Education for College Students in China" made an attempt to examine entrepreneurship education as an advanced clarification to the challenges facing higher education in China. The paper first presents the background for encouraging entrepreneurship schooling in China, examines the entrepreneurship education programs and events in three carefully chosen universities, measures the state of entrepreneurship education both from a student viewpoint and also through a contrast with growths in the United States, and completes with suggestions for additional growths in entrepreneurship education in China's colleges and universities. In general, China's entrepreneurship education is still in the initial phase, and China pauses behind the average standard of Global Entrepreneurship Monitor (GEM) in entrepreneurship learning.

Samuel B. Owusu-Mintah ⁷ (2014) in their study "Entrepreneurship education and job creation for tourism graduates in Ghana", have set the objective to assess the extent to which entrepreneurship education received by tertiary tourism graduates had been beneficial to them. Application of mixed methods research to collect data from 205 tertiary education graduates by the use of snowball sampling techniques and two entrepreneurship teachers selected purposively. The study revealed that 3 per cent of the graduates were operating their own businesses. Among the reasons given for the low level of entrepreneurship practice among the graduates included their inability to access initial capital, absence of entrepreneurship spirit in the graduates and the unrelated nature of entrepreneurship education studied at the polytechnic to the tourism and hospitality industry.

Hala W. Hattab ⁸ (2014) has made a study on Impact of Entrepreneurship Education on Entrepreneurial Intentions of University Students in Egypt. The main objective of the study was to investigate the impact of entrepreneurship education on the entrepreneurial intentions of university students to start a new venture using Linen's model. The methodological approach involved analysis of a paper and pencil close ended questionnaire distributed to undergraduate students in their last year in a private Egyptian university from three faculties. The findings suggest positive relationship between entrepreneurship education and intentions and perceived desirability while no relation existed with perceived feasibility or self-efficacy. Given the significance and importance of entrepreneurship, it is desirable to reform the educational system to encourage creativity and innovativeness of students.

3. Statement of the Problem

Number of jobless people are increasing due to less interest towards entrepreneurship on account of deprived entrepreneurship and talents growth among students in universities of Coastal Karnataka. This is exhibited in the form of limitations shown by candidates in their job or enterprise in administrative or managerial skill. The Government is also not solely able solve these problems. There is a need for delivering

quality and specialized entrepreneurship education to students so that they can independently establish and manage enterprises in future. Establishment of multinational corporations, entry of foreign corporates, multi culture work environment makes it imperative on the part of young postgraduates to be well fit with entrepreneurial skill. Despite of this, the level of entrepreneurial skill and interest to establish is negligible. Therefore, the problem of the study here is to examine the level of entrepreneurship awareness and skills among students in Universities, problems in getting skills and causes for the same since the getting of these abilities has turn out to be commanding in the competitive world.

4. Research Gap

From the review of literature, it is identified that there is gap regarding the study not happened related to the analysis of entrepreneurship awareness among students in universities of coastal Karnataka. However large number of studies in other areas of entrepreneurship are happened in coastal Karnataka and related studies are done in foreign countries. There is a need for knowing the sources of awareness and difficulties in getting entrepreneurship awareness regarding that nothing was assessed in earlier studies.

5. Objective of study

The main objectives of study are:

1. To assess the level of consciousness of entrepreneurship and expertise possessed by students which are essential for entrepreneurship
2. To identify the difficulties allied with gaining of entrepreneurship abilities.
3. To plan and suggest the approaches for increasing entrepreneurship consciousness and talents.

6. Methodology/Sources of Data

The study has been carried out based on literature review and the collection of both primary and secondary data. Questionnaire method is applied in this research survey which engaged the descriptive design. The total population of 330 comprised all final year master of business administration students of three selected universities of the year 2015. To the entire population of 330, questionnaires were dispersed, and out of which 252 serviceable feedback forms were used for analysis. The sources of secondary data were ledgers, annual reports, brochures and other reports. In addition to these books, articles, published journals, thesis submitted to the universities were also referred. Internet has also been extensively made use for the purpose of the study.

7. Scope of Study

The scope of study is limited to three universities of coastal Karnataka and the respondents are covering of all final year students of Master of Business Administration of the year 2015.

8. Limitations of Study

Only final year master of business administration students of year 2015 are covered and universities covered are only three. It reduced the sample size. Prospective researchers can take more number of universities covering more number of courses and years also so that the study will be more effective. Since this is minor study, scope of study is little small. However this limitation can be used by major researchers as gap for making wider study.

9. Importance of Study

It is evident that while research in the area of entrepreneurship education and training is growing, one aspect into which little research has been conducted is that of Critical Analysis of Entrepreneurship Awareness and Skills among Students in Universities of Coastal Karnataka. The significance of the study is to appraise the entrepreneurship consciousness and expertise possessed by students with the goal of inspiring them to obtain abilities essential to run the present day enterprises and hold entrepreneurship as a worthwhile tool of reducing the increasing unemployment problems. If the awareness level is poor, the reasons can be identified and suggestions can be provided for creating the same on the part of concerned group.

10. Data Demonstration and Analysis

Below given data shows the awareness and opinions of students regarding various matters of entrepreneurship

Table 1: Sources of awareness

| Percentage of sample students have got entrepreneurship awareness through different sources | | | | | | |
|---|---|--|--|-------------------------|---|---|
| Awareness through Entrepreneurship Development Cell | Awareness through specific entrepreneurship Course offered at the departmental level. | Awareness through specialization in one of the general courses offered | Awareness through public programs and reading of books, journals and magazines | Awareness through media | Awareness through NGOs in public programs but not at universities | Awareness through friends and relatives |
| 61 | 0 | 68 | 25 | 48 | 18 | 22 |

The above table shows that out of sample size of 252 students, highest number of students have got awareness through specialization in one of the general courses offered. But the awareness is not hundred percent and full-fledged because entrepreneurship is taught as just one subject in the general course. Since there is no specific entrepreneurship course, awareness is zero.

Table 2: Awareness on major qualities and traits

| Percentage of students having awareness on major qualities and traits required for an entrepreneur | | | | | |
|--|---|--|---|--|--|
| Clear-cut objective and achievement goal is required for an entrepreneur | An entrepreneur can establish his own enterprise with natural knowledge, initiative, imagination, skills & creativity, but training is not required | An entrepreneur need not worry to update or obtain more knowledge as long there is progress in the business. | An entrepreneur must be ready to bear the risks and has self-confidence & willpower to prosper. | An entrepreneur hunts for prospects, maintain public relation & makes good use of them to uphold business and revenue. | An entrepreneur earns an enormous monetary return & status, becomes self-reliant and autonomous as the business progresses |
| 81 | 68 | 66 | 77 | 33 | 37 |

The above data shows that highest number of students have awareness on clear-cut objective and achievement goal required for an entrepreneur, risk bearing ability required. On the other hand highest numbers have also opinioned that training is not required and knowledge updating is also not required if there is sufficient amount of profit. This is because of lack of awareness on entrepreneurship through specific entrepreneurship course.

Table 3: Awareness on technical skills

| Percentage of students having Awareness on technical skills required for an entrepreneur | | | | | | |
|--|--------------|-----------|-----------------------------|------------------------------------|----------------|----------------------|
| Coding | Wire framing | The Cloud | Knowledge management skills | Online accounting and book-keeping | Graphic design | Online communication |
| 23 | 12 | 14 | 11 | 9 | 4 | 16 |

The above given data particulars reveals that most of the students have limited awareness on technical and computer management skill required for an entrepreneur. This is because of absence of practical oriented course on entrepreneurship in the university courses.

Table 4: Awareness on significance of entrepreneurship in the nation

| Percentage of students having Awareness on significance of entrepreneurship in the nation | | | | | |
|---|---|---|-----------------------|--|--|
| Entrepreneurship creates job and wealth and thereby increases per capita income and national income | It provides opportunity for talent utilization of an individual | It aids as an substitute to the inadequate income in paid Employment. | Community development | Entrepreneurship creates market for the resources by making utilization of science | Entrepreneurship flourishes transactions of banks and generates revenue for the government |
| 42 | 24 | 22 | 12 | 9 | 7 |

The awareness on significance of entrepreneurship in the nation is also not that much satisfactory. This is due to the reason that the prevailing system of education is not successful in counselling the students in respect of importance of entrepreneurship in the nation.

Table 5: Students agreed with difficulties allied with acquiring entrepreneurship skills and starting a venture

| Percentage of students agreed with difficulties allied with acquiring entrepreneurship skills and starting a venture | | | | | |
|--|--|--|--|--|--|
| Insufficient competent teachers with appropriate specialized knowledge. | Students have interest towards job than entrepreneurship | Difficulty in getting financial assistance from institutions | Fear of risk taking and facing competition | University courses are not suitable for meeting entrepreneurship requirement | There is no self confidence and family support |
| 59 | 88 | 72 | 88 | 68 | 96 |

Highest percentage of students have fear towards difficulties allied with acquiring entrepreneurship skills and starting a venture. Such type fear can be avoided only if proper education is delivered on entrepreneurship covering the means of solving those problems.

Table 6: Students generally agree on the strategies required for enhancing entrepreneurship awareness and skills.

| Percentage of students generally agree on the strategies required for enhancing entrepreneurship awareness and skills. | | | | |
|--|---|---|--|---|
| Reformation of the educational syllabus to accommodate entrepreneurship courses | Provision of free entrepreneurship training by Financial institutions, Non-Government Organisations, & private sector organizations | Provision of concessional loan facilities by the Government on liberal terms. | Voluntary interest should come from Students for getting training opportunities available elsewhere either at free of cost or for charges by participating at seminars, workshops, journals & trade fairs. | Detection of business opportunities by the Students based upon new requirements of people |
| 98 | 90 | 94 | 55 | 45 |

When the students have been asked regarding the strategies required for enhancing entrepreneurship awareness and skills, top percentage of students have agreed with the strategies of reformation of the educational syllabus, provision of free entrepreneurship training and provision of concessional loan facilities by the Government on liberal terms.

11. Findings

From the analysis, it is identified that students have no complete awareness of entrepreneurship since there is no full-fledged entrepreneurship course in the universities. Entrepreneurship is taught as one of the subjects in general business administration course in which all other subjects are taught which do not satisfy the specific demands of management profession. This discouraged them to show interest towards entrepreneurship. However they are aware of significance of entrepreneurship and basic knowledge required for entrepreneurship such as qualities of an entrepreneur, risks involved in entrepreneurship and also agreed on the strategies required for increasing awareness on entrepreneurial requirement. 70% of the respondents do not have technical, managerial and administrative skill which is essential requirement of entrepreneurship.

12. Suggestions

Based upon the observations, the following suggestions have been made.

1. There is a need for undergoing courses in MBA entrepreneurship with practical training in computer and adopt technology based teaching involving active participation of students instead of general master degree in business administration.
2. It is better on the part of universities to reform and strengthen the MBA syllabus to comprise courses in entrepreneurship along with computer management in entrepreneurship.
4. Management laboratories should be established in the universities so that students will carry out practical course work and projects grounded on real life complications which graduates face in their work places which are essential for administration and managerial skill.
5. Government and NGOs should take interest to create awareness among the students by organising entrepreneurship awareness programs at universities.

13. Conclusions

Reformation of the educational syllabus to accommodate entrepreneurship courses is the present requirement to make the students to establish enterprises instead of having jobless situation. Provision of concessional loan facilities by the Government on liberal terms to prospective graduate entrepreneurs and provision of monetary grant to entrepreneurship management or business administration universities is essential so that practical oriented training can be provided by the universities as per the requirement of enterprise management.

References:

1. A.B. IbrahimK. Soufani, (2002), "Entrepreneurship education and training in Canada: a critical assessment", Education +Training, Vol. 44 Iss 8/9 pp. 421 – 430.
2. Bwisa, H. (2004), "Entrepreneurship education in Kenya: a reality of plodding on", A paper presented at the 4th International Conference on Entrepreneurship, USIU, Nairobi, 12-15 May.
3. Akyeampong, K. (2008), Educational Expansion and Access in Ghana: A review of 50 Years of Challenge and Progress, Centre for International Education, University of Sussex, Sussex. Foster, P. (1965), Education and Social Change in Ghana, Routledge, Paul Kegan, London.
4. Felicia Ugwu and C.N. Ezeani (2012), "Evaluation of Entrepreneurship Awareness and Skills among LIS Students in Universities in South East Nigeria", Library Philosophy and Practice (e-journal). DigitalCommons@University of Nebraska – Lincoln.
5. Vassilis Kostoglou and Errikos Siakas(2012), "Investigating higher education graduates' entrepreneurship in Greece", Annals of Innovation & Entrepreneurship, 3: 17291 - DOI: 10.3402/aie.v3i0.17291.
6. Mansheng Zhou and Haixia Xu (2012), A Review of Entrepreneurship Education for College Students in China, administrative sciences, ISSN 2076-3387, www.mdpi.com/journal/admsci.
7. Samuel B. Owusu-Mintah , (2014), "Entrepreneurship education and job creation for tourism graduates in Ghana", Education + Training, Vol. 56 Iss 8/9 pp. 826 – 838
8. Hala W. Hattab (2014), "Impact of Entrepreneurship Education on Entrepreneurial Intentions of University Students in Egypt", Journal of Entrepreneurship, March 1, 2014, 23: 1-18