

**A SURVEY BASED ON THE MINDSET OF THE YOUTH OF INDIA REGARDING ENTREPRENEURSHIP AND IT'S VARIOUS FACETS: A MULTICULTURAL STUDY**Shakuntala Sen<sup>34</sup> Dr. M. K. Sanyal<sup>35</sup>**ABSTRACT**

*The significance of entrepreneurship cannot be overemphasized. It increases people's standards of living through the formation of new firms which generate value for themselves and their clients by identifying and selling new and more valuable products and services. Entrepreneurship increases business expansion, technological progress, and prosperity creation (Lumpkin & Dess, 1996). With this change comes the need for an individual to assess their ability to enter the industry. This survey attempts to measure personal self-esteem, individual entrepreneurial orientation and entrepreneurial intentions along with several socio-psychological/cultural parameters of 460 undergraduate students of Engineering and Management in India, specifically from West Bengal and neighbouring states. The items for scale are based on the entrepreneurial orientation dimensions from Lumpkin & Dess and individual entrepreneurial orientation from Bolton and Lane, as well as the self-esteem dimensions from Heatherton and Polivy. This report may act as a foundation to encourage educational initiatives that have been considered as an essential tool in boosting the supply of potential and nascent entrepreneurs in India.*

**KEYWORDS**

**Youth Entrepreneurship, Entrepreneurship Education, Management Education, Student Attitude, Opinions on Entrepreneurship, Entrepreneurial Intention, Entrepreneurial Orientation, Multicultural etc.**

**INTRODUCTION**

As a major instrument of economic growth, entrepreneurship accounts for the new business development. The amount of study on entrepreneurship has grown significantly over the past two decades, with the recognition of new ventures as foremost contributors to job creation and economic expansion (Amit et al., 1995). This awareness is reflected in a rising number of researchers, an increasing number of discussions and journals in the field, and the establishment of many entrepreneurship research centres (Landström, Frank & Veciana, 1997; Ireland et al., 2005). *The study of individual differences attempts to recognize those individuals who could become entrepreneurs.* Individual differences consist of psychological traits (e.g., need for achievement, risk-taking ability) and non-psychological traits (e.g., education level). Both psychological and non-psychological qualities have been used in attempts to differentiate entrepreneurs from non-entrepreneurs (e.g. Brockhaus, 1982. (Wu, 2009) Entrepreneurship has been considered as one of the most important factors in the development of a country. Globally, around 12 per cent of adult people is involved in entrepreneurial activities. Entrepreneurship seems to be a feasible mode of contribution to economic development in a country like India, which is still facing the challenges of poverty - a person may have potential to be entrepreneur but not make any change into entrepreneurship till the time they have such intentions (Mohammad Ismail et al., 2009). Birds (1988) said that entrepreneurial intention refers to individuals' states of mind that intended at creating new venture, developing new business concept or creating new value inside existing firms.

**THE SURVEY**

The major parameters surveyed in this report are Entrepreneurial Orientation, Entrepreneurial Intention and various socio-demographic, cultural facets of the sample. Individual differences in Self Esteem, Performance, Social and Appearance were also measured in a Likert Scale. Convenience Sampling was used.

**Demographic Profile of the Sample:** A total of 460 students were interviewed from in and around West Bengal, out of them 286 were male and 174 were female. The percentage of male were 62.2 and female were 37.8. Out of this 286 males, 144 belonged to urban area and rest 142 belonged to semi urban area. Similarly, out of the 174 female 83 belonged to urban area and 91 belonged to semi urban area. The sample consisted of college students whose ages were between 16 to 25 and they were divided into two groups i.e., Engineering and Non-Engineering students. Out of the 460 respondent's 227 respondents were from urban area and 233 were from semi urban area. Out of the 460 respondents, 1 respondent was from Assam, 1 from Bhutan, 28 from Bihar, 1 from

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Germany, 2 from Chhattisgarh, 23 from Jharkhand, 1 from Maharashtra, 1 from Nagaland, 2 from Orissa, 3 from Punjab, 2 from Rajasthan, 1 from Tripura, 5 from Uttar Pradesh and rest 389 from West Bengal. About 84.6% of total respondents were from West Bengal, 6.1% from Bihar, 5% from Jharkhand and rest 4.3% respondents were from Bhutan, Assam, Chhattisgarh, Maharashtra, Nagaland, Orissa, Punjab, Germany, Tripura, and Uttar Pradesh. Out of the 460 respondents 227 respondents were from urban area and 233 were from semi urban areas. Out of the entire sample population, 55% of total respondents, i.e., 253 students were from Engineering (Technical) Stream, 76 students, i.e., 16.5% of total respondents were from the Management Stream and 116 students, i.e., 25.2% were from other departments. There were 156 engineering students were from urban area and 97 engineering students were from semi urban area, 58 management students were from urban area and 18 management student were from semi urban area, 116 students who were in other department 8 of them were from urban area and rest 108 were from semi urban area.

**Table-1: Department Urban Cross tabulation**

		Urban		Total
		Not Ticked	Ticked	
Department	Engineering	97	156	253
	Management	18	58	76
	Others	108	8	116
Total		223	222	445

Sources: Authors Compilation

**Table-2: Department Semi Urban Cross Tabulation**

		Semi Urban		Total
		Not Ticked	Ticked	
Department	Engineering	156	97	253
	Management	58	18	76
	Others	8	108	116
Total		222	223	445

Sources: Authors Compilation

The respondents were divided into two group based on their education stream. 349 students were from engineering department and 141 students were from other departments. In engineering department 17.4% students were from IT department, 16.1% students were from EE department, 6.5% were from CSE department. And in Other department 10% students were from BBA department, 5.4% from BCA department, 8.3% were from BA department, 6.5% from B.Com department and 8.3% from B.Sc. department.

**Table-3: Respondent's Stream Engineering & Management**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		141	30.7	30.7	30.7
	BBA	46	10.0	10.0	40.7
	BCA	25	5.4	5.4	46.1
	CIVIL	23	5.0	5.0	51.1
	CSE	30	6.5	6.5	57.6
	EC	2	.4	.4	58.0
	ECE	23	5.0	5.0	63.0
	EE	74	16.1	16.1	79.1
	EIE	2	.4	.4	79.6
	ICE	2	.4	.4	80.0
	IT	80	17.4	17.4	97.4
	MBA	6	1.3	1.3	98.7
	MECL	6	1.3	1.3	100.0
	Total	460	100.0	100.0	

Sources: Authors Compilation

Among the 460 respondents, 193 students were in first year, 153 were in second year, 102 were in third year and 12 students were in fourth year. Out of 193 first year students, 109 students were from semi urban area and 84 students were from urban area. Out

of 153 second year students, 86 students were from urban area and 67 students were from semi urban area. Out of 102 third year students, 54 students were from urban area and 48 students were from semi urban area. Out of 12 fourth year students, 3 students were from urban area and 9 students were from semi urban area.

Among the 460 respondents, 176 students had annual family income below 120000, 97 students had annual family income between 120001-180000, 93 students had annual family income between 180001-240000 and rest 94 students had annual family income above 240000. Percentage of students having annual family income below 120000 were 38.3, percentage of students having family income between 120001-180000 were 21.1, percentage of students having annual income between 180001-240000 were 20.2, and the percentage of students having annual family income more than 240001 were 20.3.

**Table-4: Respondent's Annual Family Income**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 120000	176	38.3	38.3	38.3
	120001-180000	97	21.1	21.1	59.3
	180001-240000	93	20.2	20.2	79.6
	240001 and Above	94	20.3	20.3	100.0
	Total	460	100.0	100.0	

Sources: Authors Compilation

Out of the population, 74 students out of 176, who had income below Rs. 120000 were from urban area and 102 students were from semi urban area. 47 students out of 97 respondents, who had annual family income between Rs. 120001-180000 were from urban area and 50 students were from semi urban area. Out of 93 students who had family income between Rs. 180001-240000 where 51 students were from urban area and 42 students were from semi urban area. A total of 55 students were from urban area and 39 were from semi urban area out of the 94 respondents who had annual family income more than Rs. 240001.

A total of 153 students i.e. 33.3% out of 460 respondents had come from business background, 142 students i.e. 30.9% of total respondents had come from a family working in private sector, 133 students i.e. 28.9% of total respondents had come from a family having govt. service. And rest 7% students had come from a family who are engaged with other occupation.

**Table-5: Respondent's Family Background**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Business	153	33.3	33.3	33.3
	Private Service	142	30.9	30.9	64.1
	Government Service	133	28.9	28.9	93.0
	Others	32	7.0	7.0	100.0
	Total	460	100.0	100.0	

Sources: Authors Compilation

About 77 students out of the total 153 respondents who belonged to business background were from urban area and 76 students were from semi urban area. 56 students out of 142 were from urban area and 86 were from semi urban area. 78 students out of total 133 who belonged to a family having govt. service were from urban area and 55 were from semi urban area. And the 32 students whose families belonged to other occupation, half of them were from urban area and other half of them were from semi urban area.

**Table-6: Family Background Urban Cross Tabulation**

		Urban		Total
		Not Ticked	Ticked	
Family Background	Business	76	77	153
	Private Service	86	56	142
	Government Service	55	78	133
	Others	16	16	32
Total		233	227	460

Sources: Authors Compilation

**Table-7: Family Background Semi Urban Cross Tabulation**

		Semi Urban		Total
		Not Ticked	Ticked	
Family Background	Business	77	76	153
	Private Service	56	86	142
	Government Service	78	55	133
	Others	16	16	32
Total		227	233	460

Sources: Authors Compilation

In this project to analyse the questionnaire survey we have used MS Word 2007, MS Excel 2007 and SPSS version 16.

**Research Questions and the Corresponding Findings**

The Research Questions are denoted by R (R1, R2,..., R13) and the corresponding Findings are denoted by F (F1, F2,..., F13).

They are as follows:

**R1: What is the biggest threat of entrepreneurship in West Bengal?**

**F1:** To find the answer of this question we had given 7 options to the respondents i.e. lack of capital, Govt. regulation, Social barrier, Lack of entrepreneurship education and others. 32.8% of respondents answered option 1. i.e., Lack of capital, 33.9% of respondents thought that Govt. Regulation is the biggest threat of entrepreneurship 12% of total respondents went with social barrier, 15% respondents answered lack of entrepreneurship education and 5.4% respondent ticked on others. Total 99.8% students answered this question and the rest 0.2% students did not answer. The table mentioned below defines the biggest threat of entrepreneurship in West Bengal as perceived by the respondents.

**Table-8: Biggest Threat of Entrepreneurship in WB as Perceived by the Students**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	2	.4	.4	.4
	Lack of Capital	151	32.8	32.9	33.3
	Government Regulation	156	33.9	34.0	67.3
	Social Barrier	55	12.0	12.0	79.3
	Lack of Entrepreneurship Education Awareness	69	15.0	15.0	94.3
	Others	25	5.4	5.4	99.8
	9	1	.2	.2	100.0
Total		459	99.8	100.0	
Missing	System	1	.2		
Total		460	100.0		

Sources: Authors Compilation

**R2: What are the perceived qualities of an entrepreneur?**

**F2:** To know the qualities of an entrepreneur we had given ten options to the respondents' i.e., copes with failure, dependent, persistent, opportunities seeker, risk taker, fearless, unique and distinctive, creative, innovative and others. About 73.3% respondents choose scope with failure, 80.2% choose dependent, 81.7% choose persistent, 68.7% choose opportunity seeker, 45% choose risk taker, 57.2% choose fearless, 72.8% choose unique and distinctive, 58.9% choose creative, 58.9% choose innovative and major percentage of respondent i.e., 95% for an entrepreneur should have other qualities along with this qualities.

**R3: What is the student opinion towards innovation?**

**F3:** Innovativeness is an integral part of entrepreneurship. We had asked the student how innovative they are in terms of experiment, 29.1% respondents said that they are very experimental, 37% respondents said they are somewhat experimental, 17.2% respondent said they are average, 13.9% respondent said they are conservative and rest 2.8% respondent said they are extremely conservative when it comes to experiment. The following table defines the statement mentioned above.

**R4: How long students stick with an idea before giving up?**

**F4:** We had asked the students that how long do they stick with an idea before giving up, about 35% respondents said they stick with an idea for some days, 50.7% respondent said they stick for some months and rest 14.3% said they stick with an idea for some years before giving up. The above statements are described in the following table.

**Table-9: Respondent's Patience**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Some Days	161	35.0	35.0	35.0
	Some Months	233	50.7	50.7	85.7
	Some Years	66	14.3	14.3	100.0
	Total	460	100.0	100.0	

Sources: Authors Compilation

**R5: What is the individual biggest fear of the students?**

**F5:** We had given four options in front of the students to know their individual biggest fear, and 45.4% students said their biggest fear is failure, 18.3% students said being mediocre is their biggest fear, 28.9% students ticked for losing creativity and 7% students said they have other fear. We have attach the below table to support our finding.

**Table-10: Respondent's Biggest Fear**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Failure	209	45.4	45.4	45.4
	Being Mediocre	84	18.3	18.3	63.7
	Losing Creativity	133	28.9	28.9	92.6
	Others	32	7.0	7.0	99.6
	5	2	.4	.4	100.0
	Total	460	100.0	100.0	

Sources: Authors Compilation

**R6: What is the student's intention towards entrepreneurship?**

**F6:** About 11.3% respondents had current intention to open business, 30.4% respondents had intention to open business in next three years and 58.3% respondents had intention to open business in undefined future.

**Table-11: Respondent's Entrepreneurial Intention**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Current Intention to Open Business	52	11.3	11.3	11.3
	To Open Business during Next Three years	140	30.4	30.4	41.7
	Will to open Business in Undefined Future	268	58.3	58.3	100.0
	Total	460	100.0	100.0	

Sources: Authors Compilation

**R7: What according to the students is the three most important barrier of youth entrepreneurship as perceived by the students?**

**F7:** We wanted to know what according to the students are the three most important barriers of youth entrepreneurship and to get the answer we had given those six options i.e. problem with administration, lack of financing, lack of business support, lack of entrepreneur education, social and cultural condition and others. Among the 460 students 70.7% students thought administration problem is one of the most important barriers in entrepreneurship, 76.5% students thought lack of finance is the barrier, 49.8% students ticked on lack of business support, 38.5% students thought lack of entrepreneur education is one of the most important barriers in youth entrepreneurship and 14.1% students said that there are some other barriers for youth entrepreneurship.

**R7.1: What are the first, second and third important barriers in administration regarding entrepreneurship as perceived by the students?**



**F7.1:** We further wanted to know from the students who ticked on problem with administration as the important barrier in youth entrepreneurship, what are the first, second and third preferences in administration problem. As per the response of the samples in the first preference 17.6% students choose high administration cost, 13% students choose complex tax system, 16.7% students choose complicated legal system, 12% students choose lack of transparency in administration problem, 3.5% choose ineffective intellectual property protection rights, 5.4% students choose unfavourable bankruptcy laws and 3.5% choose ineffective competition laws.

In the second preference, 5% students choose high administration cost, 14.3% students choose complex tax system, 18.7% students choose complicated legal system, 13.3% students choose lack of transparency in administration problem, 10.9% choose ineffective intellectual property protection rights, 5.4% students choose unfavourable bankruptcy laws and 4.1% choose ineffective competition laws.

In the third preference, 9.1% students choose high administration cost, 7.2% students choose complex tax system, 13.5% students choose complicated legal system, 11.7% students choose lack of transparency in administration problem, 10.2% choose ineffective intellectual property protection rights, 9.8% students choose unfavourable bankruptcy laws and 10% choose ineffective competition laws.

**R7.2: What are the first, second and third important barriers in financing regarding entrepreneurship as perceived by the students?**

**F7.2:** In the first preference 22% students choose financial credibility to take out a loan, 14.1% students ticked on lack of knowledge on different financial possibilities, 19.6% choose lack of personal savings, 7.4% choose complicated credit process, 9.8% choose long waiting time for financial support, 3.3% choose lack of financial sources.

In the second preference 10.7% students choose financial credibility to take out a loan, 12.8% students ticked on lack of knowledge on different financial possibilities, 17% choose lack of personal savings, 16.1% choose complicated credit process, 13.5% choose long waiting time for financial support, 6.1% choose lack of financial sources.

In the third preference 13.9% students choose financial credibility to take out a loan, 11.5% students ticked on lack of knowledge on different financial possibilities, 13.5% choose lack of personal savings, 11.5% choose complicated credit process, 15.7% choose long waiting time for financial support, 9.8% choose lack of financial sources

**R7.3: What are the first, second and third important barriers in business support regarding entrepreneurship as perceived by the students?**

**F7.3:** In the first preference, 11.1% students choose lack of knowledge on business support, 10% students choose lack of business connection, 8.5% choose lack of work place, 8% students choose lack of business training, 3.9% choose lack of advice agencies, 4.8% students choose lack of mentor's programmes, and 3.9% choose lack of forums.

In the second preference, 7.4% students choose lack of knowledge on business support, 9.1% students choose lack of business connection, 7.4% choose lack of work place, 11.1% students choose lack of business training, 4.6% choose lack of advice agencies, 5.9% students choose lack of mentor's programmes, and 4.8% choose lack of forums.

In the third preference, 7.6% students choose lack of knowledge on business support, 7.8% students choose lack of business connection, 8.3% choose lack of work place, 8% students choose lack of business training, 4.8% choose lack of advice agencies, 7% students choose lack of mentor's programmes, and 6.3% choose lack of forums.

**R7.4: What are the first, second and third important barriers in entrepreneur education regarding entrepreneurship as perceived by the students?**

**F7.4:** In the first preference, 13% students choose lack of practical business skill education, 7.2% students choose lack of information on different possibilities of start-up funds, 4.3% students ticked on lack of learning about business administration process, 6.7% students ticked on lack of working business support, 5.7% students choose creating a positive image in society, 3.3% students choose lack of creation of entrepreneur attitude.

In the second preference, 4.6% students choose lack of practical business skill education, 12.2% students choose lack of information on different possibilities of start-up funds, 5.4% students ticked on lack of learning about business administration process, 8.9% students ticked on lack of working business support, 6.3% students choose creating a positive image in society, 2.8% students choose lack of creation of entrepreneur attitude.



In the third preference, 7.4% students choose lack of practical business skill education, 7% students choose lack of information on different possibilities of start-up funds, 6.3% students ticked on lack of learning about business administration process, 6.5% students ticked on lack of working business support, 6.1% students choose creating a positive image in society, 6.7% students choose lack of creation of entrepreneur attitude.

**R7.5: What are the first, second and third important barriers in social condition regarding entrepreneurship as perceived by the students?**

**F7.5:** In the first preference, 15.4% students choose fear of failure, 9.8% students choose lack of familiarly with business world, 10.9% students choose lack of experience, 7.4% students choose lack of skills, 3.5% students choose lack of family support, and 2.2% students choose no role model in family.

In the second preference, 6.1% students choose fear of failure, 8.7% students choose lack of familiarly with business world, 13.7% students choose lack of experience, 11.1% students choose lack of skills, 5.4% students choose lack of family support, and 3.9% students choose no role model in family.

In the third preference, 6.7% students choose fear of failure, 9.1% students choose lack of familiarly with business world, 10.4% students choose lack of experience, 8.7% students choose lack of skills, 9.6% students choose lack of family support, and 4.1% students choose no role model in family.

**R8: What is the risk taking ability of the students?**

**F8:** To know the risk taking ability of the students we had asked them to place rating on certain statements that would define their own self.

The first statement that was given was: **I like to take bold action by venturing into the unknown.**

18.7% students strongly disagreed to this statement, 20.9% students disagreed, 27.6% students ticked on average, 24.3% students agreed and rest 8.5% students strongly agreed to this statement.

The second statement given was: **I am willing to invest a lot of time and/or money on something that might yield a high return.**

8.9% students strongly disagreed to this statement, 20% students disagreed, 29.6% students ticked on average, 26.1% students agreed to this statement and rest 15.4% students strongly agreed to this statement.

The third statement given was: **I tend to act 'boldly' in situations where risk is involved.**

6.3% respondents strongly disagreed to this statement, 20.7% students disagreed, 32.8% students ticked on average, 26.5% students agreed and 13.7% students strongly agreed to this statements.

**R9: How innovative the students are?**

**F9:** To know the innovativeness of the students we had asked them to place rating on certain statements that would define their own self.

The first statement given was: **I often like to try new and unusual activities that are not typical but not necessarily risky.**

6.5% students strongly disagreed to this statement, 16.7% student disagreed, 29.8% student ticked on average, 34.3% students agreed and rest 12.6% students strongly agreed.

The second statement given was: **I tend to do things the same and not try different, unproven approaches.**

15.7% students strongly disagreed to this statement, 28.7% students disagreed to this statement, 26.5% students rated average, 22% students rated agree and 7% students strongly agreed.

The third statement was: **I prefer to try my own unique way when learning new things rather than doing it like everyone else does.**

5.9% students strongly disagreed to this statement, 11.3 students disagreed to this statement, 29.6% students rated average, 31.7% students rated agree and 21.5% students strongly agreed.

The fourth statement was: **I favour experimentation and original approaches to problem solving rather than using methods others generally use for solving problems.**

7.2% students strongly disagreed to this statement, 17.4% students disagreed to this statement, 26.5% students rated average, 33.3% students rated agree and 15.7% students strongly agreed.



**R10: What do the students think in terms of proactiveness?**

**F10:** To know the proactiveness of the students we had asked them to place rating on certain statements that would define their own self.

The first statement given was: **I usually act in anticipation of future problems, needs or changes.**

The second statement given was: **I tend to plan ahead on projects.**

7.2% students strongly disagreed to this statement, 12% students disagreed to this statement, 28.3% students rated average, 32.2% students rated agree and 20.4% students strongly agreed

The third statement given was: **I prefer to 'step up' and get things going on projects rather than sit and wait for someone else to do it.**

7.6% students strongly disagreed to this statement, 14.8% students disagreed to this statement, 21.3% students rated average, 31.3% students rated agree and 25% students strongly agreed.

**R11: Are the students satisfied with their performances?**

**F11:** To know whether the students are satisfied with their performance or not we had asked them to place rating on certain statements that would define their own self.

The first statement given was: **I feel confident about my abilities**

7.8% students strongly disagreed to this statement, 12.2% student disagreed, 22.4% students ticked on average, 30.4% students agreed and rest 27% students strongly agreed.

The second statement given was: **I feel frustrated or rattled about my performance.**

19.6% students strongly disagreed to this statement, 27.4% student disagreed, 26.3% students ticked on average, 17.2% students agreed and rest 9.6% students strongly agreed.

The third statement given was: **I feel that I am having trouble understanding things that I read.**

17.4% students strongly disagreed to this statement, 30% student disagreed, 27.6% students ticked on average, 15.7% students agreed and rest 9.3% students strongly agreed.

The fourth statement given was: **I feel as smart as others.**

9.8% students strongly disagreed to this statement, 13% student disagreed, 31.5% students ticked on average, 29.3% students agreed and rest 16.3% students strongly agreed.

The fifth statement given was: **I feel confident that I understand things.**

7.4% students strongly disagreed to this statement, 11.1% student disagreed, 28.9% students ticked on average, 33.7% students agreed and rest 18.9% students strongly agreed.

The sixth statement given was: **I feel that I have less scholastic ability right now than others.**

13.9% students strongly disagreed to this statement, 20.9% student disagreed, 30.2% students ticked on average, 22.8% students agreed and rest 12% students strongly agreed.

The seventh statement given was: **I feel like I'm not doing well.**

13% students strongly disagreed to this statement, 28.7% student disagreed, 30.7% students ticked on average, 18% students agreed and rest 8.7% students strongly agreed.

**R12: Are the students satisfied with their appearances?**

**F12:** To know whether the students are satisfied with their appearance or not we had asked them to place rating on certain statements that would define their own self.

The first statement given was: **I feel satisfied with the way my body looks right now.**

8.5% students strongly disagreed to this statement, 15.4% student disagreed, 27.8% students ticked on average, 31.3% students agreed and rest 17% students strongly agreed.

The second statement given was: **I feel that others respect and admire me.**

9.8% students strongly disagreed to this statement, 12.8% student disagreed, 30% students ticked on average, 33% students agreed and rest 14.1% students strongly agreed.



The third statement given was: **I am dissatisfied with my weight.**

18.9% students strongly disagreed to this statement, 22.8% student disagreed, 24.8% students ticked on average, 18.9% students agreed and rest 14.6% students strongly agreed.

The fourth statement given was: **I feel good about myself.**

7.4% students strongly disagreed to this statement, 13.5% student disagreed, 28.9% students ticked on average, 28.7% students agreed and rest 21.5% students strongly agreed.

The fifth statement given was: **I am pleased with my appearance right now.**

89% students strongly disagreed to this statement, 13.5% student disagreed, 28.7% students ticked on average, 30.4% students agreed and rest 18.5% students strongly agreed.

The sixth statement given was: **I feel unattractive.**

25.4% students strongly disagreed to this statement, 27.2% student disagreed, 26.1% students ticked on average, 12.8% students agreed and rest 8.5% students strongly agreed

### ***R13: Are the students concerned about the social impression they are making?***

**F13:** To know whether the students are concerned about the social impression they are making or not we had asked them to place rating on certain statements that would define their own self.

The first statement given was: **I am worried about whether I am regarded as a success or failure.**

10.2% students strongly disagreed to this statement, 18% student disagreed, 34.3% students ticked on average, 27% students agreed and rest 10.2% students strongly agreed.

The second statement given was: **I feel self-conscious.**

12.2% students strongly disagreed to this statement, 16.3% student disagreed, 28.5% students ticked on average, 29.8% students agreed and rest 13% students strongly agreed.

The third statement given was: **I feel displeased with myself.**

23% students strongly disagreed to this statement, 27.8% student disagreed, 27.8% students ticked on average, 15.2% students agreed and rest 6.1% students strongly agreed.

The fourth statement given was: **I am worried about what other people think of me.**

20.4% students strongly disagreed to this statement, 20% student disagreed, 32.6% students ticked on average, 18.5% students agreed and rest 8.5% students strongly agreed.

The fifth statement given was: **I feel inferior to others at this moment.**

12.6% students strongly disagreed to this statement, 20.9% student disagreed, 36.7% students ticked on average, 21.1% students agreed and rest 8.7% students strongly agreed.

The sixth statement given was: **I feel concerned about the impression I am making.**

12.4% students strongly disagreed to this statement, 17% student disagreed, 32.4% students ticked on average, 28.5% students agreed and rest 9.8% students strongly agreed.

The seventh statement given was: **I am worried about looking foolish.**

12.4% students strongly disagreed to this statement, 17% student disagreed, 32.4% students ticked on average, 28.5% students agreed and rest 9.8% students strongly agreed.

### ***CONCLUSION***

This study was intended to know the various attributes & opinions related to entrepreneurship as perceived by college students in terms of their frequencies. The above findings show all the relevant data.

### ***LIMITATIONS***

Although this project was carefully prepared, still we are aware of its limitations. First of all the sample size could be increased given more time and budget. Second, we have conducted the survey using closed ended questions which may have a lesser validity rate compared to other question types. Third, the respondents may not be completely aware of their reasons for choosing an answer due to lack of interest.



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