International Journal of Scientific Research in Engineering and Management (IJSREM)
Volume: 08 Issue: 06 | June - 2024 SJIF Rating: 8.448 ISSN: 2582-3930

Exploring the Relationship Between Demographic Variables and Attitudes Toward Entrepreneurship Among ITI Students

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Abstract:

This study investigates the relationship between demographic variables (gender, family income, living area, and family source of income) and attitudes toward entrepreneurship among students of Industrial Training Institutes (ITIs). Utilizing a structured questionnaire, data were collected from a sample of ITI students(Navsari and Valsad District) and analyzed to understand how these demographic factors influence their entrepreneurial attitudes. The findings provide insights into targeted interventions for fostering entrepreneurship in diverse student populations.

Introduction:

Entrepreneurship is widely recognized as a driving force behind economic growth and development, playing a critical role in job creation, innovation, and the overall prosperity of a nation. Entrepreneurs are the catalysts that transform innovative ideas into successful business ventures, leading to the establishment of new companies and the opening of new markets. The importance of entrepreneurship in economic development is well-documented in the literature. Scholars have consistently shown that the creation of new businesses is a key driver of economic prosperity, as they contribute to increased competition in emerging sectors and drive innovation. Entrepreneurial ventures help maintain the economic vitality of a nation by recognizing opportunities, generating new business ideas, increasing economic activity, creating value, and generating employment. (Leitch et al., 2012). Beyond merely economic impacts, entrepreneurship has also been recognized as a vital factor in addressing broader societal challenges. The empowerment of women through entrepreneurship, particularly in rural communities, has emerged as a crucial strategy for enabling strong economic growth and social development. (Women Entrepreneurship is the best Socio-Economic Development Strategy for Women in Rural Areas, 2020)

Entrepreneurs are the catalysts that transform innovative ideas into successful and sustainable business ventures, leading to the establishment of new companies and the opening of new markets.(Dimitrova, 2020)(Leitch et al., 2012)(Soriano, 2017)This infusion of new enterprises spurs

competition and drives innovation, as entrepreneurs seek to differentiate their offerings and provide unique value to consumers.(Dimitrova, 2020)(Leitch et al., 2012.

Industrial Training Institutes (ITIs) play a crucial role in providing vocational education and training, equipping students with practical skills that are essential for various industries. Beyond their primary objective of skill development, ITIs also have significant potential to foster entrepreneurial mindsets and activities among their students. This section explores how ITIs contribute to skill development and how they can promote entrepreneurship.

Skill Development through ITIs:

Curriculum Focused on Practical Skills: ITIs offer courses that are designed to meet the demands of various industries, providing students with hands-on experience in trades such as welding, carpentry, electrical work, and information technology. The practical approach ensures that students acquire job-ready skills, making them immediately employable upon graduation.

Industry Partnerships: Many ITIs collaborate with industries to ensure that their training programs are aligned with current market needs. These partnerships often include on-the-job training, internships, and placement opportunities. Industry involvement helps in updating the curriculum to include the latest technological advancements and industry practices.

Certification and Standardization: ITIs provide nationally recognized certifications, ensuring a standardized level of competency among graduates. This standardization helps in maintaining the quality of training and in stills confidence in employers.

Focus on Soft Skills: In addition to technical skills, ITIs also emphasize the development of soft skills such as communication, teamwork, and problem-solving. These skills are essential for overall personal development and adaptability in the workplace.

Entrepreneurial Education and Training: ITIs are increasingly incorporating entrepreneurial education into their curricula. This includes courses on business management, financial literacy, marketing, and business planning. Training programs often include workshops, seminars, and guest lectures by successful entrepreneurs and business experts.

Incubation Canters and Support Services: Some ITIs have established incubation centers to support aspiring entrepreneurs. These canters provide resources such as workspace, mentoring, access to funding, and networking opportunities. Support services may include assistance with business plan development, market research, and legal advice.

Exposure to Real-world Business Challenges: ITI students often work on projects that involve real-world business challenges, providing them with practical insights into running a business. These projects can be the foundation for future entrepreneurial ventures. Collaborations with small and medium enterprises (SMEs) allow students to understand the intricacies of business operations and management.

Encouraging Innovation and Creativity: ITIs encourage students to innovate and think creatively, whether in improving existing processes or developing new products and services. This mindset is crucial for entrepreneurship. Competitions, hackathons, and innovation challenges organized by ITIs provide platforms for students to showcase their ideas and gain recognition.

Access to Funding and Resources: ITIs often collaborate with government and non-governmental organizations to provide funding opportunities for budding entrepreneurs. These may include grants, loans, and venture capital. Access to resources such as workshops, tools, and materials at ITIs can reduce the initial investment required for starting a business.

Challenges:

Limited awareness and exposure to entrepreneurial opportunities among ITI students.

Lack of comprehensive entrepreneurial training in some ITIs.

Insufficient access to funding and mentorship for aspiring entrepreneurs.

Literature Review:

The relationship between demographic variables and students' attitudes towards entrepreneurship is a crucial area of study, as it can provide valuable insights into the factors that influence an individual's entrepreneurial inclination. Research has shown that characteristics such as gender, living area, and family income can play a significant role in shaping a student's perceptions and intentions towards entrepreneurship.

Several studies have examined the impact of gender on entrepreneurial attitudes.(Hue et al., 2022) Findings suggest that male students generally exhibit a stronger entrepreneurial motivation and intention compared to their female counterparts. This gender gap may be attributed to sociocultural norms, access to resources, and differences in risk-taking propensity.(Anuarq et al., 2013)However, the literature highlights the significant potential of entrepreneurship education to play a transformative role in this context. By fostering an inclusive environment and providing equal opportunities, universities can help nurture entrepreneurial mindsets among female students (Hue et al., 2022).

Family income is another demographic variable that significantly influences entrepreneurial attitudes. Students from higher-income families often have greater access to financial resources, social capital, and support networks, which can facilitate entrepreneurial activities. Conversely, students from lower-income families may face financial constraints and limited access to resources, potentially hindering their entrepreneurial aspirations (Zhang et al., 2020). Nonetheless, targeted support programs and financial aid can mitigate these disparities and promote entrepreneurship among students from diverse economic backgrounds.

The living area, whether urban or rural, also plays a crucial role in shaping entrepreneurial attitudes. Urban areas typically offer more opportunities for entrepreneurship due to better access to markets, infrastructure, and resources. In contrast, rural areas may present challenges such as limited access to funding, markets, and business support services (Sutter et al., 2019). However, the unique needs and opportunities in rural areas can also foster innovative entrepreneurial solutions tailored to local contexts. Encouraging rural entrepreneurship through tailored educational programs and support initiatives can thus bridge the urban-rural gap in entrepreneurial activities.

Parental education levels have been found to influence students' attitudes toward entrepreneurship. Higher parental education often correlates with greater exposure to entrepreneurial activities and a

supportive environment for pursuing business ventures. Educated parents may also provide valuable guidance and resources that encourage entrepreneurial aspirations in their children (Turker & Sonmez Selcuk, 2009). Conversely, students with less educated parents might face challenges due to a lack of exposure and support. Educational institutions can play a crucial role in providing these students with the necessary knowledge and resources to develop entrepreneurial skills and ambitions.

Objectives of the Study:

- To Know the Impact of Gender on Entrepreneurial Attitudes Among ITI Students.
- To Examine the Relationship Between Family Income and Entrepreneurial Attitudes.
- To Analyze the Effect of Living Area (Urban vs. Rural) on Entrepreneurial Attitudes.
- To Study the Influence of Family Source of Income on Entrepreneurial Attitudes.

Research Methodology:

Research Design

Type of Study: This study employs a descriptive and correlational research design to explore and analyze the relationships between demographic variables and entrepreneurial attitudes.

Approach: A quantitative approach is used, involving the collection and statistical analysis of numerical data.

Population: The target population for this study includes students enrolled in various ITIs.

Sample Size: The sample size was 140.The sample size calculation aimed to represent the diverse student population across different ITIs.

Sampling Method: Stratified random sampling was employed to ensure representation of different demographic groups. The strata included gender, family income levels, living areas (urban and rural), and family sources of income.

Data Collection

Instrument: A structured questionnaire was developed, comprising both closed-ended and Likert-scale questions. The questionnaire was designed to measure:

Demographic Variables: Gender, family income, living area (urban/rural), and family source of income and Entrepreneurial Attitudes.

Validation and Reliability: The questionnaire was pre-tested with a pilot sample of 30 ITI students to assess its validity and reliability. Necessary adjustments were made based on the feedback and Cronbach's alpha was calculated to ensure internal consistency.

Administration: The final questionnaire was administered to the selected sample of ITI students. Both online and paper-based formats were used to accommodate different preferences and ensure a higher response rate.

Hypothesis of the study:

Null Hypothesis (H0): There is no significant difference in students' attitudes toward entrepreneurship between male and female students.

Alternative Hypothesis (H1): There is a significant difference in students' attitudes toward entrepreneurship between male and female students.

Null Hypothesis (H0): There is no significant relationship between residents of students and attitudes components toward entrepreneurship

Alternative Hypothesis (H1): There is a significant relationship between residents of students and attitudes components toward entrepreneurship.

Null Hypothesis (H0): There is no significant relationship between family income and students' attitudes components toward entrepreneurship.

Alternative Hypothesis (H1): There is a significant relationship between family income and students' attitudes components toward entrepreneurship.

Null Hypothesis (H0): There is no significant relationship between parents' education and students' attitudes components toward entrepreneurship.

Alternative Hypothesis (H1): There is a significant relationship between parents' education and students' attitudes components toward entrepreneurship.

Data Analysis and Interpretation:

Descriptive Statistics: Descriptive statistics (mean, median, mode, standard deviation) were calculated to summarize the demographic characteristics of the sample and the distribution of entrepreneurial attitudes.

Regression Analysis: Multiple regression analysis was conducted to determine the extent to which demographic variables predict entrepreneurial attitudes. The model included gender, family income, living area, and family source of income as independent variables and entrepreneurial attitudes as the dependent variable.

Software Tools: Statistical analysis was performed using SPSS (Statistical Package for the Social Sciences) to ensure robust and reliable results.

Non parametric Tests like mann whitney U test and Kruskal wallis test were used in this analysis.

Gender and Attitude Components:

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.[a,b]	Decision
1	The distribution of innovation is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	.583	Retain the null hypothesis.
2	The distribution of Achivement is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	.585	Retain the null hypothesis.
3	The distribution of selfesteem is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	.349	Retain the null hypothesis.
4	The distribution of personalcontrol is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	.140	Retain the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.

There is no significant difference between males and females regarding attitude components as the probability value is greater than 0.05.

Residential Area:

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.[a,b]	Decision
1	The distribution of innovation is the same across categories of Residential Area.	Independent-Samples Mann-Whitney U Test	.271	Retain the null hypothesis.
2	The distribution of Achivement is the same across categories of Residential Area.	Independent-Samples Mann-Whitney U Test	.285	Retain the null hypothesis.
3	The distribution of selfesteem is the same across categories of Residential Area.	Independent-Samples Mann-Whitney U Test	.801	Retain the null hypothesis.
4	The distribution of personalcontrol is the same across categories of Residential Area.	Independent-Samples Mann-Whitney U Test	.990	Retain the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.

There is no significant relationship among residential area and attitude components as the probability value is greater than 0.05.

Family income:

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.[a,b]	Decision
1	The distribution of innovation is the same across categories of Family's monthly total income from different sources:.	Independent-Samples Kruskal-Wallis Test	.494	Retain the null hypothesis.
2	The distribution of Achivement is the same across categories of Family's monthly total income from different sources:.	Independent-Samples Kruskal-Wallis Test	.865	Retain the null hypothesis.
3	The distribution of selfesteem is the same across categories of Family's monthly total income from different sources:.	Independent-Samples Kruskal-Wallis Test	.551	Retain the null hypothesis.
4	The distribution of personalcontrol is the same across categories of Family's monthly total income from different sources:.	Independent-Samples Kruskal-Wallis Test	.662	Retain the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.

There is no significant relationship between Family income and attitude components as the probability value is greater than 0.05.

Parents Education:

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.[a,b]	Decision
1	The distribution of innovation is the same across categories of Parents 'Educational status (father).	Independent-Samples Kruskal-Wallis Test	.963	Retain the null hypothesis.
2	The distribution of Achivement is the same across categories of Parents 'Educational status (father).	Independent-Samples Kruskal-Wallis Test	.996	Retain the null hypothesis.
3	The distribution of selfesteem is the same across categories of Parents 'Educational status (father).	Independent-Samples Kruskal-Wallis Test	.468	Retain the null hypothesis.
4	The distribution of personalcontrol is the same across categories of Parents 'Educational status(father).	Independent-Samples Kruskal-Wallis Test	.506	Retain the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.[a,b]	Decision
1	The distribution of innovation is the same across categories of Parents 'Educational status (mother).	Independent-Samples Kruskal-Wallis Test	.396	Retain the null hypothesis.
2	The distribution of Achivement is the same across categories of Parents 'Educational status (mother).	Independent-Samples Kruskal-Wallis Test	.870	Retain the null hypothesis.
3	The distribution of selfesteem is the same across categories of Parents 'Educational status (mother).	Independent-Samples Kruskal-Wallis Test	.423	Retain the null hypothesis.
4	The distribution of personalcontrol is the same across categories of Parents 'Educational status(mother).	Independent-Samples Kruskal-Wallis Test	.937	Retain the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.

There is no significant relationship between parents' education and attitude components as the probability value is greater than 0.05.

Conclusion

The research explored how demographic factors such as gender, living area, family income, and parents' education relate to attitudes toward entrepreneurship among ITI students. The findings revealed that these demographic variables do not significantly differentiate students' entrepreneurial attitudes. While these factors may exert some influence, they do not serve as primary determinants of entrepreneurial inclination among ITI students, implying that other factors or educational interventions may play a more crucial role in shaping entrepreneurial attitudes within this demographic.

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