**Entrepreneurial Attitude among University Students   
of Punjab a Province of Pakistan**

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**Abstract**

Study was aimed to investigate the relationship between factors affecting Entrepreneurial Attitude of district Lahore students. Entrepreneurial attitude scale was used for the purpose of this study. All the students enrolled in public universities of Lahore city were chosen as a population of the study. The sample of the study comprised upon 484 students in public sector universities in Lahore District, Pakistan. Pearson product moment correlation coefficient (Pearson r) was applied to analyze the data by using SPSS to test the research questions. Statistical and descriptive evidences of the study concluded that there was strong positive correlation between variables of Entrepreneurial attitude and its components, r = .883, n = 484, p≤0.05, with high level of students’ entrepreneurial attitude associated with high scores on factors related with entrepreneurial attitude. When students’ results revealed regarding entrepreneurial attitude were evaluated, there were found a strong positive relation, as student’s perceptions regarding entrepreneurial attitude in terms of their factors was correlated. The results are interpreted in the context of Pakistan. Findings of the study suggested that there was strong, positive correlation between belief, feelings, action and entrepreneurial attitude. University should promote entrepreneurial spirit by making policies and by conducting seminars and for this university need to welcome innovative ideas and resources to support students in entrepreneurship.

**Keywords:** Entrepreneurial, Attitude, Cognitive, Affective, Psychomotor

**Introduction**

The past decades have also enormous drift of number of universities offering entrepreneurship courses and programmes, in Asia. Kuratko and Hodgetts (2004) stated entrepreneur derives from the French verb, ‘entreprendre’ means ‘undertake’. The term entrepreneurship purely a field of study linked with administration and management but in psychology it is a broad and conceptual term. (Kalkan & Kaygusuz, 2012). This changed in mainstream entrepreneurship research around the years 1980-2005. The approach during this time period was to explain entrepreneurship by using economic and strategy theories (Kirchhoff, 1992). More recently, scholars have once again acknowledged the importance of a psychological perspective because “entrepreneurship is fundamentally personal” (Baum, Frese, and Baron. 2007). Scholars with a solid background and relates with psychology done and doing efforts for understanding various branch of psychological existing theories, facts and methods of research norms (Davidson, Delmar, & Wiklund,2006).

The purpose of this study was to find out the relation between Entrepreneurial Attitude and Entrepreneurial Self- Efficacy of university students. A standardized scale used to measure both variables.” Rationale behind choosing entrepreneurial attitude and Entrepreneurial Self efficacy as a research topic was getting statistical data about students, to examine the worth of their abilities and measuring outcome of entrepreneurship education on student’s attitude and Self -Efficacy also given a realistic description of entrepreneurship on the daily life of students. Other studies referenced or discussed entrepreneurship research in terms of small businesses and network based approach. A very important aspect of current work is referring to know the perception and belief of the students for an entrepreneurial future.

# Literature Review

According to Collins, Hannon and Smith (2004) there were always be those institutions associated with business or economics that believe entrepreneurship education has a place in HEI only if it is treated as a subject of study, but the findings from this study show that students from all subject backgrounds will have entrepreneurial needs.

**Entrepreneurship education** is a process of learning and experiences due to change in environment and person’s attitude is termed as entrepreneurship (Bruyat & Julien, 2001). Bink (2005) stated that directions provided for supporting of activities, behaviours and mind-sets refers“University schedule entrepreneurial education in European Union since 1990’s (Williams & Kitaev, 2005). According to European Commission (2006) Entrepreneurship means persons own ability of ideas implementation. For the term entrepreneur, there is no specific definition (Burns, 2010) however (“Entrepreneur,”2015) defines as: Persons profit and risk taking initiative, to learn the basic skills towards managing own and others behavior with assistance of entrepreneurial education (Oduwaiye, 2009).”

Collins, Hannon and Smith (2004) argued that the impact of instructive scheme scrutinized for underdeveloped the focus of university students towards entrepreneurship; Wilson, Kickul and Marlino (2007) little inquiry done on components of entrepreneurial attitude; such provided exposure increases the worth of all the modules dealing with entrepreneurship. The above study display students studied different course they may have entrepreneurial desires.

**Entrepreneurship and students.** The social and economic growth with the help of individual ability to transform ideas into action entitled as Entrepreneurship. Risk taking, innovation and creativity are utmost priorities for reaching desired objectives set for running an institution. These abilities make an individual able to identify and perform social and economic activities. Students will also be able to examine the worth of their abilities and what they can do to improve these abilities. Teaching of entrepreneurship make student able to know their worth and what they can do to improve their worth and side by side they read case studies of real entrepreneur which describes daily life of an entrepreneur and their handling in problematic situations (Andreea & Ionela 2012). The ultimate purpose of entrepreneurship education strives for providing skill, motivation and knowledge to students to stimulate their success in variety of setting being an entrepreneur. These variations can be offered from grade school to university programs. Focused goal of such programs to polish and develop attributes that empower students to grasp opportunities which make them enable to a skillful person, so that they achieve their life goals. Either students are gifted or not with attributes of risk taking and problem solving, they learn how to tackle according to situation in their professional life. As for as our education system is concern students taught about entrepreneurship skills directly and indirectly through different courses offered in course work at very young age. They practice their skills when they start profession or business (Com, 2006).

**Attitude and entrepreneurship.** The uniqueness of attitude fortifying in numerous zones of education (Zhang & Campbell, 2010; Kususanto, Fui., Lan, 2012). In general it is also called the tendency of believes, desire of actions and output performance associated with feeling to attain goals (Laguador, 2013, pp. 28–33). An outcome of different researches on entrepreneurship shows, Attitudes is a derivation of beliefs which influence behavior. It can be observe inside and outside of classroom (Siragusa & Dixon, 2009).

Previous studies depicted a light on entrepreneurship attributes underlying with personality of individuals. Personality wholly defined the concepts of the individuals; included experiences, perception, learning (Kimbel, Garmezy, & Zigler, 1974; & Luthans, 1989). Personality considered to be a pattern of behavior, under some considerable circumstances a person acquired; which develop in individual belongs to as a member of certain group of society having chain of believes alike. Luthans (1989} explained culture is another factor affected psychological process of a person, culture dictates what a person will learn from their experiences.

## Entrepreneurial attitude. Attitude is a unique concept has multiple properties in themselves. (Kususanto, 2012). Behaviors, beliefs and attitudes are interlinked terms. “Attitude is bases on the beliefs and beliefs influence the behavior” (Siragusa & Dixon, 2009). As an alternative, it is said that belief, feeling and behaviour of a person about entrepreneurship comprised upon Entrepreneurial attitude (Rudhumbu, Svotwa, Munyantiwa & Mutsau, 2016).

A study conducted by Pulka, Rikwentishe and Ibrhain, (2014) on stated that training of students understanding, actions and performances are the prerequisite of entrepreneurial education. This study indicates how attitudes and believes affected the perception of participants and provoke the interest toward entrepreneurship education attitude of students towards entrepreneurship education. On the whole there is a strong positive relationship lies in concerning variables. The results sanction the earlier study of Rudhumbu, Svotwa, Munyantiwa and Mutsau, (2016), so it depicted that these components were definitely impact the understudies' state of mind.

Attitude, behaviour and skills are hand in hand as Entrepreneurship is behaviour patterns which are common in every individual but it is recognizable in those who identify and work on it. Attitude of students can easily be observed through their behavior at different places like during internship programs, their projects etc. (Veciana, Aponte & Urbano, 2005).”

Chaudhari (2013) reported in his study, students belong to different background studied different course work having different traits in them. Institutions play vital role in building and developing their skills. “This study showed a low motivation level among participants due to the lack of technical knowledge, fear or taking risks and feeling inferiority complex should be planned in such a manner that it helps students in building leadership qualities”.

The key aspects of this study explained perceptions not significantly affected by demographic. It has been shown that there is no significant relationship between both understudies’ factors. Whereas results further depicted that personal experience and the university’s background of participant viewed as the key factors contribute in career selection.

**The effects of entrepreneurship education on students’ entrepreneurial attitude.** Ajzen (1991) discussed, the connection between beliefs, sentiments and behaviour regarding entrepreneurship helps in developing professional attitude. This association makes contact with targeted behavior of individual. That means ethical, cultural, social value under which thinking of family members, peers; associate nurtured may influence attitude of individual’s towards entrepreneurship and its education.

Table 1

*The Relationship between Students Beliefs Aligned with Entrepreneurial Attitude*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Variables | *M* | *SD* | *r* | *P* |
| Beliefs | 23.28 | 6.15 | 0.90\*\* | .000 |
| Entrepreneurial Attitude | 52.00 | 11.91 |  | .000 |

Pearson correlation was computed to configure the association between beliefs on entrepreneurial attitude of respondents. There was a statistically significant strong positive relationship between the two variables, r = .90, p≤0.05.

Table 2

*The Relationship between Students Sentiments Associated with Entrepreneurial Attitude*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Variables | *M* | *SD* | *R* | *P* |
| Sentiments | 10.15 | 3.39 | 0.73\*\* | .000 |
| Entrepreneurial Attitude | 52.00 | 11.91 |  | .000 |

Pearson correlation was computed to configure the association between sentiments on entrepreneurial attitude of respondents. There was a statistically significant strong positive relationship between the two variables, r = .73, p≤0.05.

Table 3

*The Relationship between Students Behaviour with Entrepreneurial Attitude*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Variables | *M* | *SD* | *R* | *P* |
| Behaviour | 18.57 | 4.61 | 0.83\*\* | .000 |
| Entrepreneurial Attitude | 52.00 | 11.91 |  | .000 |

Pearson correlation was computed to configure the association between behaviour on entrepreneurial attitude of respondents. There was a statistically significant strong positive relationship between the two variables, r = .83, p≤0.05.

Table 4

*The Difference between Students Responses for Entrepreneurial Attitude in Terms of Their Area of Specialization*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Variables | Area of Specialization | *N* | *M* | *SD* |
| Entrepreneurial Attitude | Research  Education  Administration  Science Education  Islamic Education  IT  Total | 8  52  28  358  12  26  484 | 50.50  49.54  51.11  52.32  55.08  52.50  52.00 | 11.07  10.87  9.14  11.86  18.31  14.14  11.91 |

The mean scores of students about entrepreneurial attitude having area of specialization (Islamic education) was higher as compared to the students having other areas of specialization. It was depicted that students having area of specialization (Islamic education) emphasized more on entrepreneurial attitude as compared to the other areas of specialization.

Table 5

*Result of ANOVA for the Difference in Students Responses on the Basis of Program*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Variables |  | *df* | *Ss* | *Ms* | *F* | *Sig.* |
| Entrepreneurial Attitude | Between Group  Within Group  Total | 5  478  483 | 513.56  68087.43  68600.99 | 102.71  142.44 | 0.72 | 0.608 |

Participants were divided among six groups (Group 1=Research, Group   
2= Education, Group 3= Administration, Group 4= Science Education, Group 5= Islamic Education, Group 6= IT). Result depicted that no significant mean difference was found in students’ entrepreneurial attitude in terms of their area of specialization.

Table 6

*The Difference between Students Responses Entrepreneurial Attitude in Terms of Their Age*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Variables | Age | *N* | *M* | *SD* |
| Entrepreneurial Attitude | 16-20  21-24  25 and Above  Total | 175  253  56  484 | 51.53  53.53  46.57  52.00 | 10.86  12.45  11.04  11.91 |

Results showed that mean scores of students about entrepreneurial attitude having age (21-24) was higher as compared to the students having other age groups   
(16-20 and 25 and above). It was depicted that students having age (21-24) emphasized more on entrepreneurial attitude as compared to the other age groups (16-20 and 25 and above).

Table 7

*Result of ANOVA for the Difference in Students Responses in Terms of Their Age*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Variables |  | *Df* | *Ss* | *Ms* | *F* | *Sig.* |
| Entrepreneurial Attitude | Between Group  Within Group  Total | 2  481  483 | 2280.67  66320.31  68600.99 | 1140.33  137.88 | 8.27 | 0.000 |

Participants were divided into three age groups (Group 1=16-20, Group 2= 21-24, Group 3= 25 and above). Result depicted that there was significant mean difference found in students’ entrepreneurial attitude in terms of their age.

Table 8

*Difference between Students Entrepreneurial Attitude in Terms of Their Degree Program*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Variables | Degree Program | *N* | *M* | *SD* |
| Entrepreneurial Attitude | Bachelor  Master  M.Phil  Total | 210  215  59  484 | 51.90  53.54  46.78  52.00 | 10.41  13.39  9.70  11.91 |

Result showed that mean scores of students about entrepreneurial attitude of having master degree higher as compared to the students having other degree programs. It was depicted that students having master degree emphasized more on entrepreneurial attitude as compared to the other degree program students.

Table 9

*Result of ANOVA for Difference in Students Responses on the Basis of Program*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Variables |  | *Df* | *Ss* | *Ms* | *F* | *Sig.* |
| Entrepreneurial Attitude | Between Group  Within Group  Total | 2  481  483 | 2119.75  66481.24  68600.99 | 1059.87  138.215 | 7.66 | 0.001 |

Participants were divided into three degree programs (Group 1=Bachelor, Group 2= Master, Group 3=M. Phil). Hence, it is concluded that there was significant mean difference found in students’ entrepreneurial attitude in terms of their degree program.

**Discussion and Conclusion**

The process of enhancing “entrepreneurial information, ability and aptitude through training programme and courses offers in institutions refers to entrepreneurship education. Shaping of attitude and behaviours in entrepreneurships education caused by cognition linked with thoughts, belief and knowledge (Amdam, 2011). Component relates with sentiments about how individuals attract towards something either they like or not are affective (Pulka, Rikwentishe, & Ibrhain,2014). The component based on consequences, actions to accept and respond on something are behavioural (Mani, 2008).

One-way ANOVA was used to identify the difference between entrepreneurial education and entrepreneurial attitude in terms of area of specialization, age, and degree program. ANOVA gave significant results. Result showed that significant difference was found in students’ entrepreneurial attitude in terms of area of specialization, age, and degree program.

As the component of entrepreneurial attitude is concerned; this study examines factors related to entrepreneurial attitude of students in countries like Pakistan. Overall results depicted that there is positive correlation was found between students’ entrepreneurship attitude of university students. It means that in Pakistan students’ education influenced by entrepreneurial attitude.

**Practical Implication**

This study offers rationale suggestion for Government, policy maker and educational institutions which area of education they needed to portray their efforts for promotion of entrepreneurship effectiveness and mindset of students. Entrepreneurship awareness feast through promoting education through: conducting seminars, developing skills and knowledge ( finance, planning and novelty and field projects) at all level of education.

Subsequently, relationship between entrepreneurship attitude and entrepreneurial intention might explored at school, college and university level. A comparative study on the relationship between entrepreneurship attitude and it’s components at public and private schools might beneficial for policy makers as well as the educators.”

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