

Review on Attitude and Perceptions of BBA Students towards Entrepreneurship

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Abstract:

There are various empirical research studies available about Entrepreneurial intentions of higher education students. However, there is a dearth of literature review papers in India about Entrepreneurial Attitude and Perceptions. Keeping in mind this aim here the researcher has tried to review significant papers and found out that students generally have positive attitudes towards entrepreneurship in India, influenced by personal traits, education, social connections, and culture. Moreover, the desire for independence motivates students more than money. Creativity, willingness to take risks, and belief in one's abilities are linked to stronger entrepreneurial intentions among students. Students see themselves as more entrepreneurial than their teachers do. Cultural values strongly affect entrepreneurial attitudes. There are differences between genders in how they perceive and intend to pursue entrepreneurship. Indian students show positive attitudes towards entrepreneurship, influenced by opportunities, challenges, motivations, and family support.

Introduction:

Management students' attitudes and perceptions towards entrepreneurship at International Level

Management students' attitudes and perceptions of entrepreneurship have been studied extensively across various cultural contexts. Research indicates that these attitudes are influenced by multiple factors including personal traits, education, social networks, and cultural values.

Studies have found that management students generally exhibit positive attitudes towards entrepreneurship, with independence being a primary motivator rather than a financial incentive (Osuagwu, 2023). However, the level of entrepreneurial attitude can vary, as evidenced by Nigerian students' moderately low entrepreneurial attitude (Osuagwu, 2023). Students' entrepreneurial aspirations are positively affected by elements such as innovative thinking, willingness to take risks, and belief in one's own abilities. (Lei et al., 2023).

Interestingly, there were significant differences between faculty and students' perceptions of entrepreneurship motives and barriers. In a study spanning six nations with varying cultural and economic backgrounds, students consistently rate their entrepreneurial abilities higher than their faculty members' assessments of them. (Pruett & Şeşen, 2017). This misalignment in perceptions may have implications for entrepreneurship education curricula and delivery methods.

Cultural values play a crucial role in shaping students' attitudes towards entrepreneurship. A study comparing MBA and MS students from Poland, India, and the USA found that core cultural values significantly impact students' attitudes towards entrepreneurship and business creation (Glinka & Thatchenkery, 2013). Gender also influences perceptions and attitudes

towards entrepreneurship, with significant differences observed in how male and female students perceive an entrepreneur's figure and their intentions to start a business (Sánchez-Escobedo et al., 2011).

In conclusion, management students' attitudes and perceptions towards entrepreneurship are complex and multifaceted, and influenced by personal, educational, social, and cultural factors. Understanding these attitudes is crucial for developing effective entrepreneurship education programs and policies to nurture and support future entrepreneurs in the management field.

Attitudes and perceptions of management students towards entrepreneurship in India

Research examining how management students in India view and feel about entrepreneurship offers numerous significant findings.

Management students in India generally exhibit a positive attitude towards entrepreneurship, although there are some notable variations. A study of MBA and MS students found that core cultural values significantly impacted students' attitudes towards entrepreneurship and business creation (Glinka & Thatchenkery, 2013). This suggests that despite India's traditionally less capitalism-friendly culture, there is growing openness to entrepreneurial pursuits among management students.

Various elements shape how Indian students view entrepreneurship. Studies have shown that several key factors influence students' entrepreneurial perceptions, including perceived opportunities and obstacles, motivations, exposure to entrepreneurial activities, support from family members, and cultural context. (Khalid, 2016). Research has shown that the socio-cultural context and support for business development have a significant and positive effect on the entrepreneurial aspirations of college students in India. These factors have been demonstrated to be statistically meaningful in influencing students' intentions to pursue entrepreneurship. (Ellikkal & Rajamohan, 2023).

Interestingly, there are differences in how Indian students perceive entrepreneurs and business managers. One study found that Indian business students have distinct perceptions of entrepreneurs' ethical behaviours compared to business managers (Barber Iii et al., 2019). This suggests that students may view entrepreneurship as a unique career path with their own set of ethical considerations.

However, challenges still remain in fostering entrepreneurial attitudes among Indian students. Research indicates that Nigerian students, for comparison, exhibit a moderately low entrepreneurial attitude, with independence rather than financial incentives being their primary

motivation (Osugwu, 2023). While this study is not specific to India, it highlights potential areas of focus in entrepreneurship education in developing countries.

In conclusion, although Indian management students generally show positive attitudes towards entrepreneurship, there is significant room for improvement in entrepreneurship education and support systems. Research highlights the importance of delivering superior entrepreneurship education, enhancing non-academic procedures, and utilizing family background factors to encourage entrepreneurial aspirations among students at Indian universities. (Ellikkal & Rajamohan, 2023). Furthermore, the existence of distinct regional entrepreneurial cultures in India (Valliere, 2017) suggests that a one-size-fits-all approach to entrepreneurship education may not be effective and tailored strategies may be necessary to address regional variations in attitudes and perceptions.

Indian researches on management students' attitudes and perceptions of entrepreneurship

Indian researchers have conducted several studies on management students' attitudes and perceptions of entrepreneurship, revealing a complex landscape of motivations, challenges, and opportunities.

Studies indicate that entrepreneurship education significantly affects students' entrepreneurial intentions and learning orientation (Sodha et al., 2024). Teaching methods that stimulate interest, enhance knowledge innovation, and focus on critical thinking and idea generation are particularly effective in fostering entrepreneurial mind-sets among university students (Sodha et al., 2024). However, research also shows that the majority of MBA students in Kerala prefer high-paying jobs over starting their own businesses, suggesting a need to revamp entrepreneurship courses and introduce innovative training methods to create an entrepreneurial culture (Muhammed Sajjad & Sathyapriya, 2019).

Interestingly, cultural values play a significant role in shaping students' attitudes towards entrepreneurship. A comparative study of MBA and MS students from Poland, India, and the USA found that core cultural values significantly impact students' attitudes towards entrepreneurship and business creation (Glinka & Thatchenkery, 2013). This highlights the importance of considering cultural context when designing entrepreneurship education programs.

Some contradictions and interesting facts have emerged from this study. While entrepreneurship is seen as a solution to unemployment and a path to better employment for youth (Thavaraj, 2015), studies also suggest that more needs to be done to encourage students in higher technical education to choose entrepreneurship as a career option (Gupta et al., 2024).

Additionally, research on social entrepreneurship intention (SEI) among Indian business school students found that, contrary to previous studies, gender does not significantly influence SEI, while perceptions of social entrepreneurship, social networks, and risk-aversion mindsets do (Banerjee et al., 2022).

In conclusion, the literature review reveals a growing emphasis on entrepreneurship education in India, with recognition of its potential to drive socioeconomic growth. However, there is a need for more tailored approaches that consider cultural contexts, integrate practical experiences, and address the gap between entrepreneurial intentions and career choices. Future research could focus on developing more effective pedagogical methods and exploring ways to bridge the gap between entrepreneurial education and real-world entrepreneurship in India.

Findings and Conclusion

The literature review on the attitudes and perceptions of BBA students towards entrepreneurship reveals several key findings.

1. Positive attitudes: Management students generally exhibit positive attitudes towards entrepreneurship influenced by factors such as personal traits, education, social networks, and cultural values.
2. Motivating factors: Independence is often a primary motivator for entrepreneurship among students rather than financial incentives.
3. Influencing factors: Creativity, risk-taking, and self-efficacy positively influenced entrepreneurial intentions among students.
4. Perception gaps: There are significant differences between faculty and student perceptions of entrepreneurship motives and barriers, with students viewing themselves as more entrepreneurial than faculty perceiving them to be.
5. Cultural impact: Core cultural values significantly influence students' attitudes towards entrepreneurship and business creation, as evidenced by comparative studies across different countries.
6. Gender differences: Male and female students perceive the entrepreneur differently and have varying intentions to start a business.
7. Indian context:
 - Indian management students generally show positive attitudes towards entrepreneurship, albeit with some variations.
 - Factors influencing perceptions include perceived opportunities, barriers, motives, entrepreneurial exposure, family support, and culture.
 - The socio-cultural environment and business development support positively impact entrepreneurial intention.

- Students have distinct perceptions of the ethical behaviours of entrepreneurs compared with business managers.

8. Education impact: Entrepreneurship education significantly influences students' entrepreneurial intentions and learning orientation.

9. Teaching methods: Practical activities, critical thinking, and idea generation are crucial for fostering entrepreneurial mindsets among students.

10. Regional variations: Distinct regional entrepreneurial cultures in India suggest a need for tailored strategies in entrepreneurship education.

11. Career preferences: Some studies indicate that many MBA students prefer high-paying jobs to starting their own businesses, highlighting the need for improved entrepreneurship courses.

12. Social entrepreneurship: Perceptions of social entrepreneurship, social networks, and risk aversion mindsets influence social entrepreneurship intentions among Indian business school students.

13. Challenges: Despite positive attitudes, there is room for improvement in the entrepreneurship education and support systems in India.

Recommendations

To enhance entrepreneurial attitudes among students with BBA, the literature suggests the following.

1. Developing high-quality, practical entrepreneurship education programs.
2. Improving non-academic processes to support entrepreneurial activities.
3. Leveraging family background constructs to foster entrepreneurial intentions.
4. Tailoring strategies to address regional variations in attitudes and perceptions.
5. Integrating more practical experiences and real-world entrepreneurship exposure.
6. Focusing on developing critical thinking and idea generation skills.
7. Engaging students across all degree levels in entrepreneurial development initiatives.

Future Research

Further research is needed to fully understand the factors influencing BBA students' attitudes towards entrepreneurship in India, and to develop more effective pedagogical methods for entrepreneurship education.

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