

A Critical Analysis of Entrepreneurial Career Choice of the Youths in Mumbai City

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Abstract - The economic development of any country depends on the quality and quantity of entrepreneurial talent available in that country. The entrepreneur triggers the spark to economic activities by virtue of his entrepreneurial activities. To achieve this, development of entrepreneurial mindsets among the youths of the country in general and students (above 18 years of age) in particular represents an emerging priority for the higher education systems. However, this dimension is still in infancy, especially in India. This research paper aims at exploring the mindset of the students of business management discipline for ascertaining their inclination towards entrepreneurial career. Based on a cross-case analysis of 5 post graduate programs, the study explores the reasons for development of entrepreneurial mindset of the students. Implications for theory and practice include the most pressing challenges for universities and institutions involved in the transitions of students towards an entrepreneurial configuration.

Keywords: *Family business, career, mindset, career, development, student, youth*

I. INTRODUCTION

The developing countries like India which believes in the concept of 'welfare state' is striving hard for achieving economic development. In this global era, economic development is a process by which a nation improves the economic, social and political well-being of its people. Entrepreneurship plays an important role in income generation and equitable distribution of wealth in a society thereby ensuring the achievement of goals of economic development of a country. The quality and quantity of entrepreneurs has an impact on the economic growth of the country.

The economic development of the countries like USA, UK, France, Japan, Russia etc. supports the claim that creating conducive environment for entrepreneurial activities, developing and nurturing the entrepreneurs holds the key of economic development of any country. It is also widely accepted fact that, in order to achieve economic development a country should explore and exploit the resources of production (like 5M's) available in that country. Towards this end development of entrepreneurs (in private sector) and their active and enthusiastic participation in the activities of wealth creation in a country has proved to be an effective and efficient way in many countries.

For any country the education policy decides the quality of human resources available in it. Similarly, policy of allocation of resources, commitment of political leadership and coordination between industry and academia will also have an impact on the quality of human resources. The education system of the emerging economies like China,

South Korea, Taiwan etc., includes the introduction of compulsory 'Skill based education' at primary school level. This is not there in India. The system of 'Skill based education' has been not introduced in India at the Higher Secondary School Level (after 10th Std.) and is kept optional. Further, all these course are not supported by the Government in the sense that majority of these course are being run by the educational institutes on 'Self Finance' basis. Due to this development of culture conducive for entrepreneurial career and quality of human resources available in the country gets adversely affected.

Statement of the Problem

For the countries like India it is imperative to develop a strong base of exports to reduce the uncertainties of 'balance of payment' which is a constant threat for the emerging economies like India. Hence the country is trying very hard to develop its industrial base. Development of entrepreneurship holds the key of achieving this objective. Towards this end, it is found that one subject on the topic 'Entrepreneurship development' has been introduced in the syllabus at Final year graduation level of Engineering courses in Mumbai University. The researcher is of the opinion that classroom teaching is not sufficient to achieve the objective of entrepreneurship development. It requires a focused approach and requires interventions at the psychological level of the candidate. Therefore, it has become essential to review the impact of the subject 'Entrepreneurship development' on the student's choice of entrepreneurial career. In this background this paper attempts to explore the underlying issues in the mindset of youths in Mumbai city with reference to choice of entrepreneurial career. Mumbai being a city of

cosmopolitan nature, the results of this study may prove to be a significant indicator for designing the policy of higher education in the country.

Research Objectives

- To study the factors responsible for inducing students to opt for entrepreneurial career.
- To ascertain whether family background of business and family support plays an important role in entrepreneurial inclination of the students.
- To ascertain whether significant association exists between the inclusion of a subject of entrepreneurial education in the curriculum of undergraduate/postgraduate courses and entrepreneurial inclination of the students.

II. LITERATURE REVIEW

Nimitha Aboobaker¹, Rashmi M.B, Wilson P.R (2015)⁸ said, the subject of entrepreneurship development should be included in the curriculum of not only management course but in arts and science also. Management colleges should start 'Business incubators' which will be helpful in nourishing entrepreneurs by accelerating the growth and success of start-ups at early stages of entrepreneurship. This will enable the students to explore and develop their innate skills and thus contribute towards entrepreneurship in the society.

Lalit Sharma, Pankaj Madan (2014)³ said that the individual factors like education course, intelligence, work experience, past self-employment experience of professional students influences on the decision of individual to opt for entrepreneurial career. The results of his study shows that experience of past employment has a negative impact on entrepreneurial inclination of students. Further, he found that students I.Q. and entrepreneurial inclination has no association whereas students studying in professional education courses like MBA, MCA etc. are having better inclination compared to other courses. Research also shown that the course in which a student is studying also influences on his decision of entrepreneurial career choice.

Lalit Sharma (2014)⁴ said, in career choice of a student financial strength of a family has no influence, although it has influence on student's intention of pursuing higher studies. Further, the study also revealed that human capital and man power capital of a family has no impact on career intentions of students.

Mohd abass bhat, Javeed Ahmad Shah , Aijaz Ahmad Baba(2013)⁵ said, after reviewing the literature on family firm they came to know that this research area is in it's infancy. In the recent past the role of business is being transformed from 'business as family' to 'family as

business' to 'business of the family'. Therefore, there exists a future for both the business and also the family.

Ana-Maria GRIGORE Sorin-George TOMA(2014)¹ talked about perception of Romanian people towards entrepreneurship. He found out that Romanian perception towards entrepreneurship is positive. Further, they have different reasons to start a business but the key motivators for them is desire to earn more money and independence.

M. Diane Burton, Jesper B. Sørensen, Stanislav D. Dobrev (2016)⁶ their study revealed different kinds of contributions and advances towards entrepreneurial career option by the students. The findings of the study focusses more on inspiration aspect of the students.

Dr. Uma Rani Bade, Divakara Rao, Dr. B. Ratan Reddy (2017)² talked about the influencers of students intention for entrepreneurial career. The study revealed that students' intention for entrepreneurial career is significantly affected by his/her personal characteristics. It is also found that postgraduate students inclination towards entrepreneurship is more than undergraduate level students. Hence, targeted efforts are required towards this group of students.

Manjit Singh Sandhu, Kamal Kishore Jain, Mohar Yusuf(2010)⁷ examined the relationship between students' entrepreneurial inclination and their demographic characteristics. The study found that there is no significant difference for gender, work status and degree status on entrepreneurial inclination. In regards to entrepreneurial inclination between undergraduate and post graduate level students is concerned, no significance difference is found. However, a significant difference is found between the type of program of study of the students and their entrepreneurial inclination.

Ooi Yeng Keat, Christopher Selvarajah, Denny Meyer (2011)⁹ studied the significance of entrepreneurial education variables and entrepreneurial inclination of students. It was found that, there exist a statistical significant relationship between students' entrepreneurial inclination and the variable like entrepreneurial curriculum content, universities role to promote entrepreneurship, working experience and mother's occupation. It is anticipated that the results of this study will have implications to both universities and students' alike.

III. RESEARCH METHODOLOGY AND RESULTS

The nature of this research work is descriptive study type. Students of the age group of 19 to 25 years in Mumbai city were considered for this study. The responses of 180 students of Engineering, management, science & commerce were collected through a structured questionnaire. Random sampling method was used & the data was collected by personal survey. Following hypothesis were designed for this study.

H₀₁: Students background of Family business and inclination towards entrepreneurial career are independent.

H₁ : Students background of Family business and inclination towards entrepreneurial career are dependent.

H₀₂: Family support/encouragement and choice of entrepreneurial career of the students are independent.

H₂ : Family support/encouragement and choice of entrepreneurial career of the students are dependent.

H₀₃: Students motivation for entrepreneurial career and inclusion of a subject on 'Entrepreneurship' in the course curriculum are independent.

H₃ : Students motivation for entrepreneurial career and inclusion of a subject on 'Entrepreneurship' in the course curriculum are dependent.

The chi square statistic used to conduct this test is the same as in the goodness of fit test:

$$\chi^2_c = \sum \frac{(O_i - E_i)^2}{E_i}$$

The subscript "c" are the degrees of freedom. "O" is your observed value and E is your expected value. Chi square value is calculated at 0.05 level of significance. Hypothesis were tested by using chi-square test.

H₀₁: Students background of Family business and inclination towards entrepreneurial career are independent.

H₁ : Students background of Family business and inclination towards entrepreneurial career are dependent.

	Entrepreneurial Inclination Yes	Entrepreneurial Inclination- No	Row Total
Family business-Yes	69 (60.20) [1.29]	15 (23.80) [3.25]	84
Family business-No	60 (68.80) [1.13]	36 (27.20) [2.85]	96
Column Totals	129	51	180 (Grand Total)

chi-square = 8.5128.

p-value = 0.003527.

The result is significant at $p < 0.05$

Therefore, Null hypothesis is rejected.

Thus, it is clear that the Students background of Family business and inclination towards entrepreneurial career are independent. It means that the students' background of family business is one of the important factor of choice of entrepreneurial career by the students. Therefore, it is very much needed that the students having background of family business should be treated differently & there is a need of having specialized courses for such students.

H₀₂: Family support/encouragement and choice of entrepreneurial career of the students are independent.

H₂ : Family support/encouragement and choice of entrepreneurial career of the students are dependent.

Inclination	Family Support- Yes	Family Support- No	Family Encouragement Yes	Family Encouragement No	Total Row
Inclination-Yes	123 (119.70) [0.09]	3 (6.30) [1.73]	102 (79.80) [6.18]	24 (46.20) [10.67]	252
Inclination-No	48 (51.30) [0.21]	6 (2.70) [4.03]	12 (34.20) [14.41]	42 (19.80) [24.89]	108
Total Column	171	9	114	66	360(Grand Total)

The chi-square = 62.2101.

The p-value < 0.00001.

The result is significant at $p < 0.05$.

Therefore, Null hypothesis is rejected.

Thus, it is clear that the Family support/encouragement and choice of entrepreneurial career of the students are dependent.

It means, for a student his family support & encouragement is one of the important factor of his choice of entrepreneurial career. Therefore, it is necessary that the interventions like promotional campaign, awards, schemes may be designed to influence the public opinion in favor of choice of entrepreneurial career.

H₀3: Students motivation for entrepreneurial career and inclusion of a subject on 'Entrepreneurship' in the course curriculum are dependent.

H₃ : Students motivation for entrepreneurial career and inclusion of a subject on 'Entrepreneurship' in the course curriculum are independent.

	Subject inclusion in syllabus-Yes	Subject inclusion in syllabus-No	Row Total
Entrepreneurial Inclination Yes	117 (115.50) [0.02]	48 (49.50) [0.05]	165
Entrepreneurial Inclination No	9 (10.50) [0.21]	6 (4.50) [0.50]	15
Column Totals	126	54	180

The chi-square = 0.7792.

The p-value = 0.37738.

The result is not significant at $p < .05$.

Therefore, Null hypothesis is accepted.

Students' motivation for entrepreneurial career and inclusion of a subject on 'Entrepreneurship' in the course curriculum are dependent.

Thus, it is clear that inclusion of a subject on entrepreneurship in the course curriculum of higher education plays an important role in motivating students to opt for entrepreneurial career.

IV. CONCLUSION

Economic development of any country depends on the quality and quantity of entrepreneurs available in the country. Apart from other factors, education policy of a country has a significant impact on developing entrepreneurial inclination of students in their career choice. It is found that the educational policy of the country and students choice of entrepreneurial career has significant association with each other. Further, students' background of family business and his family support & encouragement are the important factors of choice of entrepreneurial career by the students. It is also found that the inclusion of a subject on entrepreneurship in the course curriculum of higher education plays an important role in motivating students to opt for entrepreneurial career.

V. RECOMMENDATIONS FOR THE POLICYMAKERS

Students having family businesses use to have business acumen, resources, family support etc. which are important prerequisites for doing any business. Hence, in order to achieve early results this class of students may be targeted. Special courses/subjects on 'Family business management' may be launched for this category of students through

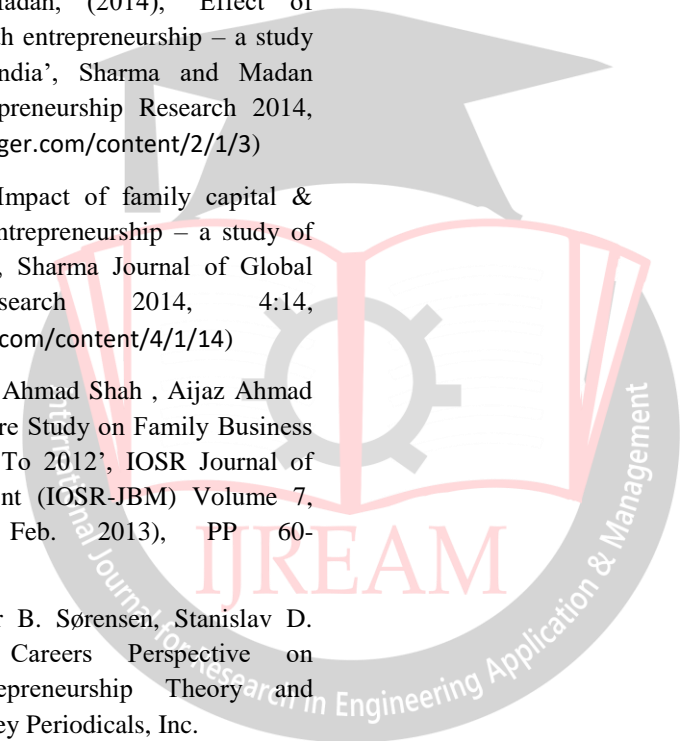
various universities of the country. Courses like this will be helpful in quick development of entrepreneurs in the country. It is also necessary that 'Skill Based Training' may be introduced in the curriculum right from Primary, Secondary and Higher Secondary education level. One subject on entrepreneurship may be included in all the courses of higher education in India. Further, it is necessary that the interventions like promotional campaign, awards and schemes may be designed to influence the public opinion in favor of choice of entrepreneurial career.

VI. DIRECTIONS FOR FUTURE RESEARCH

Economic development, inclusive growth and high employability are significantly linked to education policy of a country. Further research in the area of identifying the various business models of family business & related problems may be taken up. It is also found that family support & encouragement is an important part in the choice of entrepreneurial career. Further research in the area of reasons for low motivation/support from family members and the ways and means for influencing public opinion in favor of choice of entrepreneurial career may be taken up. Impact of inclusion of a subject on entrepreneurship development on students' career choice in different geographic areas and courses etc. may also be taken up.

This will be useful in identifying the exact influencers of students opinion and designing appropriate interventions of entrepreneurship development.

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