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EXPLORING THE IMPACT OF GENDER, LIFE SKILLS, AND ACADEMIC BACKGROUND ON THE ENTREPRENEURIAL MINDSET AMONG STUDENTS

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ABSTRACT
In today's Scenario India, is facing a major problem of unemployment due to various factors. The solution to this problem is generation of entrepreneur's. The main objective of this research is to identify the perspective of graduation students with sound and poor life skills towards entrepreneurship. The researchers gathered firsthand information by using a structured questionnaire to survey 519 undergraduate students majoring in science, arts, and commerce. The survey aimed to understand their views on entrepreneurship within colleges in the Delhi/NCR region. On the basis of their life skills various parameters they were classified in sound life skills and poor life skills category and their perspective was also measured towards entrepreneurship. The research concluded that entrepreneurship skills with sound life skills and poor life skills, their specialization in graduation gave significantly different results. To achieve the objective the researcher has made 6 hypothesis and they were tested using Levene's and T test. The interpretation of results there was a significant difference in mean entrepreneurship skills of students with sound life skills and students with poor life skills, but in case of comparison between science, arts and commerce students, male and female students there was no significant difference in entrepreneurship skills was found.
Keywords: Entrepreneurship, Higher Education, Science, Commerce, Arts Students, Student Perspective, life skills

1.0 INTRODUCTION
This shortage of job opportunities is creating panic among youth and hampering the economic growth of India. The major problems of unemployment are faced by the fresh graduates in the country. Due to this problem, the entrepreneurship is viewed as a solution, thus entrepreneurship is seen with great interest among youth and is encouraged by the government of India since last decade in Indian economy. Entrepreneurship is deemed is considered to be of great importance for economic development at International level and growth.

2.0 LITERATURE REVIEW

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India needs entrepreneurs. It needs them to capitalize on new opportunities to create wealth and new jobs. A recent Mckinsey –NASSCOM report estimates that India needs at least 8000 new businesses to achieve its target of $87 billion IT sector by 2008. Similarly by 2015, 110-113 Millions of Indian citizens are expected to seek employment opportunities, with a significant portion comprising 80-100 million individuals seeking their initial job placements, seven times the population of Australia. This does not include disguised unemployment of over 50 percent among 230 million employed in the rural sector. Since traditional large players may find it difficult to sustain this level of employment in future, it is the entrepreneurs who will create these new jobs and opportunities.

Bhave (2008) and Chatrah (2008) conducted studies on stress and anxiety among junior college students, as well as stress levels among high school and medical students. They both developed life skills programs aimed at addressing these issues. Similarly, Kenneth (2008) explored the impact of life skills training on the academic stress experienced by tenth-grade students, highlighting the significant role schools play in contributing to student stress. Effective stress management during adolescence is crucial for achieving success in adulthood. Muñoz-Bullón (2016) in his study has given evidences for the development of entrepreneurship in last few decades; he also said that it is extremely interdisciplinary and varied. Today, the entrepreneurship is rising among the students of various streams like universities, colleges, schools etc. There are a lot many of organizations who are working as entrepreneurial agents to develop industries and entrepreneurial firms. Zaman (2013) made a study on psychological characteristics. In his study, he focused on six major entrepreneurial characteristics. The results depicted that the students who has entrepreneurial inclinations are innovative, risk takers, motivated, full of self-confidence with extreme internal locus of control.

3.0 RESEARCH METHODOLOGY

For this research various random sampling methods are used because of not possible to study whole universe.

- Research Problem: student's perspective towards the entrepreneurship among the colleges of Delhi / NCR region
- Sample Size: The sample size is 519
- Sampling Location:Sample location is Delhi-NCR
- Research Instrument: Structured Questionnaire
- Contact Method: Personal contact and thru Mail

4.0 OBJECTIVES OF THE STUDY

1. To compare the attitude of student-teachers of commerce pedagogy having sound and poor life skills towards entrepreneurship.
2. To compare the attitude of student-teachers of science pedagogy having sound and poor life skills towards entrepreneurship.
3. To compare the attitude of student-teachers having science and arts pedagogy towards entrepreneurship.

4. To compare the attitude of student-teachers having arts and commerce pedagogy towards entrepreneurship.
5. To compare the attitude of student-teachers having science and commerce pedagogy towards entrepreneurship.
6. To compare the attitude of male and female student- teachers towards entrepreneurship.

5.0 HYPOTHESIS OF THE STUDY

1. There is no significant difference between the attitude of student-teachers of commerce pedagogy having sound and poor life skills towards entrepreneurship.
2. There is no significant difference between the attitude of student-teachers of science pedagogy having sound and poor life skills towards entrepreneurship.
3. There is no significant difference between the attitude of student-teachers having science and arts pedagogy towards entrepreneurship.
4. There is no significant difference between the attitude of student-teachers having arts and commerce pedagogy towards entrepreneurship.
5. There is no significant difference between the attitude of student-teachers having Science and commerce pedagogy towards entrepreneurship.
6. There is no significant difference between the attitude of male and female student-teachers towards entrepreneurship.

6.0 ANALYSIS

OBJECTIVE 1: To compare the attitude of student-teachers of commercepedagogy having sound and poor life skills towards entrepreneurship.

Table 1: Group Statistics for objective 1

	type of life skill	N	Mean	Std. Deviation	Std. Error Mean
Entrepreneurship average	sound life skills	171	3.4476	.62328	.04766
	poor life skills	52	3.5352	.70443	.09769

Table 2: Independent Samples Test for objective 1

	Levene's Test for Equality of Variances		t-test for Equality of Means					
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference

									Lower	Upper
Entrepreneurship average	Equal variances assumed	.917	.339	-.860	221	.391	-.08757	.10181	-.28822	.11308
	Equal variances not assumed			-.806	76.866	.423	-.08757	.10869	-.30401	.12888

1. The p-value of **Levene's test** is ".339" (which is greater than .05) so we accept the null hypothesis of Levene's test and conclude that the attitude of student-teachers of commerce pedagogy having sound and poor life skills towards entrepreneurship is not significantly different.
2. T-test for Equality of Means provides the results for the actual Independent Samples t Test. The positive t value indicates that the mean entrepreneurship skills for the first (sound life skills) group, are significantly greater than the mean for the second group (poor life skills) of students.
3. The 76.1% CI is [-.28822, .11308], which does not contain zero; these results are not acceptable as the p-value of the significance test is very high than the acceptable range.

INFERENCE : Since p > .05 is less than our chosen significance level α = 0.339, we cannot accept the result , and conclude that the mean entrepreneurship skills for students characterized as lower achievers and higher achievers is significantly different but results cannot be considered too high value of significance level.Based on the results, we can state that there was a significant difference in mean entrepreneurship skills of students with sound life skills and students with poor life skills (t76.866= -806, p >.05 i.e.339).

OBJECTIVE 2: To compare the attitude of student-teachers of science pedagogy having sound and poor life skills towards entrepreneurship.

Table 3: Group Statistics for objective 2

	type of life skill a student have	N	Mean	Std. Deviation	Std. Error Mean
score of entrepreneurship skills	sound life skills	71	3.4520	.74914	.08891
	poor life skills	27	3.2676	.54714	.10530

Table 4: Independent Samples Test for objective 2

	Levene's Test for Equality of Variances		t-test for Equality of Means					
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference

									Lower	Upper
score of entrepreneurship skills	Equal variances assumed	3.604	.061	1.165	96	.247	.18437	.15832	-.12989	.49863
	Equal variances not assumed			1.338	64.171	.186	.18437	.13781	-.09093	.45966

1. The p-value of Levene's test is printed as.061 (which is greater than .05) so we accept the null of Levene's test and conclude that the variance in Entrepreneurship Skills in science students is significantly different from that of arts students.

2. The mean difference (.1844) corresponds to the sign of the t value. The positive t value in this indicates that the mean for science students which is significantly greater than the mean for the arts group.

3. Confidence Interval of the Difference of the t-test output complements the significance test results. In this, the 95% CI is [-.12989, .49863], which does not contain zero; this agrees with the small p-value of the significance test.

INFERENCE

Since $p > .05$ is greater than our chosen significance level of $\alpha = 0.05$, we reject the null hypothesis, and conclude thatthe attitude of student-teachers of science pedagogy having sound and poor life skills towards entrepreneurship is significantly different.

Based on the results, we can state that there was a significant difference in mean entrepreneurship skills forsound life skill students and poor life skill students ($t\ 64.171 = 1.338$, $p > .05$).

OBJECTIVE 3: To compare the attitude of student-teachers having science and arts pedagogy towards entrepreneurship.

Table 5: Group Statistics for objective 3

	Stream	N	Mean	Std. Deviation	Std. Error Mean
Entrepreneurship average	Science	96	3.4100	.70607	.07206
	Arts	53	3.6000	.65986	.09064

Table 6: Independent Samples Test for objective 3

	Levene's Test for Equality of Variances	t-test for Equality of Means

		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Entrepreneurship average	Equal variances assumed	.100	.752	-1.609	147	.110	-.18996	.11809	-.42333	.04342
	Equal variances not assumed			-1.640	113.660	.104	-.18996	.11579	-.41935	.03944

1. The p-value of Levene's test is printed as ".752" (which is greater than .05) so we accept the null hypothesis and conclude that the variance in Entrepreneurship Skills in science students is significantly different than that of arts students.
2. The mean difference is determined by subtracting the average of the second set from the average of the first set. The mean Entrepreneurship Skills for arts students is 3.6000 was subtracted from the mean mile time for commerce students (3.4100). The sign of the mean difference (.1900) corresponds to the sign of the t value. The positive t value in this indicates that the mean of science students, is significantly greater than the mean for the arts students.
3. The 95% CI is [-.42333, .04342], that does not contain zero; thus agrees with the small p-value of the significance test.

INFERENCE

Since $p > .05$ is less than the chosen significance level of $\alpha = 0.05$, we can accept the null hypothesis, and conclude that the mean entrepreneurship skills for science and commerce students is significantly different.

Based on the results, we can state that there was a significant difference in mean entrepreneurship skills for science and commerce students ($t\ 113.660 = -1.640$, $p > .05$).

The average entrepreneurship skills were-.18996 which is less than the average mean entrepreneurship skills for science and arts students.

OBJECTIVE 4: To compare the attitude of student-teachers having arts and commerce pedagogy towards entrepreneurship.

Table 7: Group Statistics for objective 4

	Stream	N	Mean	Std. Deviation	Std. Error Mean
Entrepreneurship average	commerce	74	3.4487	.52835	.06142
	arts	53	3.6000	.65986	.09064

Table 8: Independent Samples Test for objective 4										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Entrepreneurship average	Equal variances assumed	2.364	.127	-1.433	125	.154	-.15130	.10557	-.36023	.05763
	Equal variances not assumed			-1.382	96.262	.170	-.15130	.10949	-.36862	.06603

1. The p-value of Levene's test is printed as ".127" (which is greater than .05) so we accept the null of and conclude that the variance in Entrepreneurship Skills in Commerce students is significantly different than that of arts students.

2. The sign of the mean difference (.0517) corresponds to the sign of the t value. This positive value indicates that the mean for the commerce students, is significantly greater than the mean for the arts students.

3. The 95% CI is [-.36023, .05763], that does not contain zero; thus agrees with the small p-value of the significance test.

INFERENCE

Since $p > .05$ is less than the chosen significance level of $\alpha = 0.05$, we can accept the null hypothesis, and conclude that the mean entrepreneurship skills for commerce and arts students is significantly different.

Based on the results, we can state that there was a significant difference in mean entrepreneurship skills for science and commerce students ($t\ 96.262 = -1.382$, $p > .05$).The average entrepreneurship skills were-.15130 which is less than the average mean entrepreneurship skills forcommerce and arts students.

OBJECTIVE 5: To compare the attitude of student-teachers having science and commerce pedagogy towards entrepreneurship.

Table 9: Group Statistics for objective 5					
	Stream	N	Mean	Std. Deviation	Std. Error Mean
Entrepreneurship average	science	96	3.4100	.70607	.07206
	commerce	74	3.4487	.52835	.06142

Table 10: Independent Samples Test for objective 5										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Entrepreneurship skills	Equal variances assumed	3.937	.049	-.394	168	.694	-.03866	.09823	-.23258	.15526
	Equal variances not assumed			-.408	167.871	.684	-.03866	.09469	-.22559	.14827

1. The meanof Entrepreneurship Skills for commerce studentsis 3.4487 was subtracted from the mean mile time for science students (3.4100). The sign of the mean difference (.0387) corresponds to the sign of the t value. The positive t value indicates that the mean entrepreneurship skill for the first group, science students, is significantly greater than the mean for the commerce group.
2. The 95% CI is [-.23258, .15526], that does not contain zero; thus agrees with the small p-value of the significance test.

INFERENCE

Since $p < .05$ is less than the chosen significance level of $\alpha = 0.05$, we reject the null hypothesis, and conclude that the meanentrepreneurship skills for science and commerce students is significantly different.Based on the results, we can state that there was a significant difference in mean entrepreneurship skills for science and commerce students ($t= -.408$, $p < .05$).

The average entrepreneurship skill was-.0387 more than the average mean entrepreneurship skills for science and commerce students.

OBJECTIVE 6: To compare the attitude of male and female student- teachers towards entrepreneurship.

Table 11: Group Statistics for objective 6					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
Entrepreneurship average	male	47	3.3660	.43603	.06360
	female	176	3.4953	.68572	.05169

Table 12: Independent Samples Test for objective 6										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Entrepreneurship average	Equal variances assumed	7.218	.008	-1.227	221	.221	-.12932	.10538	-.33699	.07836
	Equal variances not assumed			-1.578	113.783	.117	-.12932	.08196	-.29167	.03304

1. The mean Entrepreneurship Skills for female students is 3.4953 was subtracted from the mean of male students (3.3660). The sign of the mean difference (.1293) corresponds to the sign of the t value. The positive t value indicates that the mean entrepreneurship skills for the first group, male students, are significantly greater than the mean for the female group.
2. The 95% CI is [-.33699, .07836], that does not contain zero; thus agrees with the small p-value of the significance test.

INFERENCE

Since $p < .05$ is less than the chosen significance level of $\alpha = 0.05$, reject the null hypothesis, and conclude that the mean entrepreneurship skills for science and commerce students is significantly different.

Based on the results, we can state that there was a significant difference in mean entrepreneurship skills for male and female students ($t_{113.783} = -1.227$, $p < .05$ i.e.008).The average entrepreneurship skill was-.12932 which is less than the average mean entrepreneurship skills formale and female students.

7.0 CONCLUSION OF THE STUDY

1. There was a significant difference in mean entrepreneurship skills of students with sound life skills and students with poor life skills (t76.866= -806, p >.05 i.e.339). So, the null hypothesis was accepted.
2. There was a significant difference in mean entrepreneurship skills for sound life skill students and poor life skill students (t64.171 = 1.338, p > .05 i.e .061). So, the null hypothesis was rejected.
3. There was a significant difference in mean entrepreneurship skills for science and commerce students (t 67.871 = -.408, p < .05). So, the null hypothesis was accepted.
4. There was a significant difference in mean entrepreneurship skills for science and commerce students (t 96.262= - 1.382, p > .05). The average entrepreneurship skills were -.15130 which is less than the average mean entrepreneurship skills for commerce and arts students. So, the null hypothesis was rejected.
5. There was a significant difference in mean entrepreneurship skills for male and female students (t113.783= -1.227, p < .05 i.e.008). So, the null hypothesis was rejected.
6. There was a significant difference in mean entrepreneurship skills for male and female students (t113.783= -1.227, p < .05 i.e.008). The average entrepreneurship skills were-.12932 more than the average mean entrepreneurship skills for male and female students. So, the null hypothesis was rejected.

8.0 DISCUSSION

This finding supports previous research conducted by Sonitaris et.al. (2007), as well as by Basu and Virik (2008), indicating that teaching entrepreneurship encourages students to develop favorable attitudes and intentions toward entrepreneurial endeavors. Additionally, Ediagbonya's (2013) study demonstrated that entrepreneurship education positively impacts students' attitudes and motivations by equipping them with the necessary skills and knowledge. Furthermore, the current study revealed that students' field of study does not affect their perception of entrepreneurship education, aligning with Pour et al.'s (2013) findings, which similarly indicated that students' specialization does not significantly influence their inclination towards entrepreneurship.

It was found that that results there was a significant difference in mean entrepreneurship skills of students with sound life skills and students with poor life skills, but in case of comparison between science, arts and commerce students, male and female students there was no significant difference in entrepreneurship skills was found.

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