

An Attitude of Students towards Entrepreneurial Career: A Case of Nepalese Management Graduates

Manoj Kumar Chaudhary, Ph.D

Associate Professor

Central Department of Management, TU

Abstract

Entrepreneurial essence has emerged as one of the key developments in recent economic history around the globe. Therefore, the main purpose of this study is to outline the possible factors responsibly contributing on building management students' perception towards choice of career, in Nepal. A descriptive-cum-exploratory research design along with structured questionnaire has been administered for data collection and analysis for this research. The result of the study reveals that the curriculum of entrepreneurship at the graduate level management education has earned a wide acceptance and a high recognition in Nepal. But the realization of self employment is still a far cry because the inclination towards entrepreneurship is still weak. Thus, to improve the situation, congenial climate should be provided and encouraging measures should be taken.

Keywords: Career plan, entrepreneurship, attitude, attributes, opportunities, Nepal.

I. Entrepreneurial Issues and Nepalese Context

Entrepreneurship and small business creation have been one of the important indicators of economic developments throughout the world. Entrepreneurship is the development of a business concept and practice from the ground up-coming with an idea and turning it into a profitable business (Singh, 2016). Entrepreneur is someone who can take any idea, whether it's a product and /or service, and has the skill, will and courage to bear extreme risk to do whatever it takes while turning that concept into reality. He or she not only brings it to the market, but also makes it viable product and or/service as people want or need. Most studies have shown that there is positive relationship between entrepreneurship and economic growth in term of job creation, firm survival and technological changes (Gorman, et al. 1997).

Today, entrepreneurship is regarded as one of the best economic development strategies to develop country's economic growth, ensure prosperity and sustain the country's competitiveness in facing the increasing trends of globalization (Schaper and Volery 2004). More specifically, entrepreneurship is a major engine in driving many nations' economic growth, innovation and competitiveness (Scarborough and Zimmerer, 2003). At the same time, most studies have shown that there is a positive relationship between entrepreneurship and economic growth in terms of job creation, firm survival and technological changes (Gorman et al. 1997; Lena and Wong 2003; Karanassios et al. 2006). This, in turn, has increasingly made entrepreneurship to emerge as one of the most popular research domains in academic circles in order to study the importance and contributions of entrepreneurship (Lee et al. 2005). Courses in entrepreneurship are also becoming increasingly popular at college and university levels worldwide (Brown, 1999).

Many studies have revealed that entrepreneurs are not naturally conceived but are developed through the environment and experiences as they develop and learn the traits, being impacted by guardian, mentors, tutors, instructors and even role model during their development process (Teixeira & Davey, 2008). The perspectives and beliefs of students towards entrepreneurship are the result of their immediate social and cultural environment. Consequently, the orientation and conducts of youth and young graduates are affected by the various individual and ecological variables, which imply that the decisions and desirability of becoming entrepreneur or employee is a reflection of environmental and economic forces. Education about entrepreneurship and for entrepreneurship has the capacity of increasing students' interest in becoming entrepreneurs at some stages after completing their university degree (Friendrich & Visser, 2005). Perception and attitudes of youth towards entrepreneurship do vary among countries (Green & Pryde, 1990). In Canada, almost all the youths like to start their own business a day but only half think that they will; and all the biggest barriers they reel under are fear of financial failures, lack of strong identity with entrepreneurial role and lack of knowledge about the first step to take (Green & Pryde, 1990). To mitigate the same challenges, courses in entrepreneurship are also becoming popular at college and university level (Brown, 1999).

The increasing importance of entrepreneurship has encouraged people to conduct more studies and researches in this field. Perception and attitudes regarding entrepreneurship is different from countries to countries. In Nigeria, it was found that only 12.4% graduates aspire to start their own business. The reasons of not standing for their own business were found to be no takeoff funds, inadequate preparation to face the demands of business and poor attitudes of Nigerians towards Nigerian goods (Margaret, 2008). Another study was conducted in Poland and that evaluated education courses' impacts in encouraging entrepreneurial activity. The study found that polish students had limited prior entrepreneurial experience and expectation and welcomed the opportunity to undertake enterprise education. The finding suggested that an equal proportion of male and female students aged 18-24 favored a future entrepreneurial career. The finding confirms that entrepreneurial education informs entrepreneurial intent and career aspirations (Jones & Miller, 2008). In Nepal, the probability of being an entrepreneur is significantly higher if collateral free loan is available. The major finding divulges that the students, especially who are pursuing MBA, are inclined with least probability towards entrepreneurship (Biswakarma & Gautam, 2016). Family has some impacts in people to initiate or continue the entrepreneurship and it is strongly substantiated with various statistical tests. It is found that entrepreneurs' parental profession plays some roles in entrepreneurship development in Nepal (Pant, 2015).

From the literature, it has been well noticed that entrepreneurship is the backbone of social and economic growth of the country. It drives people towards wealth and job creation, which leads people in the society and country as well towards quality life. Considering their benefits, there has been growing interest in entrepreneurship preferences among Nepalese youths recently. However parental profession, support and experience play a key role in the preferences of profession as a career choice in their children, in Nepal.

In the light of mentioned literature, it has been recognized that the essence of the clarification of entrepreneurial issues in Nepalese context is increasing. The issues and challenges related with entrepreneurship have emerged as one of the most popular research domains among the research scholars around the world and Nepal is not far from its effect. Therefore, the main purpose of this study is to outline the possible factors that are associated with attitudes of management students towards entrepreneurial careers in Nepal. The paper also aims at investigating the entrepreneurial capacity factors, career plan, perceived influencing factors on their attitude.

II. Study Method

The study investigates on the ways management students assess the various attributes as their career preferences. Further, it has also intended to identify the factors which affect students' attitudes towards entrepreneurial journey. Therefore, to explore the answer of the stated objectives, the sample of 130 students in total from MBA, MBS and MBM have been selected from a target population of Central Department of Management (TU), School of Management (TU), Ace Institute of Management (PU), White House College, and DAV Business School (Purbanchal University), respectively. For the purpose of finding result, Data analysis is done using descriptive research designs like frequency, mean and standard deviation. For survey, self administered structured questionnaire has been used to collect data from those students, who are pursuing master degree in a final semester and also who are recently graduated.

III. Analysis and Interpretation

1. Demographic profile of the respondents

Table No.1 Demographic profile of the respondents

Base	Particulars	frequency	Percentage
Gender	Male	59	45.38
	Female	71	54.62
University/college Name	Central Department of Management	30	23.07
	DAV Business School	28	21.53
	White House	20	15.38
	Ace Institute of Management	27	20.76
	School of Management, TU	25	19.23
Programme	Master of Business Administration	100	76.92
	MBM	10	7.62
	MBS(Semester Wise)	20	15.38
Parental Occupation	public Sector's Job	19	14.62

	Private Sector's Job	57	43.84
	Overseas' Job	37	28.46
	own Business	9	6.92
	Farmer	8	6.15

Both male and female students studying final year/semester of master level in management are the respondents in the study. Out of the total respondents, 45.38% were male and 54.62 were female. Likewise 23.07 % respondents are from Central Department of Management, 21.53% respondent are from DAV Business School, 15.38% are from White House, 20.76% are from Ace Institute of Management and 19.23% respondents are from School of Management. Accordingly 76.92% students are from Master of Business Administration Program, 7.62% respondents are from MBM and 15.38% students are from MBS (Semester System).

Likewise, the students are categorized according to their parental occupation. Among all, 14.62% students' parent/s do public sector's job, parent/s of 43.84% students are employees of private sector, parent/s of 6.92% students are in overseas job and 6.15% students' parent/s are farmer.

2. Career Plan and Entrepreneurial attitudes of Nepalese Students

Future career plan	frequency	Percentage
Joining Parental business	4	3%
desire to be self employed	2	1.50%
Looking for job in Nepal(Private Sector)	48	37%
Looking for job in Nepal(Public Sector)	64	49%
going abroad	11	9%
depend upon fate	1	0.50%

Here, students' entrepreneurial intention has been measured and identified. The result depicts that 3% students have intention of joining parental business, 1.50% have desired to be self employed, 37% of students have intention to work in private sector. Similarly, 64% of total respondents have intention to work in public sector of Nepal, 9% students express opinion to go abroad and 0.50% respondents believe in fate. Result shows that Nepalese students have a low risk bearing capacity and they believe in stable and secured job rather than challenging job. Majority of respondents want to establish the career in public sector job followed by private sector job and go abroad in future.

3. Choices on reasons for entrepreneurs being rich

S. N.	Rich because	frequency	Percentage
1	Capability	11	8.46
2	being a boss	28	21.54
3	family business/rich family	9	6.92
4	desire to achieve	42	32.30
5	desire to get recognition	40	30.76

Most favored response among Nepalese students for choices on reasons for entrepreneurs being rich is desired to achieve followed by desire to recognition. Result has suggested that willingness and self-motivation play pivotal role for being rich among entrepreneurs. Choices of reasons such as desire to achieve, desire to recognition, being a boss are indicative of positive attitudes and reason such as capability and family business/rich family are indicative of negative attitudes.

4. Nepalese Students' attitude towards entrepreneurship

Attitudes towards entrepreneurship	Mean	Std. Deviation
Academic institutions should encourage students to consider entrepreneurship	3.83	1.023
Entrepreneurs are almost always inventors	3.24	1.126
My parents are entrepreneurs prospects	2.61	0.97
I want to start my own business	3.15	1.16
It is too risky to start business	3.67	1.122
Entrepreneurs is an honorable profession	3.10	1.082
Entrepreneurs will do anything for profit	2.83	0.99
I run my own business to have more flexibility in my personal and family life	2.97	1.01
I prefer to work for large company, for better career prospects	3.54	1.151
Entrepreneurship is a good way to earn money	2.87	1
I can earn more money for working someone else	3.11	1.086
I am a risk taker	2.43	0.86
I seriously consider entrepreneurs as a career options	2.15	0.67
I run my own business to increase my family's status and prestige	2.13	0.59
Entrepreneurs are largely responsible for new innovations, technologies and products	3.87	1.246

(N=130)

The table indicates that entrepreneurs are largely responsible for new innovations (mean=3.87), followed with academic institutions should encourage students to consider entrepreneurship (mean=3.83) and it is too risky too start business (mean=3.64). Mostly moderate or neutral views are indicated to the following statements: I prefer to work for large company, for better career prospects (mean=3.54), entrepreneurs are almost always inventor (mean 3.24). The statements that were rated the lowest are: I run my own business to increase my family's status and prestige (mean=2.13), I seriously considered entrepreneurship as a career option (mean=2.15). Result shows that Nepalese students believe as Entrepreneurs are largely responsible for new innovations, technologies and products. Similarly, students suggested to academic institutions to consider entrepreneurship program to make students entrepreneur.

5. Nature of Business that Students want to start

Table No. 5 Nature of business that students want to start

Entrepreneurial Sector	Frequency	Percentage
Tourism	68	52.3
Construction	9	6.92
Manufacturing	7	5.38
Agro	13	10
Trading	25	19.24
Others	8	6.15
Total	130	100

The expression of Master level's students regarding on the nature of their dreamed ventures, if they would get chance of being an entrepreneur, was also sought for. The result shows that 52.30% students are interested in tourism business, followed with 19.24% are interested in trading, 10% students are interested in Agro business, 6.92% are interested in construction, 6.15% are interested in others business and 5.38% are interested in manufacturing sector business. From these data, it can be concluded that students are more focused on tourism sector.

6. Perceived barrier to start career as entrepreneur

Table No. 6 Perceived barrier to start career as entrepreneur

Perceived barrier	Mean	Standard deviation
Lack of business experience	2.19	0.402
Lack of family support	3.56	0.494
Lack of financial assistance	3.02	0.490
Fear of business failure	2.39	0.491
Lack of confidence	3.64	0.482

(N=130)

A high mean was calculated for the statement: lack of confidence. There was also agreement with the following statements like lack of family supports and lack of financial assistance. It can be concluded that due to political instability and political parties' intervention in business sector, students take business as a risky area. If government assists financially and family provides support, then they will choose entrepreneurship as a career and help to increase GDP of the Nation.

IV. Conclusion and Suggestion of the study

Entrepreneurship is an area of importance thus, has grown multi folds over the year around the globe and in Nepal too. So the terms entrepreneur and entrepreneurship have become an everyday buzzword. However in Nepal, there is a big question posed in the minds of management students by the policymakers, economists, academicians, researchers and even university students themselves. The question is "which way they ought to go?"; as it is either to go to job markets for organizational development or to go to create jobs for other as their future career. Further, it has been also well recognized that the career choice is a more complex and multifaceted things and will play a pivotal role to determine future career of students. Therefore, to give a deep insight to answer these questions, the current study is intended to investigate management students' attitude towards entrepreneurship as a career.

This study has revealed that courses of entrepreneurship at undergraduate and graduate level programme in management education are becoming popular in Nepal. But the realization of self employment is becoming far-fetched from expected reality. (Brown, 1999; Alain et al. 2006; Singh, 2016).

The study shows that Nepalese management students have a low level risk bearing capacity and they believe in stable and secured jobs rather than challenging jobs. Further, majority of

respondents want to establish their career in public sector jobs followed by private sector jobs and intend at going abroad for future career. So the paper concludes that parental profession, government policy, support and experience play a key role in the minds of management graduates in Nepal regarding the preference of profession as a career. Further, the study has also concluded that the perspective, attitude and its attribute towards choice of future career are the results and conditions of their immediate family, socio-economic, cultural and educational environment. The inference is consistent with the other researches in foreign outlets too (Teixeria and Davey, 2008; Alain et al., 2006; Friendrich and Visser, 2005).

References

- [1]. Alain, F., Benoit, G., & Clerc Narjisse, L. (2006). *Effect and Counter-effect of Entrepreneurship Education and Social Context on Student's Intention*. Estudios de Economia Aplicada .
- [2]. Biswakarma, G., and Gautam, CM. (2016). Impact of Collateral Free Loan on Entrepreneurial Intention among MBA Students: An Empirical Evidence from Nepal. *American Journal of Business, Economics and Management*. Vol. 4, No. 6, pp. 156-162
- [3]. Erich, J., & Schwarz, D. (2003). *A structural model of entrepreneurial intent among students: finding from Austria*. 3rd inter rent online publication.
- [4]. Friendrich, C., & Visser, K. (2005). *South Africans Education and Training*. De Booms. Leap Publishing.
- [5]. Green, S., & Pryde, p. (1990). *Black Enterprenuership in America*. New Brunswick: NJ, Transactions Publishing.
- [6]. Henderson, P., & Robertson, M. (2000). who wants to be an entrepreneur? Young Adult attitudes to enterprenuership as a career,. *Career Development International* , 5, 279.
- [7]. Jones, P., & Miller, C. (2008). *Students attitude towards enterprise education in Poland: A positive Impact*. Education and training.
- [8]. Margaret, E. (2008). *Entrepreneursip among Graduates to be of Business / Management faculties and economic development in Nigeria*.
- [9]. Panta, S.K.(2015). Role of the family in entrepreneurship Development in Nepalese Society. *The journal of Nepalese Business Studies* Vol. IX, No.1, pp.37-47
- [10]. Teixeira, A. A., & Davey T. (2008). *Attitudes of Higher Education Students to new venture creation: a preliminary approach to the Portuguese case, Working Papaers, Universidad do Porto*.