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GENDER INFLUENCES ON THE ENTREPRENEURIAL TENDENCIES & ENTREPRENEURIAL ATTITUDE OF UNIVERSITY STUDENTS

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ABSTRACT

The presented empirical study was conducted to find out the gender influences on the entrepreneurial attitude of university students. The primary data were collected through the self-made standardise questionnaires by administered on 475 undergraduate students of Kurukshetra University, Kurukshetra, Haryana, India. The findings of the study indicate that the entrepreneurial tendencies of university students had found significantly different in relation to their gender as the male students are found to be having high entrepreneurial attitude as compared to their other counterparts. While analyse the entrepreneurial tendencies in relation to the gender of university students than four major entrepreneurial tendencies (i.e., creative self-efficacy, need of autonomy, risk-taking abilities locus of control) are found significantly different from the female students. The findings of the study indicated that there existed a significant gender influence on entrepreneurial attitude of the university students. It is a fact that the development of any psychological aspects within an individual depends on the active human organism and the environment. Therefore, considering the human organism, females are soft and conservative in nature and in their behaviour. Moreover, there are many social and religious barriers for females, which may be the reasons that they consider themselves dependent on males. In many tasks, females, assumed them-selves weak compared the males. Females have been indecisive in taking risks, have lack of self-confidence, and self-believe. Due to the social context in which they live, females have to sacrifice or suppress many of their urges, in order to facilitate other family members. On the other hand, male are considered more independent and empowered than the females, which helped them to develop more effectively specific entrepreneurial tendencies. It is patriarchy that has set apart domestic chores for women bearing and rearing children, doing household tasks, attending to work on the fields and even earning for the family-all inclusive and subservient role with no saying in decision-making exclusive preserve of men. Therefore, it is recommended that when the policy-makers make any policy on the basis of gender than gender difference would be taken into consideration, so that better policies must be designed & new advanced guidance programmes & provide sufficient facilities (like awareness camps, training, loans, tools/equipments) to the female university students.

KEY WORDS: *Gender, Entrepreneurial Attitude, Entrepreneurial Tendencies, University Students.*

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INTRODUCTION

Every year, millions of youth are completed their study according to their own interest & requirements and get ready to get jobs in various sectors of economy, but hardly a few thousand of them are able to get jobs. The number of these unemployed youths is in millions. Therefore, the others who are not able to get jobs anywhere they have to face unemployment. The high rate of unemployment and lack of new job opportunities, at which the economy is shedding jobs, may threaten hope of peace and prosperity of any country in many ways. For any country it is a great challenge to generate required job opportunities for these youths. Thus, there is a great need for increasing capacity and capability of skill development programmes. In this context, many scholars of the world suggested that entrepreneurship is the best possible solution to this critical problem. Therefore, in the present era, where the growth of the economy depends upon the people attached with the self-employment or business**,** it is felt by the policy maker that they have evaluate, examine and developed the interest of the people towards the self-employment activities. In the present era, self-employment and the culture for generating own income is receiving well attention in both academic research and practice (Gure, 2012b). There is a countless contribution of entrepreneurship to the society that motivated the researchers, for working in the field of entrepreneurship. Many studies had conducted for the better understanding of factors that influenced entrepreneurial attitude & intentions of individuals, but during literature review it was noticed that there is lack of studies on the determinants of entrepreneurial tendencies and entrepreneurial attitude among the university students in India. Moreover, to enhance the knowledge and skills for entrepreneurship, scholars explored entrepreneurial tendencies & entrepreneurial attitude of individuals regarding the entrepreneurship. Therefore, by keeping all these points the presented study is conducted. In this study, the efforts are made to find out that gender influences the entrepreneurial tendencies and entrepreneurial attitude of university students.

GENDER & ENTREPRENEURIAL ATTITUDE

The studies in the field of entrepreneurship have been conducted to determine the demographic and personality characteristics of entrepreneurs. On the basis of available literature reviewed, it comes to the fore that the entrepreneurial attitude & intentions research had been consistently using two main theories-driven models to examine the entrepreneurial event- (Shapero, 1982) and Ajzen's (1991)-Theory of Planned Behaviour (TPB). Widely applied in the psychological research, TPB has been used to predict a wide variety of general

human behaviour. It can be inferred from the studies that these models and theories get overlapped in considering the entrepreneurial behaviour. According to the Theory of Planned Behaviour (TPB), the relative importance of attitude, subjective norm and perceived behavioural control in the prediction of intention is expected to vary across behaviours and situations. In contrast to the literature on the demographical variables and entrepreneurial attitude and intention an empirical research study by the theoretical background in order to highlight a conceptual framework of entrepreneurial intention based on the model of **Shapero and Sokol (1982)** and after that by **Krueger (1993)**. As in the same way, some other scholars also had worked on new models about entrepreneurial intentions (Davidsson, 1995; Elfving, Brännback, & Carsrud, 2009; Krueger & Brazeal, 1994) and explored the effects of individual's gender on their entrepreneurial intentions. Some researchers pointed out that male have stronger intentions than females (Matthews & Moser, 1995). In their study **Kourilsky and Walstad (1998)** had shown that gender difference existed among teens' interest for entrepreneurship. And they also reported that although many girls and boys wished to start their own business, girls were significantly less likely to respond positively than the boys. **Tkachev and Kolvereid, (1999)** who studied intentions among Russian students report that gender are not significantly correlated with intentions. The main findings of the study by **De Lange (2000)** revealed that the more male students than the female ones considered entrepreneurship as a job career option along with it was also found that the learners who belonged to complete family (father, mother, siblings) had higher level of entrepreneurial attitude. The study by **Veciana, Aponte and Urbano (2005)** showed that in Catalonia, there existed a relationship between the students' gender and the perception of new venture desirability as well as with their intention to create new firms, and the male being the ones with higher desirability and serious intention to create a firm. **Couto and Camilo (2007)** showed that gender, enrolment in academic institutions and family background were more significant factors that differentiated students that consider starting a new business. Furthermore, in their research study, in their study, **Wilson, Kickul and Marlino (2007)** found that there existed significant gender differences on entrepreneurial self-efficacy *i.e.*, teen boys (men) and MBA male students had shown higher entrepreneurial self-efficacy than teen girl (women) and MBA female students. **Shastri, Kumar and Ali (2009)** findings of the study was the entrepreneurial orientation among male professional students was higher than females. The study by **Alil, Topping and Tariq (2010)** pointed out that there was existed no significant impact of gender, residence, mother's education, father's occupation, and subject of study or parents' income on the self-efficacy of the respondents. In their study, **Schroder,**

Schmitt-Rodermund and Arnaud (2011) described that personality traits (i.e., Openness and Agreeableness), gender and adolescent identification with the family business, perceived parental job rewards, and parental succession preference and preparation to significantly differentiate adolescents' career choice intentions. A study was conducted by **Marina *et. al,* (2012)** to understand gender differences in entrepreneurial intentions as measured by perceived feasibility and perceived desirability. The results of the study confirmed that compared to males, female students are less willing to start their own businesses. There are significant gender differences in terms of perceived feasibility and perceived desirability such that although they feel more supported by their families, females are less self-confident, more-tense, reluctant and concerned about entrepreneurship. In terms of entrepreneurial intention, there are fewer gender differences among students; however, differences relating to self-confidence and family support still exist. The study by **Karimi *et. al,* (2013)** was carried out to explore the effects of gender and role models on entrepreneurial intention. The results of the study showed that entrepreneurial role models indirectly influenced entrepreneurial intention through its antecedents in the TPB. The study found no gender differences in the relationship between perceived behavioural control and entrepreneurial intention. However, gender affected the other relationships in the TPB, such that attitude towards entrepreneurship was a weaker, and subjective norm a stronger predictor of entrepreneurial intention for female students than for male. The results of the study by **Amos & Alex (2014)** indicate that along with the some other factors gender, was a significant determinant of entrepreneurial intention. The findings of the study by **Lingen & Niekerk (2015)** indicate that male students have a higher enterprising tendency than female students, and males in the B.Tech degree revealed a significantly higher need for autonomy than females. The result of the study by **Santos, Roomi, and Liñán, (2016)** described that the formation of entrepreneurial intentions is similar for men and women but men consistently exhibit more favorable intentions than women do. Nevertheless, the perception of the social legitimation of entrepreneurship only serves to reinforce male entrepreneurial intentions, and not those of women and their feeling entrepreneurship to not be an acceptable career option for them.

Therefore, all over the world, many studies have been conducted on entrepreneurial attitudes in relation to various psychological & demographical variables. It is very hard to examine all the entrepreneurial characteristics which play an important role in the choosing entrepreneurial career. Thus, scholars considered some personality traits as an important factor to predict entrepreneurial behaviour. Moreover, in this context, **Hosseini and Ahmadi (2011)** reported in their study that psychological factors would have the most impact on

students' attitudes about entrepreneurship. In this process, many psychological factors that played a crucial role in the formation of entrepreneurial behaviour are identified. Hence, this empirical study is evaluated some most frequently used entrepreneurial tendencies (such as need of achievement, creative tendencies, self-efficacy, leadership abilities, calculated risk-taking abilities, need for autonomy, locus of control, self-esteem). Because the empirical study conducted by **Gure (2012a)** suggested that there existed a significant inter-correlation between the entrepreneurial tendencies (need of achievement, creative tendencies, leadership abilities, need of autonomy, self-efficacy, locus of control and self-esteem) and entrepreneurial attitude. Thus, presented study supports that entrepreneurial attitude is mainly based on these eight psychological entrepreneurial tendencies and significantly the can play an important role in the measure of entrepreneurial attitude. Moreover, the review of literature had yielded miscellaneous results regarding there existed gender influence on entrepreneurial attitude. Some studies shown that there existed gender influence on entrepreneurial tendencies and entrepreneurial attitude and intention where as other side, some scholars had not found any significant effects of gender on the entrepreneurial attitude of the students. Therefore, the presented study investigated gender influences on the entrepreneurial tendencies & attitude of university students.

OBJECTIVES OF THE STUDY

The presented study was carried out on the following objectives:

- To find out the entrepreneurial tendencies *i.e.,* need of achievement, creative tendencies, self-efficacy, leadership abilities, calculated risk-taking abilities, need of autonomy, locus of control, self-esteem of university students in relation to their gender (male and female).
- To compare the entrepreneurial attitude of university students in relation to their gender (male and female).

HYPOTHESES OF THE STUDY

In order to achieve the mentioned objectives of the presented study, following null hypotheses were formulated as following:

- There is no significant difference between the need of achievement of male & female university students.
- There is no significant difference between the creative tendencies of male & female university students.

- There is no significant difference between the self-efficacy of male & female university students.
- There is no significant difference between the leadership abilities of male & female university students.
- There is no significant difference between the calculated risk-taking abilities of male & female university students.
- There is no significant difference between the need of autonomy of male & female university students.
- There is no significant difference between the locus of control of male & female university students.
- There is no significant difference between the self-esteem of male & female university students.
- There is no significant difference between the entrepreneurial attitude of male & female university students.

RESEARCH METHODOLOGY & COLLECTION OF DATA

Research Methodology

In the presented study is descriptive in nature thus survey method was used for the collection of data. A self-made standardized Likert-type questionnaire was administered on 475 undergraduate university students from the Kurukshetra University, Kurukshetra, Haryana, India. The survey included the undergraduate university students of business and non-business family occupational background from the various academic streams (*Humanities/Social Sciences*, *Commerce & Managements and Science & Technology)*. The sample of the students were taken from - various sixteen bachelor professional & technical courses *i.e.,* [B.Lib., B.Ed, B.P.Ed, B.F.A., L.L.B.; B.B.A., B.T.M., B.A (Mass. Comm.); B. Pharma, B.C.A., B. Tech (Comp. Science & Engg.), B. Tech. (Elects. & Comm. Engg.,), B. Tech (Ptg. Graphics & Pkg.), B.Tech. (Bio-technology), B.Tech (Mechanical Engg.), B.Tech (Ins. Engg.)], by using multi-stage sampling techniques. In the last, out of 475, only 368 students' responses were considered appropriate for the analysis of the study.

Research Instrument: Questionnaire Design and Measures

This study used the General Entrepreneurial Tendencies Test (GETT) that was designed and tested by Gure (2012). The GETT measures entrepreneurial attitude of the students in terms of need of achievement, creative tendencies, self-efficacy, leadership, calculated risk-taking, need for autonomy, locus of control and self-esteem. These entrepreneurial attitude dimensions and items related to the eight key areas, based on previous research, were assumed to be relevant components of the entrepreneurial experience, for both genders- male and female students, the attitude perceptions people hold of male as well as female entrepreneurs: entrepreneurial attitude sub-dimensions' such as- need for autonomy, need of achievement, Creative tendencies, calculated risk-taking, locus of control. The related items were based on the available responses of the interviews conducted by the researcher added to it were General Enterprising Test (Caird, 2006), EAO scale of Robinson et al.(1991), Yorkhire and Humber (2007), Quiz for testing Entrepreneurial Motivation of Khanka (2005), etc. and other i.e. self-esteem was based on the from the short form of the EAO instrument (Robinson et al.1991),were randomly selected for inclusion in the present questionnaire, self-efficacy items were developed on the basis of General self-efficacy Test, Bandura (1997), Leadership abilities related items were based on the Leadership abilities Questionnaire - Student Evaluation by Fincham (2007) along with the available resources on this concept. It is a scale, which is reliable and valid on the basis of different psychological norms. The scale consisted of 40 items/statements, and 8 sub-dimensions of entrepreneurial attitude. The scoring process depended on the norms of Likert type scale and every statement of the scale has measure on the 5-scale indicators (5 point scale). The score for any individual would fall within 40 to 200. The researcher made all efforts to make the test standardised one. The reliability is indicated by a reliability co-efficient based on correlation by the spearman- Brown Formula between two sets of scores is 0.82 & a reliability co-efficient based on Test-retest used Alpha co-efficient Correlation was 0.86.

Population and Sample

The main focus of the study was on university students from the one university Kurukshetra University, Kurukshetra, Haryana, India. The target population of this research study were the final year undergraduate students. They were selected because they are at the final academic stage of making career choices. The sample size for the study is made up of 475 undergraduate students. The multi-stage sampling technique was used to ensure that the

sample obtained was evenly distributed with regards to different gender, academic streams, family occupational background and courses studied.

Administration of Tools and Collection of data

The GETT questionnaires were distributed during class sessions for 475 undergraduate university students, with the consent and cooperation of teachers. In the presented study is descriptive in nature thus survey method was used to the collection of data. The survey included the male & female university students of business and non-business family occupational background from the various academic streams- *Humanities/Social Sciences*, *Commerce & Managements and Science & Technology*. Sixteen various bachelor professional & technical courses *i.e.*, [B.Lib., B.Ed, B.P.Ed B.F.A. L.L.B.; B.B.A., B.T.M., B.A (Mass. Comm.); B. Pharma, B.C.A., B. Tech (Comp. Science & Engg.), B. Tech. (Elects. & Comm. Engg.,), B. Tech (Ptg. Graphics & Pkg.), B.Tech. (Bio-technology), B.Tech (Mechanical Engg.), B.Tech (Ins. Engg.)], were selected to draw from multi-stage sampling. In the last, out of 475, only 368 students' responses were considered appropriate for analysis of entrepreneurial tendencies and entrepreneurial attitude of university students in relation to their gender.

Processing, Tabulation and Analysis of data

After collecting all the forms, they were verified to ensure that each column had been filled by the respondents. But, during the editing process, it was found that many questionnaires were not fully completed, some responses were not given or narratives were used to make it difficult to decipher what exactly the relative respondents meant. There was, in short information. Finally, the out of 475 questionnaires administered, only 368 students' responses (115 from Social Science, 71 from Commerce & Management and 182 from the science & technology,) were complete and considered appropriate for the study.

Statistical Techniques

After that, the data was subjected to statistical analysis using appropriate tools. The descriptive statistics, non-parametric statistics techniques like frequency, Chi-Squares & Cramer's V were used to analysis the appropriate data.

ANALYSIS & INTERPRETATION

Considering male/female distribution, out of total sample size of 368, as many as 202 (55 percent), were males and 166 (45 percent) were females. The analysis and

interpretation with regards to entrepreneurial tendencies and entrepreneurial attitude vs. gender are given below:

NEED OF ACHIEVEMENT OF UNIVERSITY STUDENTS AND GENDER

The level of need of achievement of university students classified gender–wise has been analysed through chi-square, the level of association between both was determined through Cramer's V test. The university students' need of achievement gender-wise is presented in Table 1.

Table: 1
Need of Achievement of University Students in Relation to Their Gender

Gender	Need of Achievement			Total
	High	Moderate	Low	
Male	65 (32.2)	81 (40.1)	56 (27.7)	202 (100.0)
Female	43 (25.9)	63 (38.0)	60 (36.1)	166 (100.0)
Total	108 (29.4)	144 (39.1)	116 (31.5)	368 (100.0)

χ^2 =3.38, *d.f.*=2 P<0.05 (two-tailed) Cramer's **V** = (.09)

In the Table 1, data are presented that even though, irrespective of gender, majority of the students *i.e.*, thirty-nine percent of university students have moderate need of achievement. In the same table, it is also visible that male students who have high and moderate need of achievement are thirty-two and forty percent, respectively. On the contrary, the students who have low need of achievement *i.e.,* thirty-six percent are female students as against twenty-eight percent males.

The agreement value of Cramer's V (.09) test has shown a very low level of association between the need of achievement of university students and their gender. And the calculated value of Chi-square test comes out to be 3.38, which is less than, the tabulated value at the degree of freedom (2) *i.e.,* 5.99, at the .05 level of significant, thus, it is showing not statistically significant at any level. Hence, the null hypothesis that *there is no significant difference between the need of achievement of male and female university students*, is not rejected.

On the basis of the results, it can be stated that there exists no significant difference between the need of achievement of male and female university students. The plausible reason behind it is that now many national and international organisations as well as Indian society encourage high interest in achievement of female. In higher education, male and female had similar level of need of achievement. Therefore, male and female university students did not differ in their need of achievement as no significant difference is found from both the genders. The result of the study is in accordance with the study conducted by Gebremeskel (2009) on the pharmaceutical retail outlets. That study analyzed the relationship between entrepreneurial attitude (that is measured through achievement and innovation) and success in business (as rated by the university students), shows an absence of significant differences between the two genders regarding the achievement variable. In the same line, Reimers-Hild, (2005) has also confirmed the same result as no statistically significant differences were observed in need for achievement scores for female (N = 204) and males (N = 137) participants.

CREATIVE TENDENCIES OF UNIVERSITY STUDENTS AND GENDER

The level of creative tendencies of university students in relation to their gender has been analysed by chi-square techniques and the level of association between both was determined through Cramer's V. The creative tendencies of male and female university students are presented in Table 2.

Table: 2
Creative Tendencies of University Students in Relation to Their Gender

Gender	Creative tendencies			Total
	High	Moderate	Low	
Male	62 (30.7)	81 (40.1)	59 (29.2)	202 (100.0)
Female	43 (25.9)	65 (39.2)	58 (34.9)	166 (100.0)
Total	105 (28.5)	146 (39.7)	117 (31.8)	368 (100.0)

χ^2 =1.70, *d.f.*=2 P<0.05 (two-tailed) Cramer's **V**= (.07)

A glance at the Table 2 highlights the creative tendencies of the university students with respect to their gender. It is noticed that irrespective of gender of the students, forty percent

of the university students have moderate level of creative tendencies. Again, it is observed that those who have high creative tendencies, *i.e.,* around thirty-one percent, are male as against twenty-six percent for females. On the contrary majority of those who have low creative tendencies, *i.e.,* thirty-five percent are females as against twenty-nine percent males.

The agreement value of Cramer's V (.07) indicated a very low association between the university students' creative tendencies and their gender. The calculated value of Chi-square test at 1.70, was found less than the table value and not found significant at any level. Thus, the null hypothesis *that there is no significant difference between the creative tendencies of male and female university students,* is not rejected.

This result signifies that male and female university students possessed almost similar levels of creative tendencies. This is supported by the findings of Goswami (2007), who has conducted a study on entrepreneurs of Guwahati area of Assam and found no significant difference between innovation values of the male and female entrepreneurs. The result is in accordance with the findings of Kundu and Rani (2008), who conducted a study on 435 trainees (282 Male, 80 Female) and shows an absence of significant difference between innovation of male and female trainees.

SELF-EFFICACY OF UNIVERSITY STUDENTS AND GENDER

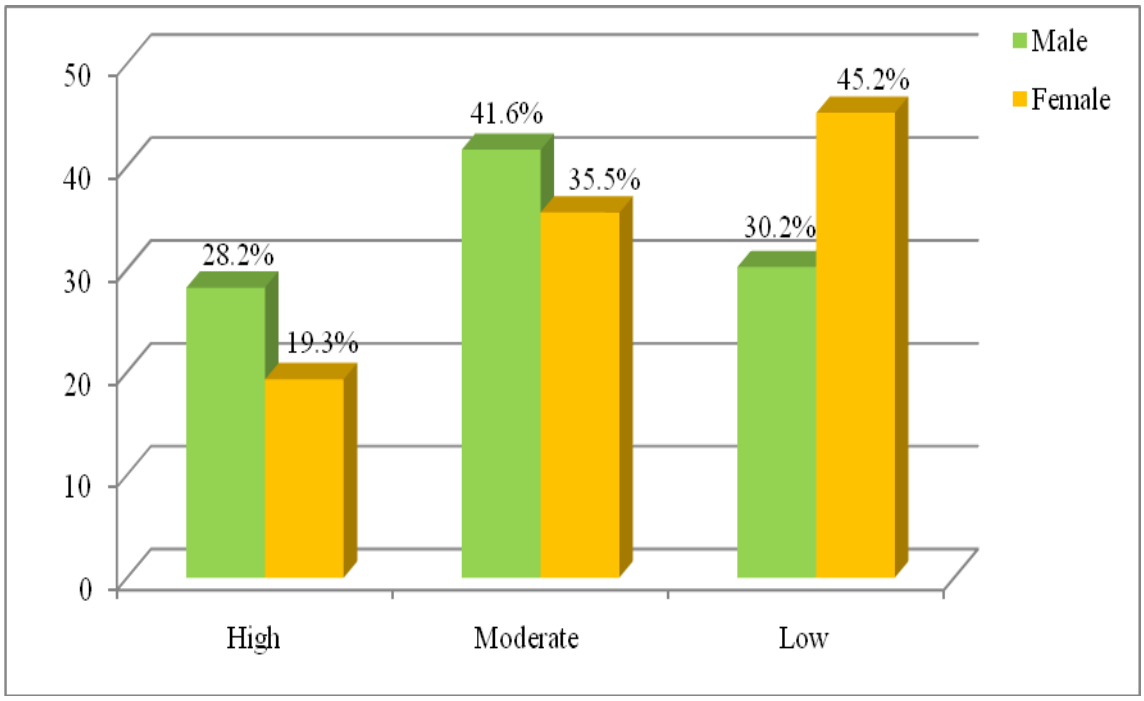
The level of self-efficacy of university students on the basis of gender has been analysed through chi-square, and the level of association between both was also verified by Cramer's V test. The university students' level of self-efficacy in relation to their gender is presented in Table 3. Graphical presentation has also been given in Figure 1.

Table: 3
Self-efficacy of University Students in Relation to Their Gender

Gender	Self-efficacy			Total
	High	Moderate	Low	
Male	57 (28.2)	84 (41.6)	61 (30.2)	202 (100.0)
Female	32 (19.3)	59 (35.5)	75 (45.2)	166 (100.0)
Total	89 (24.2)	143 (38.8)	136 (37.0)	368 (100.0)

χ^2 =9.40, *d.f.*=2, P>0.01 (two-tailed) Cramer's **V** =(.16)

Figure 1
Self-efficacy of Male and Female University Students



Regarding the level of self-efficacy among the male and female university students, Table 3, depicts that majority of the students who have high and moderate self-efficacy, *i.e.*, twenty-eight and forty-two percent, respectively, are males as against nineteen and thirty-six percent for female students. On the other hand, majority of the students who have low self-efficacy, *i.e.*, forty-five percent are female university students as against thirty percent for male students.

. The agreement value of Cramer's V score (.16) proved low level of association between the university students' self-efficacy and their gender. Along with this, the calculated value of Chi-square comes out to be 9.40, which is greater than the tabulated value at the degree of freedom (2), *i.e.*, 9.21 and found significant at the 0.01 level of significant, consequently confirming statistical significance difference between male and female levels of self-efficacy. Thus, the null hypothesis that *there is no significant difference between self-efficacy of male and female university students,* is rejected.

The results indicated that there existed a significant difference between self-efficacy of male and female university students, male university students had higher self-efficacy than their counterpart female students. The result also confirms the findings of earlier study conducted

by Ramayah and Harun (2005) who conducted their study on the students from various schools of University Sains Malaysia (USM). The results of their study found that male students were found to have significantly higher self-efficacy than the female students. Similar results were the outcome of the study conducted by Wilson et at., (2007) where they found that there existed significant gender differences on entrepreneurial self-efficacy, *i.e.*, teen age boys (men) and MBA's male students had shown higher entrepreneurial self-efficacy than teen age girls (women) and MBA female students. Moreover, the descriptive study by Pihie (2009) showed that the students with positive entrepreneurial aspiration scored higher in entrepreneurship intention and self-efficacy which is significantly different from those who did not have positive aspiration.

LEADERSHIP ABILITIES OF UNIVERSITY STUDENTS AND GENDER

The level of leadership abilities of University students in relation to their gender has been analysed by applying chi-square test and the level of association between both was determine through Cramer's V. The university students' level of leadership abilities (male and female) is presented in Table 4.

Table: 4
Leadership Abilities of University Students in Relation to Their Gender

Gender	Leadership Abilities			Total
	High	Moderate	Low	
Male	59 (29.2)	80 (39.6)	63 (31.2)	202 (100.0)
Female	38 (22.9)	62 (37.3)	66 (39.8)	166 (100.0)
Total	97 (26.4)	142 (38.6)	129 (35.0)	368 (100.0)

χ^2 =3.41, *d.f.*=2 P<0.05 (two-tailed) Cramer's **V** =(.10)

It is clearly noticed from Table 4 that, majority of the of university students *i.e.*, thirty-nine percent have moderate leadership abilities. Again, it is also evident that the university students who have high and moderate leadership, *i.e.*, twenty-nine and forty percent respectively are males as against twenty-three and thirty-seven percent respectively are females. On other- side, the students who have low leadership abilities *i.e.*, forty percent are female as against thirty-one percent male.

The agreement Cramer's V (.10) test illustrates a low association between the leadership abilities of university students and their gender. Furthermore, the calculated value of Chi-square test come to be 3.41, which was less than the table value and not significant at any level, thereby presenting that there exists no significant difference between male and female levels of leadership. Thus, the null hypothesis that *there is no significant difference between leadership abilities of male and female university students*, is not rejected.

The result reveals that there existed no significant differences between leadership abilities of male and female university students. Thus, male and female university students did not differ in leadership abilities as no significant difference was obtained from both genders. Most of the university students from the both gender had been found an equal pattern of leadership abilities, the reason being that higher education has equally useful to male and female students for developing their leadership abilities.

CALCULATED RISK-TAKING ABILITIES OF UNIVERSITY STUDENTS AND GENDER

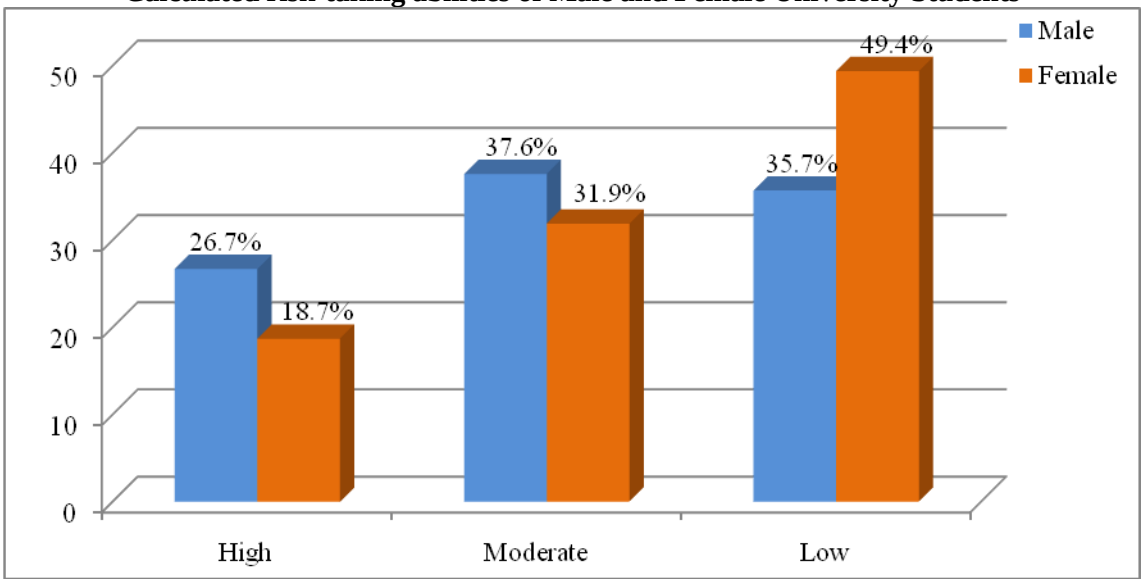
The level of calculated risk-taking abilities of university students on the basis of gender has been analysed through chi-square test and the level of association between both was verified by Cramer's V. Male and female university students' level of calculated risk-taking abilities is presented in Table 5. Graphical presentation has also been given in Figure 2.

Table: 5
Calculated Risk-Taking Abilities of University Students in Relation Their to Gender

Gender	Calculated Risk-Taking Abilities			Total
	High	Moderate	Low	
Male	54 (26.7)	76 (37.6)	72 (35.7)	202 (100.0)
Female	31 (18.7)	53 (31.9)	82 (49.4)	166 (100.0)
Total	85 (23.1)	129 (35.1)	154 (41.8)	368 (100.0)

χ^2 =7.52, *d.f.*=2 P>0.05 (two-tailed) Cramer's **V** =(.14)

Figure 2
Calculated risk-taking abilities of Male and Female University Students



Concerning the calculated risk-taking abilities among the male and female university students, Table 5, elucidate that around thirty-five percent of the university students from male and female have moderate calculated risk-taking abilities. Again, it is observed that more male (thirty-eight percent) as compared to thirty-two percent female students have moderate level of calculated risk-taking abilities. Among those who have reported to have high calculated risk-taking abilities, *i.e.*, around twenty-seven percent is from male category as against nineteen percent for female students. On the other side, forty-nine percent students, who have low calculated risk-taking abilities, are females as against thirty-six percent belong to male category.

The calculated value of Cramer's V score (.14) provides evidence of low association between the calculated risk-taking abilities of university students considering their gender. The calculated value of Chi-square is 7.52, which is greater than the tabulated value, it is significant at the .05 level of significance, thereby showing a significant difference between male and female levels of calculated risk-taking abilities. Thus, the null hypothesis that *there is no significant difference between the calculated risk-taking abilities of male and female university students*, is rejected.

On the basis of the above results, it can be inferred that the male and female university students had differed in calculative risk-taking abilities because the significant difference was obtained from both genders. And, male students possessed high level of calculated risk-taking abilities as against their counterpart female university students. Results of the study by Reimers-Hild, (2005) revealed that a significant difference was observed in the scores of risk-taking propensity of female and male learners.

NEED OF AUTONOMY OF UNIVERSITY STUDENTS AND GENDER

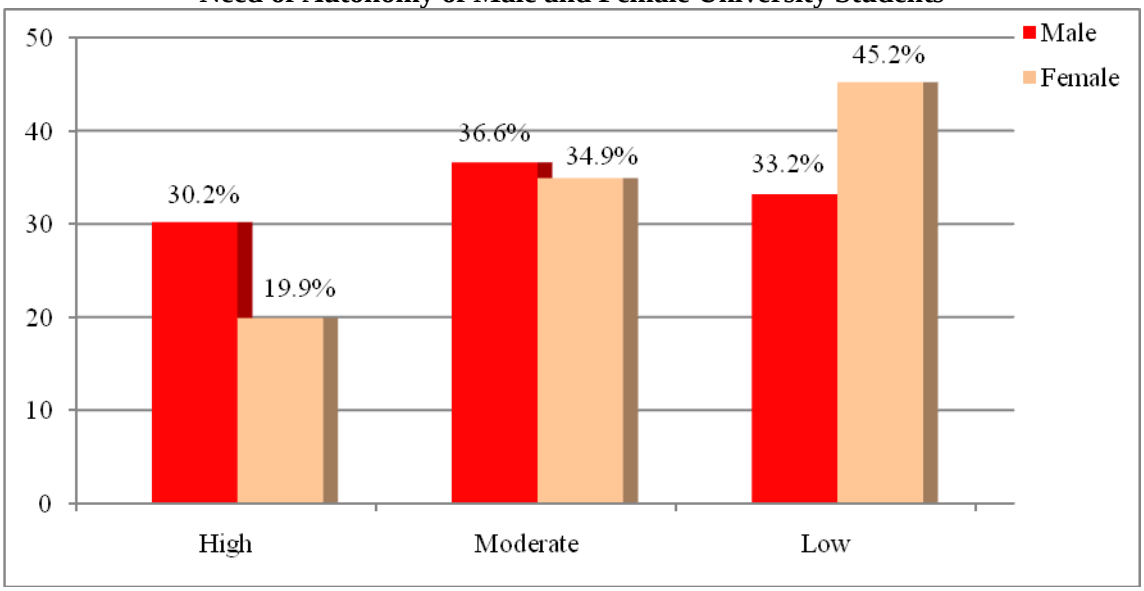
The level of need of autonomy of university students regarding gender has been analysed through chi-square and the level of association between both was determined through Cramer's V. Male and female university students' level of need of autonomy is presented in table 6. Graphical presentation has also been given in Figure 3.

Table 6
Need of Autonomy of University Students in Relation to Their Gender

Gender	Need of Autonomy			Total
	High	Moderate	Low	
Male	61 (30.2)	74 (36.6)	67 (33.2)	202 (100.0)
Female	33 (19.9)	58 (34.9)	75 (45.2)	166 (100.0)
Total	94 (25.5)	132 (35.9)	142 (38.6)	368 (100.0)

χ^2=7.28, *d.f.*=2 P>0.05 (two-tailed) Cramer's **V**=(.14)

Figure: 3
Need of Autonomy of Male and Female University Students



A study of Table 6 indicates the level of need of autonomy among the university students with respect to their gender. It shows that both male and female students together, (thirty-six percent) of the university students have moderate level of need of autonomy. Again, it is also noticed that majority of the students who have high and moderate need of autonomy, *i.e.*, thirty percent and thirty-seven percent, respectively, are male as against twenty and thirty-

five percent from the female group. And, majority of the students who have low need of autonomy, forty-five percent, are thirty-three percent are from male category.

The calculated value of Cramer's V score (.14) revealed a low association between the university students' need of autonomy on the basis of their gender. Along with this, the calculated value of Chi-square is 7.28, which is greater than the tabulated value and thus significant at the .05 level of significance. So, there is found a significant difference between male and female levels of need of autonomy. Thus, the null hypothesis as *there is no significant difference between need of autonomy of male and female university students*, is rejected.

From the results arrived, it can be deduced that the male students are found to have high need of autonomy than the female students do. This finding is in corroboration of the results of the study conducted by Goswami (2007). He had also found a significant difference between independence of the male and female entrepreneurs, male entrepreneurs had more independence values than female entrepreneurs.

LOCUS OF CONTROL OF UNIVERSITY STUDENTS AND GENDER

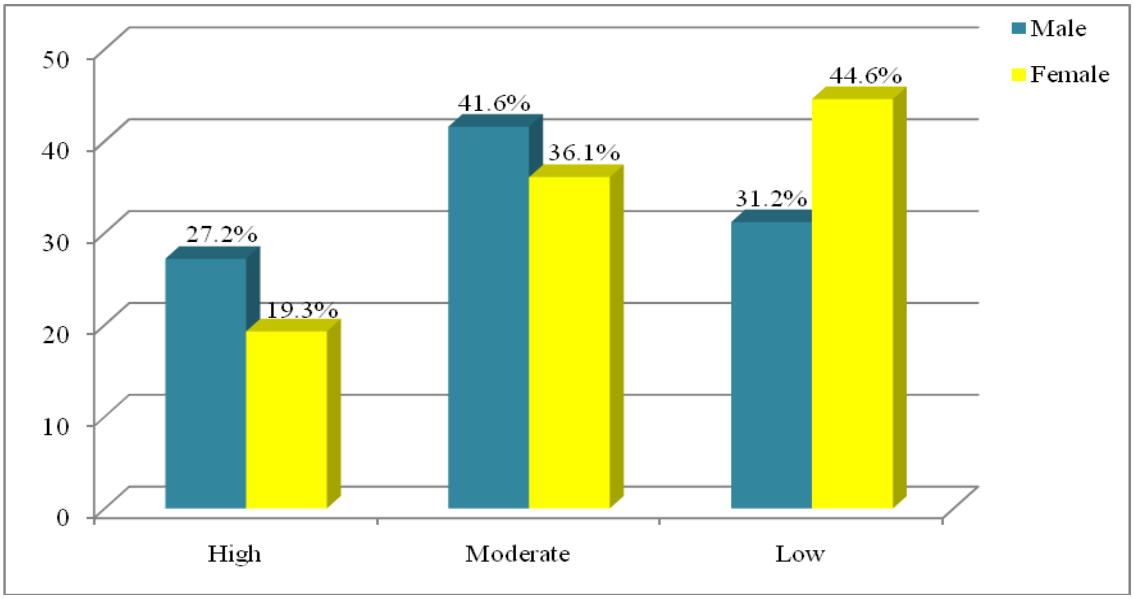
The level of locus of control of university students in relation to their gender has been analysed through chi-square and the level of association between both was verified by Cramer's V. The level of locus of control of male and female university students is presented in Table 7. Graphical presentation has also been given in Figure 4

Table: 7
Locus of Control of University Students in Relation to Their Gender

Gender	Locus of control			Total
	High	Moderate	Low	
Male	55 (27.2)	84 (41.6)	63 (31.2)	202 (100.0)
Female	32 (19.3)	60 (36.1)	74 (44.6)	166 (100.0)
Total	87 (23.7)	144 (39.1)	137 (37.2)	368 (100.0)

χ^2 =7.51, *d.f.*=2 P>0.05 (two-tailed) Cramer's **V**=(.14)

Figure: 4
Locus of Control of Male and Female University Students



Regarding the level of locus of control among the university students with reference to gender, Table 5.11 depicts that, thirty-nine percent of the university students both male and female have moderate locus of control. Again it is also observed that more male than female students have moderate locus of control and majority of the university students who have high and moderate locus of control, *i.e.*, twenty-seven and forty-two percent, respectively, are males. The students who have low locus of control, *i.e.*, forty-five percent, are female university students as against thirty-one percent of male students.

The calculated value of Cramer's V score (.14) proves a low association between the university students' locus of control and their gender. Besides, the calculated value of Chi-square is 7.51, which is greater than the tabulated value, at the .05 level of significance. It reveals a significant difference between the locus of control of male and female students. Therefore, the null hypothesis that *there is no significant difference between the locus of control of male and female university students,* is rejected.

On comparing the locus of control of the university students in relation to their gender, group difference has been observed that is significant. It states that male university students had high locus of control than their female students. The study by Reimers-Hild, (2005) also revealed that significant differences were observed in the scores of locus of

SELF-ESTEEM OF UNIVERSITY STUDENTS AND GENDER

The level of self-esteem of university students considering their gender base has been analysed through chi-square. The level of association between both (self-esteem and gender) was determined through Cramer's V test. The male and female university students' level of self-esteem is presented in table 8

Table 8
Self-Esteem of University Students in Relation to Their Gender

Gender	Self-Esteem			Total
	High	Moderate	Low	
Male	57 (28.2)	76 (37.6)	69 (34.2)	202 (100.0)
Female	34 (20.5)	61 (36.7)	71 (42.8)	166 (100.0)
Total	91 (24.8)	137 (37.2)	140 (38.0)	368 (100.0)

χ^2 =4.00, *d.f.*=2 P<0.05 (two-tailed) Cramer's **V**=(0.10)

It is observed from table 8, that irrespective of gender, thirty-seven percent of university students have moderate self-esteem. It is also noticed that the students who have high and moderate self-esteem, *i.e.,* twenty-eight and thirty-eight percent, respectively, are males as compared to female university students are twenty-one and thirty-seven percent, respectively. And, the students who have low self-esteem, around forty-three percent, belong to female category as against thirty-four percent males.

The calculated value of association tests Cramer's V test (.10) demonstrated a low association between the self-esteem of university students considering their gender as base. As well as, the calculated value of Chi-square test is 4.00, that is less than the table value and not significant at any level. Thus, the null hypothesis that *there is no significant difference between the self-esteem of male and female university students,* is not rejected.

On the basis of results of the analysis, it is concluded that there existed no significant difference between the self-esteem of male and female. Therefore, on the level of self-esteem group differences (between the male and female students) have not been reported, both male and female possess almost similar level of self-esteem. The findings of the study are in agreement with the findings of the study conducted by Kundu and Rani (2008). They concluded that there exists no significant difference between self-esteem of male and female trainees.

ENTREPRENEURIAL ATTITUDE OF UNIVERSITY STUDENTS AND GENDER

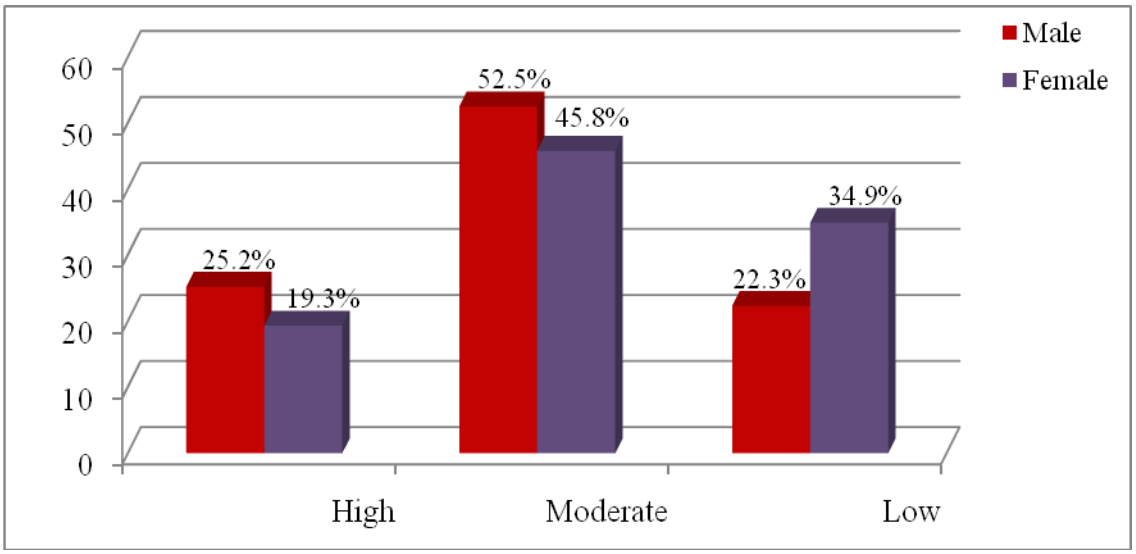
To find out the level of entrepreneurial attitude of male and female university students, collected data has been analysed through chi-square test. Cramer's V test was used for measuring the strength of association between the both (entrepreneurial attitude university students and their genders). The entrepreneurial attitude of male and female university students is presented in Table 9. Graphical presentation is also given in Figure 5.

Table: 9
Entrepreneurial Attitudes of University Students in Relation to Their Gender

Gender	Entrepreneurial Attitude			Total
	High	Moderate	Low	
Male	51 (25.2)	106 (52.5)	45 (22.3)	202 (100.0)
Female	32 (19.3)	76 (45.8)	58 (34.9)	166 (100.0)
Total	83 (22.6)	182 (49.4)	103 (28.0)	368 (100.0)

$\chi^2 = 7.49$, *d.f.*=2 P>0.05 (two-tailed) Cramer's **V**=(.14)

Figure: 5
Entrepreneurial Attitudes of Male and Female University Students



As depicted in the Table 9, that the entrepreneurial attitude of the students with regard to their gender, half of the university students from both male and female respondents have moderate entrepreneurial attitude. It is also observed that fifty-three male students and forty-six female students have moderate entrepreneurial attitude. Those having high entrepreneurial attitude are twenty-five percent of males and nineteen percent are female. On the contrary, more female students *i.e.*, thirty-five percent have low entrepreneurial attitude as against twenty-two percent of male students.

The calculated value of association Cramer's V tests (.14) enabled the researcher to state low association between entrepreneurial attitude of the university students and their gender. The calculated value of data by Chi-square test came out to be 7.49, which was greater than the tabulated value at degree of freedom (2), *i.e.*,5.99, it was found significant at the 0.05 level of significance. Therefore, the null hypothesis that *there is no significant difference between entrepreneurial attitudes of male and female university students,* is rejected.

The result indicates that there is a significant difference between the entrepreneurial attitude of male and female university students. The results of the study fall in accordance with the result of the study by Reimers-Hild, (2005), which revealed that a significant difference has been observed in the scores of entrepreneurial personality, for female and male learners. Moreover, males have been found possessing high entrepreneurial attitude as compared to their counterpart (female university students). Many studies have supported the view that males have higher entrepreneurial attitude. The findings of Kourilsky and Walstad (1998) based on survey data of male and female high school students had shown that girls were significantly less likely to respond positively to entrepreneurship than the boys. In another research study by De-Lange (2000) conducted on 271 eleven grade students, from different areas of South Africa, it was reported that the male students more than the female students considered entrepreneurship as a job career option. This observation was also supported by the findings of Goswami (2007), he concluded that male entrepreneurs had more entrepreneurial values than the female entrepreneurs. Similar findings are found in the study of Shastri, Kumar and Ali (2009) who conducted study on more than 500 male and female graduate and post-graduate professional students. They found that entrepreneurial orientation among male professional students was higher than in females. On the contrary, the findings of Yasin and Jain (2002) revealed absence of difference between entrepreneurial attitude in relation to gender and discipline-wise. They conducted survey of 234 students of five diploma courses of five different polytechnics in Maharashtra. This result also contrasts with the findings of previous research studies to what Shinnar, Pruett and Toney *(*2009) found in their study that there were no significant differences between male and female students regarding interest in entrepreneurship. They conducted this study on 317 students and 87 faculty members from different disciplines.

CONCLUSION & SUGGESTIONS

On the whole, the entrepreneurial attitude of male and female university students has been found significantly different from the each other, male university students have been found to be higher in entrepreneurial orientation in comparison to the female university students. While analysing the entrepreneurial tendencies, four major entrepreneurial tendencies, i.e. self-efficacy, calculated risk-taking abilities, need of autonomy and locus of control, these were found significantly different and higher for the male university students as against female students. No doubt, traditional approach of society presumes differences in male and female persons and prepares males and females to perform different roles in their future life for they are socialized along gender-lines. It is a fact that the development of any psychological aspects within an individual depends on the active human organism and the environment. Therefore, considering the human organism, females are soft and conservative in nature and in their behaviour. Moreover, there are many social and religious barriers for females, which may be the reasons that they consider themselves dependent on males. In many tasks, females, assumed them-selves weak compared the males. Females have been indecisive in taking risks, have lack of self-confidence, and self-believe. Due to the social context in which they live, females have to sacrifice or suppress many of their urges, in order to facilitate other family members. On the other hand, male are considered more independent and empowered than the females, which helped them to develop more effectively specific entrepreneurial tendencies. It is patriarchy that has set apart domestic chores for women bearing and rearing children, doing household tasks, attending to work on the fields and even earning for the family-all inclusive and subservient role with no saying in decision-making exclusive preserve of men. In this regards, Carter (1998) believed this view to be a distraction in a woman's entrepreneurial career path with this perception of women having to maintain a dual role as stereotyping the woman business owner as being unable to distinguish her private life from her business life. Education is changing the mind-set of society and democratic values are conceding equal opportunities and exercise of freedom in all the matters. It may be take some more time for empowerment of women and to develop them equal to men.

From the earlier times, it has been considered that the entrepreneurship activities are preserved for males, and females could not succeed in this complicated task. That is why, females lack self-efficacy, locus of control, calculated risk-taking qualities, need of autonomy and overall entrepreneurial attitude than their male counterparts have. In this context, Kundu & Rani (2007) cited that due to socialization processes, women have different ways of thinking and different values, and are more trained to the skills like co-operating, nurturing,

adapting, and persuading (Winn 2004) as women are mostly operating in the service industry. Generally, women are considered as less assertive, less competitive, and less aggressive in meeting the demands of business situations (Budhwar et al., 2005).

Although the results show a moderate entrepreneurial attitude of university students yet it is very clear that male and female entrepreneurial attitude differs significantly. Harbi, Anderson, and Naima (2009) described that it seems that in general sense, entrepreneurship is not an attractive option for all young well educated people, but the cultural constraints are more for the females. Interestingly, it can be noted that gender feasibility, capacity or presence of the closest relatives in enterprises are not the factors responsible for any gender discrimination. It seems that the attitudes of educated young people themselves clearly do not approve of women's venture creation role. Thus, in spite of the fact that they are well educated, the perceived social norms seem to confine females to a more traditional role which hampers them to venture in entrepreneurship. It is suggested that the policy-makers must have pay attention to introduce new programmes for the students at every level of education, because there is only few of the students who wants to go for self-employment in real sense. There should also be designed some self-employment related programmes particularly for the females so that they can gain self-confidence and compete with the future male self-employer. Additionally, Government should have provided many facilities to motive female university students, so that they have indeed a better chance of adopting self-employment as a career option in their future along with it they can choose the modern techniques in their future career (Gure, 2012b). Thus, there is a great need for increasing the capacities and capabilities of skill development programmes & the entrepreneurial skills should be promoted through education to reduce the challengeable problem of unemployment. Therefore, on the basis of the findings of the study it is recommended that when the policy-makers make any policy on the basis of gender than gender difference would be taken into consideration, so that better policies must be designed & new advanced guidance programmes & provide sufficient facilities (like awareness camps, training, loans, tools/equipments) to the female university students.

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